

Holy Trinity Church of England Junior School




Exemplary education for all, through God's
amazing grace

Welcome to Holy Trinity

 EXEMPLARY EDUCATION FOR ALL, THROUGH GOD'S AMAZING GRACE

Only with Thee, O God, we journey safely on


 WE LEARN

Curiosity • Wisdom • Teamwork
Hard Work • Failing Well



Everything was created
through Jesus and for him


LEARNING
TOGETHER AS
WE JOURNEY
WITH GOD IN
LOVE
WE ACT WITH
INTEGRITY
TREAT OTHERS WITH
DIGNITY
AND GROW IN
CONFIDENCE

 WE LOVE

Community • Being Non-Judgemental
Forgiveness • Compassion • Kindness



We love each other
because he loved us first

 WE ACT WITH INTEGRITY

Faithfulness • Generosity • Truthfulness
Honesty • Self-Control • Responsibility



People judge by outward appearance
but the Lord looks at the heart

 EACH PERSON HAS DIGNITY

Equality • The Whole Person
Every Person • Tolerance • Advocacy



So God created human beings
in his own image

 WE HAVE CONFIDENCE

Wholeheartedness • Hopefulness
Joy • Humility • Resilience



Blessed are those who trust in the Lord and
have made the Lord their hope and confidence

Senior Leadership Team



Mrs Shirley Gruffydd
Headteacher



Mrs Suzanne Robins
Deputy Head



Mrs Anna Cooper
SENDCo



Aims of our time:

- to know why it would be good for your child to join us at HT
- to get a sense of our vision, values and everyday school life
- to see around the school
- to get to know us a little



Holy Trinity Church of England Junior School

- **Vision** - Exemplary education for all, through God's amazing grace
- **Values** - Learning, Integrity, Dignity, Confidence and Love



Learning together, as we
journey with God in **Love**,
we act with **Integrity**,
treat others with **Dignity**
and grow in **Confidence**.

What does learning look like at Holy Trinity?

- Exemplary **Engagement**
- Exemplary Enjoyment
- Exemplary Empathy
- Exemplary Progress





Exemplary Engagement

- Learners at Holy Trinity have the most appropriate resources and challenges which suit their needs, therefore, the learners are: attentive, curious, excellent listeners, ask intelligent questions, independently stay on task, they help others and can enthusiastically explain their learning.








Curriculum intent

- We aim that by the end of key stage 2 our children **know** more, **remember** more, and can **use** their knowledge in their learning.
- So we have a big focus on **retrieving** knowledge regularly.
- Our curriculum is **progressive** and **linked**, encouraging children to apply their learning whenever possible.



Every unit has a 'knowledge organiser'

Year 3		HISTORY Autumn 1				The Stone Age			
Conflict/resolution		Leadership		Lifestyle		Technology			
Key Vocabulary									
<u>sacred</u> : a place or object that has a religious meaning.		<u>forage/foraged</u> : to search a large area for food or other objects such as sticks.		<u>preserve</u> : to do something to save or to protect a place or an object.		<u>communication</u> : to share information with other people.			
<u>weapon</u> : an object that is used for killing or hurting people or animals.		<u>settlement</u> : a place where people have come to live and have built their homes.		<u>resourceful</u> : finding a quick or clever way to solve a difficult problem		<u>gather/gatherer</u> : a person that collects things together for a reason.			
<u>prehistoric</u> : the period of history before there were written records.		<u>transport/ transported</u> : to take people or goods from one place to another in a vehicle.		<u>monument</u> : something that was built to help people remember an important event or person.		<u>symbol</u> : a number, letter or shape that means something.			
Statutory Words		natural	caught	build	history	material	circle		
Lifestyle Who were the Stone Age people? 		Conflict What weapons did the Stone Age people use? 		Lifestyle How did the Stone Age people live? 		Lifestyle What is Stonehenge? 		Technology How did the Stone Age people communicate? 	
<p>Did you know? The word prehistoric means everything that happened before people started writing about things.</p> <p>The prehistoric era started with the Stone Age people. <u>The Stone Age was around 12,000 years ago.</u></p> <p><u>The Stone Age is the name given to the earliest period of human life when stone tools and weapons were first used.</u></p> <p>Stone Age people had to catch or find everything they ate. They hunted animals for meat and caught fish in rivers.</p> <p><u>They foraged for food such as berries, nuts and fruits. That's why they were also called hunter-gatherers.</u></p> <p>They moved from place to place in search of food and frequently followed the animals they hunted.</p>		<p>Did you know? Tools and weapons were made of stone, wood, bone, leather and vegetable fibres.</p> <p><u>Flint was commonly used for making stone tools but they also used other stones like chert and obsidian.</u></p> <p>A harpoon is a large spear-like tool used to kill large animals.</p> <p><u>A bow and arrow is made from wood and rope. It was aimed at a target and travels at a high speed.</u></p> <p>A spear is a long stick made from wood and rock used in battle or to throw at prey.</p> <p>An axe was made from wood and stone and was used for cutting plants, hunting and protection.</p>		<p>Did you know? <u>Stone Age people lived in settlements and often moved from place to place.</u></p> <p>They preserved the animal and were resourceful in using all the parts of the animal.</p> <p>After animals were hunted, their skins would be removed before the meat was eaten. The skin would be cleaned using stone tools and then washed.</p> <p><u>Some early humans sheltered from the cold in caves or built a circular structure made from wooden posts and covered in animal skin – like a teepee.</u></p> <p>People wore animal skins to keep them warm, sewn together using bone needles.</p> <p>They also made jewellery carved from fine animal bones.</p>		<p>Did you know? Found on England's Salisbury Plain in Wiltshire, Stonehenge is one of the world's most famous prehistoric monuments.</p> <p><u>Stonehenge is made up of huge standing stones arranged in a circular shape.</u></p> <p><u>The stones were transported to the building site and took 1,000 years to build.</u></p> <p>The only tools the builders had were made of stone, wood and rope!</p> <p>We may never know why Stonehenge was built, but people probably gathered there for religious sacred ceremonies.</p> <p>Only a few stones are left standing today.</p>		<p>Did you know? Archaeologists found symbols and paintings hidden inside caves.</p> <p>Symbols used repeatedly in the same clusters were found, suggesting there was a possible communication system in place 30,000 years ago.</p> <p><u>Stone Age people painted cave art to record stories. The paintings offered represented daily life such as hunting, animals and gathering crops.</u></p> <p>They would decorate their caves by carving or engraving them with sharp stones or by painting them with pigment made from minerals.</p> <p><u>They would paint onto the cave walls with either their fingers or twigs.</u></p>	

Knowledge organisers:

- Help children to know the most important themes and vocabulary
- Shows links to other subjects (including statutory words)
- Give visual prompts to help the children retrieve information
- We also include an end task at the end of a unit of learning so the children can draw conclusions



What does learning look like at Holy Trinity?

- Exemplary Engagement
- Exemplary **Enjoyment**
- Exemplary Empathy
- Exemplary Progress





Exemplary Enjoyment

- Pupils at Holy Trinity enjoy being at school! Pupils are: absorbed, highly focussed, respond well to challenge, have high aspirations, learn from mistakes, show resilience, co-operate and support each other. Teachers enjoy teaching! They have an excellent rapport with pupils, teach with clarity, spot anxiety, promote resilience and teach with enthusiasm and warmth.



Enjoyment

- As well as learning in class we also plan lots of activities in to the year just for fun!
- Some of these support charity work (Children in Need) and some raise funds for the school (e.g. crazy hair day)!



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Exemplary Empathy

- Our community recognises that learning is an emotional, spiritual, moral, social and cultural experience. In our school wellbeing is promoted through: valuing all contributions, building confidence, an open culture, teaching healthy and safe choices, and high expectations for behaviour for learning.



Wellbeing

- Daily, a member of the senior leadership team greets everyone at the gate
- Daily, staff meet and greet at the classroom door, gauging responses to see how everyone is starting the day
- Every class has a mental health charter and we learn about physical and mental health in RHE
- When we know needs, we support the children in year group teams
- If there has been a bereavement or trauma, we have an ELSA - Emotional literacy support assistant who can work with individuals
- We have two school mentors to help work on social and self awareness skills
- We use friendship agreements where needed to help children learn play skills as they grow up and mature

ELSA Room



Mental Health Charter

Wellbeing & Mental Health Charter

Only with Thee, O God, we journey safely on



**A new command I give you:
Love one another. As I have loved
you, so you must love one another.**

John 13:34



We will:



**Look out for each other's
emotions and wellbeing**



Be good listeners



Support each other's needs by:

**Getting alongside
each other to help**



**Giving each other
space when we need it**



**Telling an adult if we are
worried about someone**



**Help
please!**



**Ask for help from others when we need it
because we know that there is help in our
school for everyone – we are all a team!**

Relationships and Health Education

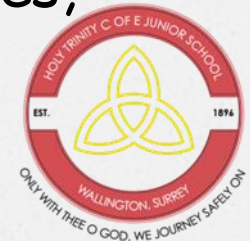
- All kinds of relationships- families, friendships; how to recognise positive and negative friendships
- Physical health
- Mental health
- Online safety
- Safety
- Human life cycles

This is a statutory part of the national curriculum: [DFE statutory guidance](#)



Behaviour management

- Our behaviour management is based on our school values
- Positive relationships are key
- We keep the rules simple, so that everyone understand them and can remember them
- We have visual reminders in class
- We remind children of expectations and give warnings that change is needed, where required.
- Children get the opportunity to reflect and repair when they don't adhere to rules
- Behaviour is supported to make better choices, where needed



Behaviour policy - key words

- Dignity and equality
- Relationships
- Responsibility
- ~~Reward Praise~~
- Reflect and Repair



Behaviour for learning



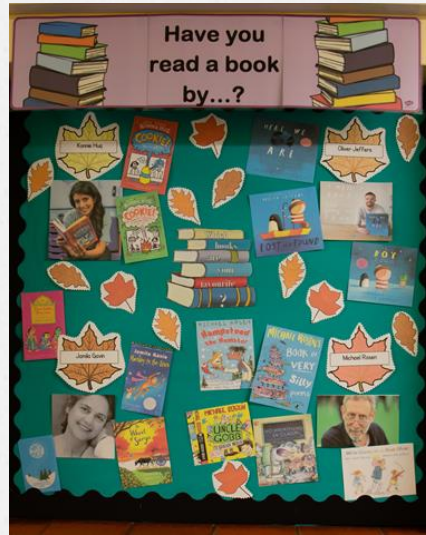
School rules



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Attainment and progress

- We take attainment and progress seriously - for all.
- The leadership team meet with class teachers every half term to monitor the children's wellbeing and learning.
- Attainment and progress is tracked half termly in reading, writing and Maths. We act on what we find out.
- Knowledge retention in foundation subjects is also tracked by subject leaders and we adjust teaching to improve.



Continual development

- Staff are always seeking to improve our knowledge about the best way to support the children in all subjects
- Reading - phonics; fluency, comprehension
- Writing- modelling how to improve sentences, add flair
- Maths - small steps as well as reasoning and problem solving; dive deeper work
- Subject knowledge
- Questioning, retrieval
 - Supporting SEND
 - Effective use of Chromebooks

Last Ofsted

(27th and 28th of June 2023)

- Pupils enjoy coming to school. They said there were many things they liked about it, from seeing their friends and teachers to their enjoyable lessons where they learn new things. Pupils were especially keen to explain that teachers are very respectful, helpful and kind.



- All pupils, including those with special educational needs and/or disabilities (SEND), benefit from a well-thought-out curriculum. Leaders and teachers have high expectations for all pupils. Pupils work hard to meet these. Those who need additional support to do this receive it promptly. All pupils achieve well.



- Pupils behave well in and around the school. They know the school rules well. The 'reflect and repair' sessions help pupils to think about their behaviour. The playground is a happy place where pupils engage in a range of activities. Bullying happens sometimes but is dealt with swiftly and effectively. There is a worry box in each of the classrooms where pupils can post their concerns, which teachers address. Pupils are safe in this school.



- Leaders have adeptly developed an ambitious curriculum for all pupils, including those with SEND. It is well sequenced, with ideas and concepts taught in a logical order. In most curriculum areas, leaders have identified the key knowledge that they want pupils to learn. Their design of the curriculum helps pupils to revise previous learning and make connections between their knowledge.



- For example, in mathematics, they regularly go over key mathematical concepts and skills that they have been taught. This helps pupils to develop a strong understanding of the subject. They have well-planned opportunities to apply their understanding in different contexts, including real-life situations. Teaching enables pupils to make connections between what they learn in different aspects of the curriculum.



- Pupils are confident in articulating their learning and do so with enthusiasm. Their learning is enriched through a variety of ways, such as educational trips, choir, concerts and workshops.



C of E Inspection October 2023

As a C of E school, we are inspected every five years according to SIAMS - Statutory Inspection of Anglican and Methodist Schools. Our last inspection was in October.

You may be looking at our school with a Christian perspective.

You may be looking at our school from the perspective of another faith or no faith.

Everyone is welcome.



C of E Inspection April 2016

- The grade was Outstanding.



C of E Inspection

➤ *Vision*

➤ *Ofsted:*

Leaders have created a caring school ethos which everyone at Holy Trinity values and understands. Acting with integrity, treating others with dignity and growing in confidence are at the heart of everything the school has to offer.



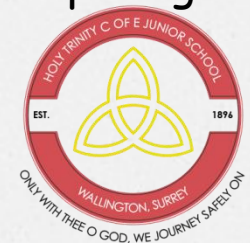
Being part of the church community

- Year 3 get an introduction to HT
- Each year group usually leads a service at Holy Trinity Church
- Year 3 lead the Christmas service
- Year 4 lead the Easter service
- Year 5 lead Remembrance and Harvest in alternate years; Year 5 visit HT as a primary source of evidence of the Victorians
- Year 6 lead a Leavers' service



What is a typical day at Holy Trinity?

- Breakfast club from 7.30a.m.
- We welcome years 3 and Year 4 at 8.40a.m.
- We welcome years 5 and 6 at 8.40a.m.
- We work hard to *know and meet* needs with our learning environment
- Two year groups are at play at any one time, in their own areas; lunch is similarly staggered
- Breadth of curriculum
- Worship at 2.40pm
- Teacher's Planning, Preparation and Assessment time is when children are taught by other staff in French, music and computing
- Clubs
- After School Club until 5.30pm



School Gates



Lunch time



Play time is REALLY important!



Lining up



Play time is REALLY important



PE Lessons



Computing Lessons



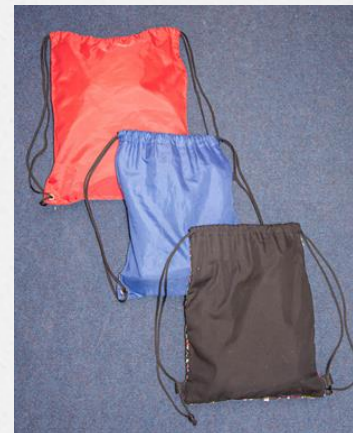
Art Lessons



School Uniform



PE Kit



Wrap around care

- Breakfast club from 7.30a.m.
- After school club 3.10p.m. until 5.30p.m.



Special Events - normally

- Theatre and dance visits, workshops - Anglo-Saxon, Egyptian, Roman, Science, mini Olympics, Disco through the decades, a VE party, Creating Cave walls, National Fitness days, Science week, NSPCC, TFL for year 6, Eco Christmas Fair, Year 6 residential and Production, Charity events - Courageous Advocacy
- Class assemblies
- Trinity Council
- Christmas and summer music concerts for parents and friends
- Clubs -football, netball, cross country, athletics, boxing, badminton, chess, choir, art, homework; seasonal clubs such as cricket.
- A mixture of free clubs and some with fees to be paid





Children in Need



Year 6 Evacuation Day



Crazy Hair Day



How do we help make a smooth transition?

- We work on it all year!
- Visits between the Y2 and Y3 teachers
- Y2 come to visit - the Christmas service & Y6 production
- In the summer we hold events on the field
- Year 2 visit Holy Trinity for a couple of mornings
- Year 3 teachers visit Year 2 classes a few times and talk to the Year 2 teachers
- Our children show Y2 how to use the equipment



- We find out about vulnerable children
- Specific plans can be put in place for specific needs, e.g. extra visits, photos, etc.
- Children admitted from other schools apart from BIS are included in as many activities as possible
- We have an open evening in July - Y2 children go to meet their teacher (classes may be re-shuffled), and parents have a presentation with more information for starting the new term - uniform, book bags, school dinner, etc.
- Books and assessment information comes from the infants' school



In September

- Lots of explanation and help to settle in to a new school
- Orientation activities, finding rooms, lunch staff collect from classes re. lunch routine
- Year 3 have lunch first each day in the first half term.
- We hold an information evening in September for parents to meet staff
- Y2 teachers come to visit the children about a month in to Y3
- You give us information that will help us get to know your child
- We will ask for an annual contribution to school fund and a contribution to having a Chromebook for your child.



How do I apply for a place at Holy Trinity?

- Apply online, via the Sutton L.A. website - [London Borough of Sutton Admissions](#)
- By the 15th of January 2024
- If there are more than 90 applicants the oversubscribed criteria in the admissions policy will apply - Admissions Policy 24 - 25

