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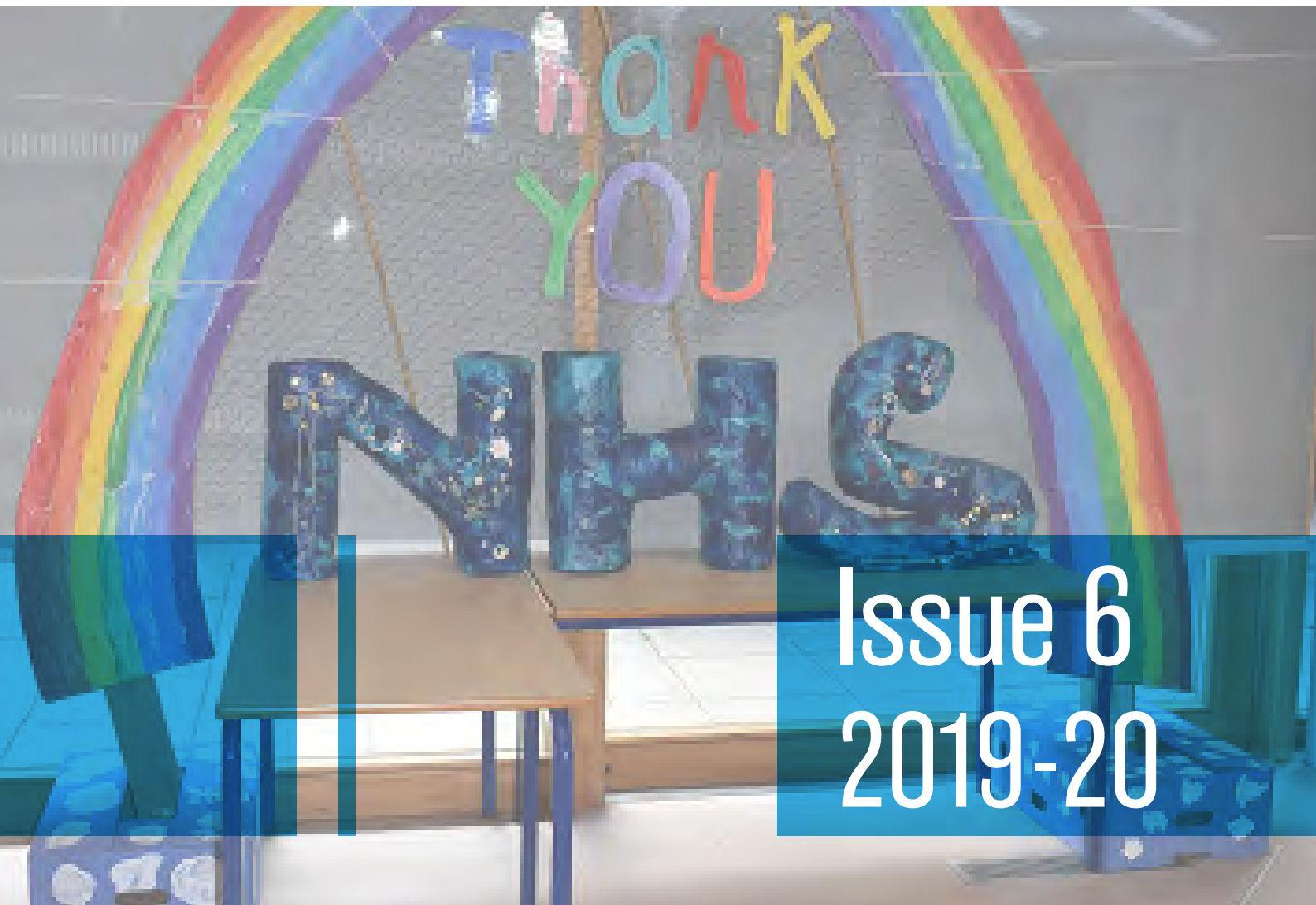


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Holy Trinity CE
Primary School

Governors' Annual Report



Issue 6
2019-20

COMING FIRST IN SCHOOL

Looking back over recent months, most of our experiences during the Covid-19 pandemic could be described as 'firsts'. When Alison Bateman took the reins as head teacher in September, she certainly won't have anticipated facing so many unprecedented challenges and decisions.

We asked her about some of the firsts from her first year in post at Holy Trinity School:

- First day of term 2nd September 2019 - whilst not my first, day of term, it was clearly my first day as head of Holy Trinity which always ensures a packed house! It was lovely to meet everybody and hear what Holy Trinity meant to them
- The job location entailed a lot of firsts such as working in Richmond Local Authority and working in Southwark Diocese - the latter leading to my first special inauguration service at Southwark Cathedral and first evensong at Canterbury Cathedral
- First school to have a Chaplain - delighted to have Tom Rutter as a colleague
- January 2020 - first opportunity to offer a 30-hour provision to parents with children in the Nursery who work full time
- First experience of the previous head teacher coming back as a school volunteer - wonderful, thank you Penny
- First grand opening of a new infant school library
- First visit to the O2 to watch children sing from my school
- First Holy Trinity Christmas Staff party - no more said!
- First Holy Trinity Carols by Candlelight - another opportunity to see our choir perform so beautifully
- February 2020 - first SIAMS inspection under the challenging new inspection framework
- First experience of HT's amazing PTA social/fundraising events - just as well I enjoy Prosecco!
- March 2020 - first global pandemic that led to my first experience of a lockdown and a long series of firsts that include closing a school, holding staff and governor meetings by video conference, overseeing online Google Classroom teaching, interviewing and recruiting new teachers on camera
- First-time YouTuber - recording the weekly messages for pupils
- First school I've worked in to celebrate 150th birthday- only to have to postpone the celebrations
- First time of cancelling all the essentials of the summer term - SATs tests, school photos, parent meetings, end of year productions, sports days, picnics, class outings to name but a few. None of which were due to bad weather!

The upside is, of course, that Alison will still find herself experiencing lots of Holy Trinity firsts well into her second year here.



A VISIONARY NEW HEAD

One of Alison's priorities upon becoming head teacher was to review, alongside school leaders, the school's Christian vision as more than five years had elapsed since this was last done and it was due.

A Church of England school's Christian vision is the guiding force that steers the direction of a school. Specific to every setting, the way it is put into practice is individual and distinctive and is intended to shape decision-making, priorities and outcomes.

Of course, not everyone has the same beliefs and not all our families and staff are practising Christians. However, education provision in Church of England schools is based on inclusivity and service - meaning everyone in our community should benefit from the way our vision is implemented.

The starting point in the Autumn term was to involve all stakeholders by inviting them to articulate what is special about our school and what are our core values. Staff, pupils and parents were all consulted and came up with three key words that permeate everything we do at Holy Trinity: Love, Aspiration and Community.

Governors then developed these values and distilled them into one sentence:

Our vision is to have nurtured children to love learning, love one another and love God

The New Testament verse that expresses this vision and

provides a Biblical underpinning of our vision comes from Mark 12. This says,

"Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself."

So how is this put into practice?

School leaders went on to develop a Five-Year Strategy that ties together all the strands of the values and vision. Our stated aims are:

- to provide outstanding education where excellent outcomes for pupils remain a priority
- to maintain and further develop relationships with all members of our diverse, global and multi-cultural school family
- to impact the physical health and wellbeing of all and reduce our carbon footprint
- to ensure our values and vision are reflected in all decisions and behaviour and are embedded in the lived experience of everyone at Holy Trinity.

A copy of the complete Five-Year Strategy document that expands how these aims will be achieved is on the school website.



EASTER EGG COMPETITION WINNERS

INSPECTION PRAISE FROM SIAMS

All Church of England schools are subject to regular inspection under SIAMS - the statutory inspection of Anglican and Methodist schools. This is in addition to Ofsted inspections and is carried out every 5 years, whereas Ofsted is unpredictable. The focus of SIAMS is very specific, since a new framework was introduced in 2018, and looks at the impact of a school's Christian vision on children and adults and how it enables everyone to flourish.

Holy Trinity had a SIAMS inspection in early February, one term into Alison's new headship and mere weeks into the introduction of the new vision to staff and pupils. Our overall judgement came out as 'Good' following a fair and thorough inspection that included meeting several groups of pupils, governors, staff and parents; observing collective worship; talking to the Chaplain; and reading through pages of evidence to demonstrate the impact of our Christian ethos.

Particular highlights of the report's findings include statements such as:

"Love and care for others are at the heart of Holy Trinity's work and ethos. Staff, parents and pupils all feel supported and nurtured as part of a family."

"Support for vulnerable pupils is a strength. Dedicated staff meet a diverse range of needs through a personalised, loving

approach. Pupils with SEND are nurtured well, so that they too reach their potential."

"Opportunities across the rich, broad curriculum including art, technology and music support pupils' spiritual development and foster a love of learning."

"Relationships between members of the school community are positive. The nurture of all pupils throughout the school is exceptional and everyone is treated with kindness and respect."

Holy Trinity has always embodied being a caring school, deeply committed to its values of Love, Aspiration and Community, with the Christian ethos at the heart of everything. However, with the new Christian vision being so recent, it was difficult to assert that it was truly embedded in school life and its theological roots fully understood by all stakeholders - though we shall certainly aspire to be judged 'Excellent' next time.



CURRICULUM REVIEW

Over the past year and a half Lucy Ashby, our deputy head teacher, has been researching and reviewing the curriculum we teach at Holy Trinity. The outcome is a shift of emphasis in our foundation subjects - these include history, geography, computing, modern foreign languages, art, DT - from a topic-based approach to learning to a rich and diverse knowledge-based curriculum that includes many of the units that children said they particularly enjoyed.

From the Early Years onwards, our teachers have made sure the curriculum is 'joined up' with clear goals for progression from Reception into Year 6; concepts and themes are revisited again and again up the school to ensure they are fully secure in a child's working memory in order to become embedded in their long-term memory.

Underpinned by HT's values and the fundamental aim of helping our children to achieve the highest possible standards and reach their full potential, our curriculum sets out to be broad and engaging for everyone, full of opportunities to gain knowledge and skills. These become the essential building blocks of learning that children require to thrive in secondary school and beyond.

Guided by the science

Studies have shown that we need direct instruction at the early stages of learning something new and, as we progress to acquiring deeper and more advanced knowledge and understanding, we require a more problem-solving, discovery-type approach to learning.

Our curriculum review has sought to put this pedagogic theory into practice.

Taking Art as an example of how our revised approach works:

We have taken six key skills, namely sculpture, drawing, painting, printing, textiles and collage, which are taught throughout school. Each year the same skills are revisited and developed in a more challenging way, simultaneously supported by studying a range of artists, contemporary and classical, to give a deeper understanding of each genre.

In addition, we have adjusted the balance between Art and DT lessons so that the timetable is divided more equally. The installation of new ovens in the Science Hub means we can now teach Food Tech, a welcome addition to the curriculum.

Looking at our approach to Geography:

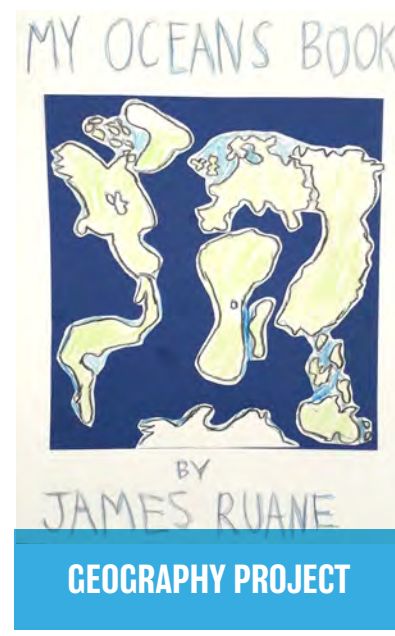
We have introduced a lot of map work to the curriculum to present a fuller understanding of what the world looks like. We start small by looking at local geography and gradually expand children's horizons

into national and worldwide geography as they progress up the school. By the end of Year 6 they will have acquired good knowledge about countries, capitals, oceans and physical features like earthquakes, volcanoes and biomes. Throughout the week teachers engage pupils with short activities like quizzes, photographs or challenges using the classroom display map to check their knowledge is continuing to "simmer" and is not forgotten.

We ensure our children's social, moral, cultural and spiritual development by providing experiences and meaningful opportunities across different subject areas. There are enrichment activities such as Forest school, Science Week, Art Week and class assemblies, plus visits out-of-school and visiting speakers in school. We are committed to offering as many high-quality opportunities in sport, music, drama and creative arts as the budget allows.

Much of our revised curriculum has been taught over the summer term, although some subject areas such as Art, DT and Music have been difficult to implement fully while teaching remotely during the Covid-19 lockdown. We will continue to roll these out in September and hope quickly to see the impact of this new approach on the quality of our pupils' learning.

Next year, carefully planned assessment tasks, lesson observations, work scrutiny and feedback from pupils will help us to know if our expectations are being met. Comments so far from both children and teachers have been very positive, particularly in relation to the new Geography curriculum, and staff have been delighted by the quality of work many children have produced at home.



FUND AND GAMES

This time last year the governors took their first steps into the world of fundraising as we announced to parents the start of the Kingfisher Fund, a voluntary scheme intended to help bridge some of the deficit in the school budget caused by the government's reduction in funding.

We have been delighted at the response from our community, with over 60 HT families making either regular monthly payments or one-off donations. Thanks to your generosity we have raised over £14,000 so far and plan to keep building on this.

The intention of the Fund was to ensure governors had greater financial flexibility without compromising the excellence of our teaching staff and the learning experience of our pupils. Naturally many parents have asked where the money is being spent.

In order to adapt to remote teaching during lockdown, it was important to keep children engaged by using more of the stimulating and fun online resources available to support schools. No doubt your children will be familiar with, if not experts at, using educational programmes like Mathletics and Readwriter. In recent months we have invested over £7,000 in these and other interactive subscriptions to support deeper learning in maths and English.

Looking ahead to a full return to school, we became aware that many blinds in the classrooms and staff room no longer open and close. These are vital to provide privacy and also light so are more than "window dressing". We are in the process of

replacing 46 blinds across the school. As most are floor to ceiling height, this will account for the remainder of the balance.

We always said that the Kingfisher Fund would be spent on essentials and not necessarily obvious changes your child would be rushing home to tell you about at the end of the day. Nonetheless, these essentials make a difference.

We hope you will continue or start supporting the Fund. Our suggested level of donation is £15 per month per single child or £25 per family.

If you feel unable to make this level of donation you can, of course, make a smaller contribution, or a one-off donation. You are equally welcome to contribute more!

All contributions will be kept confidential, but we would ask you to state your child or children's surname as the reference so that we can contact you should the need arise.

Monthly standing orders should be set up as follows:

Account name: Kingfisher Fund

Sort code: 60-22-03

Account Number: 63531925



WELLBEING WEDNESDAY ACTIVITY

QUESTIONNAIRE RESULTS

While we have been in this strange and unprecedented period of lockdown, communication between school and our community has been more vital than ever. Whether via Google Classroom, YouTube, the Weekly Newsletter or Parent Mail, it is clear that our families are digesting our messages and responding.

We were delighted that amid everything else that was happening and all the additional demands on your time, many parents took the trouble to complete our annual Parent & Carer Questionnaire. Responses represented around 130 pupils in the school which is just under a third of our roll.

Here are a few of the headline findings:

- 94% say their child is happy at Holy Trinity
- 100% say their child feels safe in school
- 86% believe the school is well led and managed, though another 7% didn't feel able to comment
- 95% think HT makes sure pupils are well behaved
- 96% believe their child does well at HT
- 85% of families would recommend Holy Trinity to a friend
- 72% feel our Christian vision and values reflect their child's lived experience at HT
- 91% think HT has managed the Covid-19 situation well and enabled their child to continue learning.

The full survey results will be published shortly on the school website.

While the school leaders appreciate hugely all the compliments and positive feedback from parents, especially in relation to home learning since lockdown, the purpose of our annual questionnaire is to highlight both good and bad aspects and to improve where necessary. We particularly intend to follow up on comments in relation to school lunches (which were echoed in the pupil questionnaire) and provide more information about the curriculum in order for you to support children better at home.

You will also be interested to know what your children think about their experience of school.

Here are a few of the findings from the Pupil Questionnaire:

- 88% enjoy school all or most of the time, with 11% saying 'sometimes'
- 89% like learning all of most of the time, with 10% saying 'sometimes'
- 93% feel safe in school, with 5% saying 'sometimes'
- 98% believe HT encourages them to respect people and treat everybody equally
- 91% think their teachers have made it easy to continue learning during lockdown.

We asked children to tell us what they most enjoy or what could be improved. PE, Art and ICT came out top for what they love best about school.

The last word should go to a Year 5 pupils who said, "I love the way the teachers teach us even though we are in lockdown. When I read the good morning comments from my teachers I feel like they are right next to me. School is fine like this and I don't think ANYTHING needs to change in Holy Trinity!"

Thank you everyone who completed a questionnaire and was part of this valuable exercise.



HELLOS AND GOODBYES

It is time to say goodbye to some members of our school community and hello to some new faces.

This year we have welcomed Jasper who was born in January, second child to teachers **Mike and Harriet Brown** and little brother to Elsie. Also, we welcome Arlo who was born in May, first child to **Alex Auton** and his wife Sacha. **Paul Hambling's** wife Lisa, gave birth to their twin boys, Theo and James, last week, brothers to Isabella and we send our warmest congratulations.

During the year we have bid farewell to a number of staff:

Jan Velumyl retired in October 2019 having worked at HT as an assistant teacher in Reception for almost 20 years so was well known and loved by generations of pupils.

We also waved goodbye to **Ellie Simms, Helen Beaney, Ben van der Salm, Hazel O'Conner** and **Brendan Honnery**.

Brenda Hill, another of our long-term classroom assistants and a former HT parent, retires at the end of term.

Lee Bradshaw came to HT as a newly qualified teacher in 2016 and leaves us now to teach in the private sector.

We are grateful to all our departing staff, every one of them has made a valued contribution to our school and we hope to stay in touch.

We also say goodbye to our cohort of **Year 6s - Zebras and Giraffes** - as they make the transition to secondary school. We send them with our very best wishes for the future and hoping they continue to love learning, find new passions and come back to visit HT.

Our leavers are going to the following schools from September:

Ashcroft Academy	1
Canbury School	1
Christ's School	23
Grey Court School	1
Independent schools (various)	7
Orleans Park School	2
Richmond Park Academy	15
Special School	1
St Richard Reynolds	2
Richmond Upon Thames School	2
Twickenham Academy	1
Waldegrave	3
West London Free School	1

A final word of thanks to all our parents, carers and staff at Holy Trinity who make up our wonderful community. We have been so grateful for everybody's support and flexibility in the recent weeks of lockdown, the way you adapted to online schooling, how you helped children to continue learning and how you trusted us to re-open school safely.

The Governors wish you all a blessed and restful summer break.

