



Holy Trinity C of E Junior School

Report to Parents 2024/2025

From the Chair of Governors

Dear Parents and Carers

This year has been an encouraging time for the Governors, and I hope that all of you have been equally encouraged. We have continued to see the school thrive under the excellent and professional leadership and the wonderfully focussed and dedicated staff team. The school’s vision is to provide “Exemplary education for all through God’s amazing grace.” It is the governing body’s role to monitor how well the school is doing in achieving that aim.

Many parents may think that a good starting point would be to look at how well each child is taught in the classroom; do their lessons prepare them well as they progress from year-group to year-group and then onto for their next “big” school... and, indeed, into adult life beyond that? One measure of all this is how well Year 6 perform in the SATS test during their last term at Holy Trinity. We were delighted to have just received the results for this year which show that Holy Trinity pupils have performed well above national standard in all the tests for Reading, Writing, Maths and Spelling, punctuation and grammar. Congratulations to all of the children involved and grateful thanks to their teachers.

But there is so much more to school than academic success. As we visit, we can see how confident the children are and how they act with respect towards adults and treat their fellow pupils with dignity. This is summed up in the “strapline”: Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence. Visits to the school show that the children really do live out these values day by day; they feel secure, safe and nurtured within the school environment where safeguarding is regarded as of utmost importance.

Funding remains an ongoing challenge especially in the light of reducing pupil numbers throughout the Borough. The senior staff and governors spend many hours going over budget figures. The priority for all conversations about finance is always to discuss how best to implement our visions and optimise the education for every child in the school by making sure that we get the best possible value for money from the budget, in a variety of situations.

As a Church of England school we are also supported by the church through Southwark Diocese but in order to access their support we must also contribute approximately £9,500 from our own funds. Over the last year this diocese/school fund partnership has allowed us to fit a new boiler, which is already showing a reduction in our energy use and bills and is allowing for some upgrade to the corridor flooring and decorations, which has not been done in approximately 20 years. All these works are essential to ensure our children have a safe, high-quality learning environment.

The school family relies on the input from so many different people – the “front of house” office staff, teachers and classroom assistants, midday supervisors and breakfast club staff, cleaners and maintenance crew. My thanks and congratulations to each and every one of you, parents, carers, volunteers and hard working fund-raisers included, who make the school a place of which we can all be proud.

My best wishes,

Rev Martin Hayward, July 2025

Our school development plan 2023-2027

Motto	Only with Thee, O God, we journey safely on
Vision	Exemplary education for all, through God's amazing grace.
<u>4 year Vision target:</u>	By the end of July 2027: attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children and staff will know how to be healthy, safe, flourish and enjoy life to the full!
<u>Values</u>	Learning, Dignity, Integrity, Confidence, Love
<u>Values statement</u>	Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.
We Learn:	"Everything was created through Jesus and for him" Colossians 1.16. The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
We Love:	"We love each other because he loved us first" 1 John 4.19. The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
We act with Integrity:	"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7. The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
Each person has Dignity:	Each person has Dignity: "So God created human beings in his own image." Genesis 1.27. The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
We have Confidence:	We have Confidence : "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7. The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

Targets 24-25	Summary of key actions	Value	Measure to be evaluated SU 2024
1a Children’s attainment stays above national average and progress to be in the national average band	<p>Ambitious target setting based on prior attainment; half termly Pupil Progress Meetings, effective inclusive high quality teaching practice by well trained staff; interventions and boosters; staff training continues to focus on best practice and retention in all subjects</p> <p>Leadership team continue to keep up with key research and implement best practice</p>	Learning	National data
1b.the progress of disadvantaged pupils continues to improve so that their attainment and progress is in line with that of other pupils nationally	<p>Subjects organised carefully in knowledge planners with clear expectations</p> <p>Effective teaching of tier two vocabulary ; targeted readers for fluency and comprehension</p> <p>Maths support groups to meet needs in fluency</p> <p>Training for all staff in meeting needs for regulation</p> <p>PPG book looks and pupil voice groups</p>	Learning Dignity Integrity	<p>National data</p> <p>Internal data</p> <p>Progress evident in books.</p> <p>Progress evident in recordings of reading</p>
2 Children will retain knowledge securely (particularly in R.E. with a new syllabus to plan for)	<p>Knowledge organisers enable children to retain expected information</p> <p>Vocabulary is skilfully taught by teachers and support staff alike</p> <p>Carefully planned and spaced reviews of subject teaching aids children to retrieve and retain learning</p> <p>End tasks show evidence of retention.</p> <p>Several inset sessions have been dedicated to R.E. planning.</p>	Learning Integrity Confidence	<p>Pupil voice</p> <p>Quality of writing and end tasks shows understanding of knowledge and skills as well as showing understanding of themes in and across subjects</p>
3.Children will confidently articulate the school’s 5 Christian values (and maybe even some of the sub values)	<p>The school’s vision and values are clearly displayed everywhere in the school and are woven through all that happens.</p> <p>The values are incorporated in to the 4 year assembly cycle and RE progression.</p> <p>The schools values are referred to on a daily basis and linked in to all areas of our curriculum</p> <p>Injustice and inequality have been looked at – defined by when people are not treated with integrity and dignity.</p>	Love Dignity Integrity Confidence Learning	<p>SurGE evaluations each half term</p> <p>Faith group meetings twice per year evaluate evidence</p> <p>Annual questionnaires to pupils and parents evidence of understanding of the vision and values.</p>
4 Children are proactive learners and have aspirations for what they can achieve in life	<p>Knowledge planners clarify expected learning, including linked themes and are explained to children.</p> <p>Children are taught effective retrieval and retention practice</p> <p>Children know what to learn and are keen to learn; making good use of learning time; supporting one another with talk partner work; teachers praise learning attitudes and resilience specifically; children are keen to improve their own work.</p>	Integrity Confidence	<p>Pupil voice</p> <p>Classroom observations</p> <p>Evidence of children improving their learning</p>
5 Children recognise how to behave towards one another for everyone’s best interests; resulting in all children feeling safe	<p>Implement vision and values</p> <p>Follow behaviour policy - implement consequences when everyone is calm</p> <p>Play, sportsmanship and inclusion are key</p>	Love Dignity Integrity	<p>Half termly pupil progress meetings</p> <p>Behaviour summaries to the governing body</p>
6. Children (and staff) know how to be healthy, safe and enjoy life to the full!	<p>Maximise play opportunities</p> <p>RHE/PE/Computing/SMSC links are strong</p> <p>CAOW cycle support good choices</p> <p>Wellbeing meetings for staff to be held monthly</p>	Dignity Integrity Confidence	<p>Children can be seen to be able to play in a more regulated way</p> <p>Pupil questionnaires</p> <p>Parent questionnaires</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.
- **Safeguarding effective June 2023 Ofsted**
- **There was a focus on reading – using Accelerated Reader, whole class reading, retention of vocabulary, comprehension, phonics and interventions.**
- **Half termly booster groups run by teachers.**
- **Subject leaders improved cultural capital in our curriculum.**

Impact

Annual surveys March 2025 Children

90% said they are getting quicker at reading
85.8% said they can do their Maths every day
91.8% said their science knowledge is growing
97.8% said they know things they are good at

Parents March 2025

92% of parents felt that their children continued to make progress in reading
85% said their child continued to make progress in writing
92% said their child continued to make progress in Maths
94% said that knowledge organisers help their child to remember the knowledge in their subjects

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 the rigour of meeting staff every 6 weeks to track children's attainment and progress.
- Review writing

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.
- Children understand the meaning of the vision
- Values have been referred to regularly in school life
- Values are referred to daily.

Impact

Annual surveys March 2025

98.1% of our children said they know the school's values
95.9 % said they can see that the school's values are being taught and shown.

Parents

100% of theses parents say they support the school's vision
97% said they can see the vision developing in school life
99% said they could see the school's values being taught and shown.

Next Steps

- Ensure that new Year 3 children and others who join in the year know and understand the school's values
- **Implement the new RE syllabus**

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

- Play remained in year groups and every child was facilitated to have a successful play, according to need.

Impact

Children social skills can be seen developing throughout a year as well as through the school.

Annual survey March 2025: Parents

95% agree that the school supports positive social skills via playtimes and lunchtimes

98% agree that the school has high expectations for behaviour and conduct.

95% agree that behaviour expectations are commonly understood and applied consistently and fairly

91% agree that pupils behave with consistently high levels of respect for others.

Children:

- 98.5% of children said they knew the school rules
- 97.4% said they treat everyone with respect
- 99.3% said they behave safely in lessons and around school

Next Steps

- **Ensure that Year 3 children and families, along with other new families understand the schools rules and safety guidance and how we enforce boundaries as well as meet needs**
- **Focused use of the ELSA for supporting those with anxiety, trauma, bereavement to help children to regulate so that they can learn**
- **Support staff in each year group team support play for that cohort**

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
- Children's knowledge was expanded by incorporating national and international events and reflections on world-wide events
- 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 range of clubs was expanded.
- Charity events were run by Trinity council
- Reflect and Repair times were used to **Reflect and Repair**
- We added looking at equality and justice in to the worship cycle.

Annual survey March 2025

- 97.4% said they treat everyone with respect
- 99.3% said they behave safely in lessons and around school
- 98.9% said they know how to be safe on the internet
- 97% said they know who to talk to about concerns
- 98.9% said they know how to be safe in other ways (PANTS, emergency services, etc.)
- Parents:
- 89% agreed that the range of clubs has improved:

Next Steps

- Continue to develop an annual calendar of involvement in trips, quizzes, outside events, workshops, sport, charity work, advocacy, competitions, etc.
- Continue to provide a good range of clubs
- **Introduce a Climate Action Plan**
- **Introduce children's PFOS reps in each class - children**

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It has been another demanding year, but with great outcomes for the children and school overall!

Highlights:

- Welcome children each day and chatting to parents at the gates
- Seeing children make progress in the classroom *and in the playground, with confidence and sportsmanship growing*
- Seeing resilience develop.
- Music concerts
- Hearing children talk about the values
- The Year 6 Production of The Amazing Adventures of SuperStan
- Enjoying the class assemblies where we find out more about events on the world
- PFOS events
- Seeing children interact with retired groups at St Pat's and Holy Trinity Church
- Seeing and hearing the children understand and remember and link more in the curriculum!
- Seeing kindness between children
- Sports days!
- Working openly and honestly with parents
- Welcoming new people to our school
- The emotional support we are able to give the children
- Being able to enjoy TRIPS, workshops, special dressing up days, design technology and art projects
- Seeing the effectiveness of the Chromebooks in Y6
- Attainment and progress
- Links with Wallington Boys and Girls Grammar
- **The teamwork by a hard-working and dedicated staff, parents and governors who regularly go the extra mile for our children**

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

