



Holy Trinity C of E Junior School

Report to Parents 2021/2022

From the Chair of Governors

From a personal point of view, it has been good that myself and the other governors have been able to go into school once more and to meet and talk with staff and pupils in person. With the best will in the world it just isn't possible to really gauge the mood of a school from a distance. I am delighted to tell you that what we have found is a group of people (adults and children) enjoying getting back to normal by learning and having fun together. Huge thanks and congratulations to everyone for their adaptability, determination, leadership and sheer hard work. And by "everyone" I include you, parents and carers, who have encouraged the children over the past difficult period.

As far as the children are concerned, morale is high for most of them. They have delighted in being able to go on school trips once more and to be able to play and learn together. Most of the children have been making pleasing progress in core subjects, especially reading. The focus for this year has been to evaluate the children's ability to retrieve the information that has been taught to them (i.e.: constantly checking "what has gone in and stayed there"!) Testing knowledge retention has been mainly achieved through the "Kahoots" quizzes.

Staff absences have meant that it has been a real challenge to keep sufficient staff in front of the children. Senior leadership, flexibility and great goodwill has meant that the children have had minimum disruptions to their learning due to staff illness. Behind the scenes there has been enormous pressure, too. The School Business Manager has been incapacitated and absent for all of 2022. The other administrative staff and also the premises team have, however, been magnificent in providing cover and keeping the wheels turning. As with so many organisations it is all too easy to take "the engine room" for granted whilst everything is running smoothly, but without them the school's vision would be an impossible pipedream.

It is a sad feature of everyday life for us all that money seems to get tighter at an alarming rate. We are already trying to work out how we can face the challenges of making ends meet over the next year whilst keeping our standards as high as possible. One area that is particularly concerning us is the replacement of the Chromebooks which (incredible though it seems) will need replacement next year. We are so grateful for the contributions towards costs that parents have made this year but will need to be asking you to dig even deeper in the future. We are beginning to explore external sources of funding.

Our elderly premises bring their challenges too. This year children had to be sent home when the elderly boiler coughed, spluttered and ceased to work. It has been repaired.... until the next time! We are trying to pursue funding to replace it with a "green" alternative. In the meantime our fuel bills are soaring at school just as they are at home.

I am sure that most of our school families - as well as the staff - will be looking forward to the summer break and, for some, the potential of holidays with new horizons to be seen and experiences to be had. I hope and pray that you will all come home refreshed and safe ready for another year. The challenges at school will continue and there will be some new ones but I am truly confident that our blessing will continue as we aim to achieve our vision to *provide "Exemplary education for all, through God's amazing grace"*.

Rev'd Martin Hayward

Chair of Governors

Response to our last Ofsted - May 2018

Actions. Leaders should ensure that	Impact	Next Steps
<p>1) they continue to improve the progress of disadvantaged pupils so that their attainment and progress is in line with that of other pupils nationally</p>	<p>The last official data that we have is from 2019: Attainment is above national average Progress for the disadvantaged was above the national average for reading and writing, but slightly below the national average for Maths. During 2020- 2021 we have no official measure. Teachers assessed as best they can, after the summer gap out of school and the gap out of school in spring 2021. We have focussed on core subjects, seeking to ensure that children read fluently, can meet age related expectations with writing, and have focussed on DFE recommendation for maths; we have had the Maths subject lead out of class for a year, taking focused groups. SATs Outcome Su2022: Reading: 73% EXS- 22% GDS Writing: 71% EXS- 20% GDS Maths: 70% EXS- 21% GDS</p>	<p>Implement plans to meet ARE for the next academic year in each of the core subjects.</p> <p>Re-introduce teacher led boosters for Maths</p> <p>Maintain the high level focus on reading</p> <p>Develop – greater focus on phonics, spelling and tables practice for all</p> <p>Year group teams meet every half term to discuss each child's progress.</p> <p>Half termly drop-ins and book looks to check that needs are being met</p> <p>Continue to monitor closely the effectiveness of Chromebooks for all</p>
<p>2 'pupils' writing in all subjects is as strong as it is in their English books, by raising teachers' expectation and providing more opportunities to write at length across the curriculum'</p>	<p>Foundation 'book looks' showed better quality in writing and retention of learning</p>	<p>A continued focus on the retention of knowledge from all teachers in all subjects Children have 'end task' assessments to summarise knowledge gained across the curriculum. These are moderated by staff each term.</p>
<p>SMSC: Social, Moral, Spiritual and Cultural</p>	<p>Aut = Autumn; Spr = Spring; Su = Summer</p>	

Response to SIAMS April 2016

Actions Leaders should ensure that	Impact	Next Steps
<p>1) Revisit the RE curriculum so that, as pupils move through the school, coverage of other faiths is progressive and developmental so that they have a more confident understanding of key elements by the time they leave</p>	<p>All R.E. is mapped on knowledge organisers; it is still a lot of information to retain. Links between faiths and other subjects are tracked through school Each faith is revisited twice in KS2. Visual prompts on the knowledge organisers support multimedia learning and long term memory Kahoots show retention End tasks were introduced The Faith group monitored outcomes with children in each year group in April 2022. Children understand most of the values – Dignity needs to be understood more and embedded.</p> <p>RE books have been moderated and assessment has been recorded each term.</p>	<p>Continue to measure impact of knowledge retention via Kahoots SU23, SU 22, SU21 and compare with SU20.</p> <p>RE Knowledge organisers to be reviewed and simplified where possible. End tasks to be reviewed Continue RE training for staff Continue to work on retrieval and debate More CPD for staff about Dignity .</p>

Targets re: Quality of Education
Attainment to be above national, including for the disadvantaged and children being proactive learners

Actions

- Pupil progress meetings - Half termly
- Assessment and ambitious target setting based on prior attainment.
- **Weekly year group meetings with the leadership team on zoom to discuss engagement of pupils.**
- **Each child was given a chrome book to support their learning.**
- **The last safeguarding audit was in September 2021 and was judged to be effective.**
- **There was a focus on reading – using Accelerated Reader, whole class reading, retention of vocabulary, comprehension, phonics and interventions.**
- **Assessment of foundation subjects was worked on; subject leaders improved diversity in our curriculum.**
- **Equality was a focus**

Impact

Annual surveys March 2022

Children

96% said they know how to use a knowledge organiser
89% said that the vocabulary that they learn every week is helping them with their writing.
91% said they are getting quicker at reading
87% said they can do their Maths every day
83% said the Chromebook work with reading is helping them make progress
88% said Doodle Maths is helping them to make progress
95% said Kahoots help them retain knowledge
94 parents responded to our online survey in March 2022
94% of parents felt that their children continued to make progress in reading
83% said their child continued to make progress in writing
83% said their child continued to make progress in Maths
87% said that knowledge organisers help their child to remember the knowledge in their subjects
96% of these parents said they support their child with homework

Next Steps

- Continue to address gaps and build retrieval so that children know more, retain more and can use their knowledge in their learning.
- Continue to develop high quality inclusive teaching; raise profile of spelling, times tables and greater depth Maths; with half termly classroom monitoring, half termly book looks and half termly reviews of children's progress.
- Continue to focus on the retention of knowledge; termly -evaluate end tasks and effectiveness of chrome books with learning retention
- Re-introduce teacher boosters; maintain high quality interventions based on research
- Deepen curriculum with links to the global calendar of events

LA – Local Authority

Target re. the children being able to articulate the school's values

Actions

- The values and *subvalues* were incorporated in to the 4 year assembly cycle and RE progression.
- Values have been referred to regularly in school life
- Staff spent time thinking about the deeper meaning of the school values and how they manifest in everyday life.

Impact

Annual surveys March 2022

98% of our children said they know the school's values

96.7% said they can see that the school's values are being taught and shown.

94 parents responded to our online survey regarding online learning in Lockdown.

90% of theses parents say they support the school's vision

86% said they can see the vision developing in school life

84% said they could see the school's values being tught and shown.

Next Steps

- Ensure that new Year 3 children and families know and understand the school's values and RE curriculum- the range of faiths taught
- Deepen understanding of the implications of the school's values through continued training for staff and inclusion in all elements of the curriculum and assemblies for the children in 22-23
- Continue to develop whole school understanding of Dignity
- Teach the meaning of charity

SEN – Special Educational Needs
PFOS – Parents and Friends of School

AFL – Assessment for Learning

Formative Assessment – a range of ways to evaluate learning

Target re. behaviour:

Children recognise how to behave towards one another for everyone's best interests; resulting in all children feeling safe

Actions

- We reviewed the behaviour policy and practice.
- Play remained in year groups and every child was facilitated to have a successful play, according to need.

Impact

Children have played well in year groups; gradually moving from playing well in classes to mixing well across their year groups.

Annual survey March 2022

- 99% of children said they knew the school rules
- 96% said they treat everyone with respect
- 93% said they behave safely in lessons and around school
- 85% said that time to reflect helps them to improve choices

Next Steps

- **Ensure that Year 3 children and families understand the schools rules and safety guidance**
- **Focused use of the ELSA for supporting those with anxiety, trauma, bereavement**
- **Focused use of Kick London coaches for sports and clubs development, mentoring and daily behaviour management strategies**
- **Support staff in each year group team support play for that cohort**
- **Appropriate social interaction in the dinner hall is actively encouraged**

RHE – Relationships and Health Education

Differentiation – making sure that every child is engaged through being given the right task, support or challenge
SLT – Senior Leadership Team

SIAMs – Statutory Inspection of Anglican and Methodist Schools

Target re. personal development: Children (and staff) know how to be healthy, safe and enjoy life to the full!

Actions

- The four year cycle of worship (assembly) plans were reviewed to ensure they met the school's values, promoted SMSC, British values, Christian values, inspirational people and ideas; safety; responsible behaviour and safeguarding
- RHE was fully implemented
- The ELSA continued to support individual children in certain situations; Kick London were also involved in coaching and mentoring; outside support was sought, where necessary
- The music concert was resumed; choir was resumed.
- Charity events were run by Trinity council
- Reflect and Repair times were used to **Reflect and Repair**

Annual survey March 2022

- 99% of children said they knew the school rules
- 96% said they treat everyone with respect
- 93% said they behave safely in lessons and around school
- 85% said that time to reflect helps them to improve choices
- 98% said they know how to be safe on the internet
- 93% said they know who to talk to about concerns
- 99% said they know how to be safe in other ways (PANTS, emergency services, etc.)

Next Steps

- Continue to develop an annual calendar of involvement in trips, quizzes, outside events, workshops, sport, charity work, advocacy, competitions, etc.

SEN – Special Educational Needs
PFOS – Parents and Friends of School

AFL – Assessment for Learning

Formative Assessment – a range of ways to evaluate learning

This year has been a challenging year for our school from a financial point of view. Like many of you, we have found the increase in energy prices and cost of living a challenge with our finances becoming tighter, not only for the current financial year but forecasted years ahead. We are juggling financial challenges with ensuring we provide exemplary education for all our children. To aid this, we have founded a smaller financial committee who meet regularly outside of Finance and Premises meetings to focus on and address any upcoming challenges to the school's budget.

One of the biggest undertakings we have embarked upon is supplying Chromebooks to each child. It is a project which has been hugely successful with the children being able to use them in class and at home to enhance their learning. Teachers have also found these to be an invaluable resource, with the programmes being used across subjects and enabling them to monitor progress in each area. We are incredibly grateful for all your contributions. Surprisingly it is almost time to replace the Chromebooks. In one way it seems we have only just started using them, but in another it seems we have had them for years such is the way they have integrated into everyday school life. We are beginning to look into how we will replace them next year, potentially through outside funding; potentially crowdfunding.

We also need to ensure our building is functioning well and are looking into the replacement of the boiler, while keeping costs low and the replacement environmentally friendly.

We have also had the challenge of our School Business Manager being absent since mid -January, however the Administration team have stepped up and worked together with the SLT to cover the increased workload. We are incredibly grateful for all their hard work!

Despite all the challenges we have faced this year, we are still striving forward with and confident to carry on implementing our vision for the children, together with the whole school community and local churches. Thank you for your continued support of the school.

Sue Kirk

Chair of Finance Committee.

It has been good to return to a more normal style of school as the year has progressed, especially this term.

Overall the report focuses on the targets that we have had in our vision, values and school *development plan*.

It has been another challenging year all round, especially in the autumn and spring with sickness, and I want to thank all members of the school community who have been absolutely fantastic at pulling together and supporting everyone in making the best of another challenging year.

Thank you for the financial response to the Chromebook initiative too; that has been absolutely brilliant.

It has been so nice to see the children enjoying the re-introduction of trips out of school – close to school or further afield.

Highlights:

- The smiles of the children (and chats with parents) at the gates and in the playground.
- Resilience and positivity when facing *further* difficulty and challenge, *especially staffing shortages*
- The privilege of going to lessons regularly and hearing children articulate their learning in every lesson and seeing them display their progress in their books too
- Seeing the children maturing, *play well together* and being able to resolve friendship issues in the playground so that they are being kind to one another; using the field and playground effectively for play
- The emotional support we are able to give the children
- Being able to resume TRIPS, workshops, special dressing up days, design technology and art projects
- Sports days – with parents
- Meetings back in school
- The positivity and determination of PFOS
- No masks!
- Seeing the effectiveness of the Chromebooks.
- Reading the freshness of worship evaluations – the children's thoughts...
- **The teamwork by a hard-working and dedicated staff, parents and governors who regularly go the extra mile for your children**

Once again...Who knows what is next...? By faith, step by step...**Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence...God willing.**

I do know that we will make the best of all situations.

With warmest wishes,

Mrs S. Gruffydd

