



Holy Trinity C of E Primary School

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Governors' Annual Report 2017-18

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Foreword

As I write this, we are in the throes of welcoming new pupils and their families into Holy Trinity and saying fond farewells and best wishes to our year 6 pupils heading off towards pastures new. It is a time of reflection and strength, appreciating the Holy Trinity school bond and the friendships made.

This past year has seen a great deal of change as the school continues to rise to the challenges of funding cuts and new curriculums. It is encouraging that our school remains one of the top primaries in Merton.

We are extremely pleased to see Mrs Rickards back in good health after her cancer diagnosis as well as other staff who have undergone their own journeys. During Mrs Rickards' time off, governors worked closely with the Senior Leadership Team to lead and manage the school effectively and ensure the smooth running of the school; a huge thank you to Miss Hann and all the staff for rising to the challenge.

And I would like to add some personal thanks to all the staff and governors for their unfailing hard work and dedication to support the children to grow and develop, and to all of you for your support in my first year as Chair. It has been a pleasure to come into school, to spend time with pupils and staff and to hear from many of you at our annual Parents Forum or other parents' events.

All remains is for me to wish you all a peaceful and relaxing summer break.

Kirsty Warwick, Chair of Governors

I would like to take this opportunity to thank the staff and governors of Holy Trinity for their unwavering support throughout this year. I am so grateful to those people who stepped up whilst I was off work, and in particular to Abi Hann, for leading the school so efficiently.

Izzy Rickards, Headteacher

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School Leavers

Our Year 6 pupils are going to a wide range of secondary schools in September 2018, reflecting their individual personalities. As ever this is a combination of our local comprehensive schools, grammar schools, and the independent sector:

Ricards' Lodge	Sutton Grammar School for Boys
Rutlish	Wallington Grammar
St Cecilia's Church of England Secondary School	Wimbledon High School
Ursuline High School	Claremont Fan Court
Graveney	City of London Freeman's Whitgift
Chestnut Grove	Surbiton High School
Coombe Boys	Sutton High School
Wimbledon College	Ewell Castle
Holy Cross	Marymount International
Tiffin Girls	Winchcombe School
Tiffin Boys	

We would like to congratulate our year 6 pupils on their outstanding progress this year and throughout their time at Holy Trinity. We are very proud of their achievements and contribution to the school. We wish them every success as they transition to secondary education. We look forward to keeping in touch with our alumni in the coming years and hope they will help us to build closer links with local secondary schools and to share information with our current pupils and parents as they face the same important decisions.

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Committee Reports

Each of our committees has reported against their objectives and has used the outcomes from this year to inform next year's strategic priorities. The following pages summarise the work of each committee over the past year:

- Standards, Teaching and Learning Committee
- Children, Families and Community Committee
- Business Committee
- Faith Team

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Standards, Teaching and Learning

The Standards, Teaching & Learning (ST&L) Committee is the team of governors responsible for helping to ensure that the school provides high quality teaching and learning, leading to the highest possible levels of progress and attainment for all pupils.

The Committee reviews pupil progress and teaching and learning policies. It also undertakes regular reviews to make sure the curriculum is broad and balanced, and in keeping with the school's aims, pupil needs, and statutory requirements.

The Committee is responsible for monitoring the progress of different groups of children within the school, including those with special educational needs, those for whom English is not their first language and those who are disadvantaged.

In 2017-2018, the ST&L Committee had eight objectives. The following report summarises progress against these objectives and how we will be developing them in 2018-2019.

1 To oversee pupil achievement, agreeing targets, ensuring there is an effective assessment policy and reliable assessment and tracking information for all learners, strategies are in place to meet targets, monitoring performance against comparable local and national data, evaluating achievement, analysing performance of different groups and subjects, and keeping under review the impact of the equality policy

The aim of Holy Trinity continues to be that the whole school achieves above national average attainment, and that each pupil achieves at least expected progress across the year.

Progress of every pupil is monitored regularly, with internal assessments taking place each term. The results of all assessments are recorded in a tracking system and reviewed by the class teacher and monitored by the phase leader and Senior Leadership Team. Having changed the assessment system in 2016–2017 the school has an increasing pool of information on which to draw to understand which strategies for improving attainment are most effective.

Each term pupil progress meetings, including the class teacher and a member of the Senior Leadership Team are held. The progress and attainment of all children is review individually and for those who have not made the expected progress additional support is identified. This could include extra support with handwriting, enhancing writing skills through the Write Away scheme and supporting reading progress with Bean Stalk Readers to name a few.

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As Mrs Rickards shared with parents during the autumn term, the school's assessment data for 2016-2017 was very strong. A summary of the results can be found at the end of this section but in short at KS2 both attainment and progress (when compared to the performance of those children at KS1) was above national average in all measures. It was particularly pleasing that progress in writing was above the national average given the focus the school has had on writing during the past few years. Progress in Maths was also above national average (which was a focus during 2016-2017) and progress in Reading was well above national average.

At KS1, performance was again above national average, although the percentage of children determined as working above are related expectations (also referred to as greater depth) fell slightly on previous years. There has therefore been a focus during this academic year to support that cohort in particular to ensure they are achieving their full potential, although the school and governors recognise that each year group is unique and will perform differently and therefore comparisons year on year is not necessarily appropriate.

Governors monitor progress and attainment regularly, both for the school as a whole and for the many demographic groups within the school. Following on from last year, maths attainment has continued to be a focus for the whole school as a number of schemes of work were trialled. A scheme which will be implemented across the whole school next academic year has now been selected. Attention has also been paid to the effect that the Power of Reading programme, which was implemented in September 2017, has had not only on raising achievement in reading but also across the spectrum.

In 2018-19, we will continue to aim for achievement and progress significantly above national averages, and to provide support to all pupils to allow them to fulfil their potential, including 1:1 interventions, booster classes and the provision of resources for use at home where necessary. Embedding the white rose maths hub and continual focus on providing quality writing opportunities are specific objectives.

2 To ensure the school provides high quality teaching and learning for all pupils through monitoring quality; ensuring strategies are in place to meet targets; keeping under review relevant policies; and reviewing the management and structure of the school day

During the course of the year, the quality of teaching and learning has been monitored and observed by a number of groups including Phase Leaders, the School's Leadership Team, governors during learning walks and other observations sessions and external colleagues from Merton Local Authority and Southwark Diocese Board. Feedback from our external colleagues has

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been unilaterally positive and the quality of teaching during our SIAMS inspection was judged to be outstanding.

Following feedback from parents, homework books have been introduced across the year groups to help pupils instil pride in the work. The process for assessing teacher performance has been enhanced under the leadership of Mrs Rickards and governors have been discussing ways that this could be improved further.

During 2018-2019, the Teaching and Learning Policy will be reviewed and consideration given to ensuring it is expressed clearly such that all lessons are delivered in accordance with the policy. It will also define some "non-negotiables" (for example expected presentation standards, differentiation requirements, handwriting rules) to ensure these are approached consistently across the school.

3 To ensure the school delivers a broad and balanced curriculum

2017-2018 saw the curriculum being enhanced through the use of Power of Reading texts. Every term a rich text is selected relevant to the topic each class is covering which forms the basis of many of the activities that take place, providing inspiration for the topic area and helping children become immersed in the subject. Topics are introduced with a "WOW" start and include a celebration, whether that be a class trip or school based activity. To support this initiative, termly curriculum newsletters for each year group, which are distributed to parents and carers before the start of term, set out the topic and suggest activities that could be done at home to support the learning objectives at school. This initiative has been well received by the children and often created enormous energy and excitement in school as the term progresses towards the celebration activity. During 2018-2019 a review will be undertaken looking at the topics across the school to ensure they are not repetitive and some new texts will be selected to replace those found to be less successful.

In February 2018 the school continued to be rated as Outstanding following the Statutory Inspection of Anglican and Methodist School ("SIAMS") (previous inspection was during 2013). The report's conclusions highlight the importance the school places on helping pupils to develop not just academically but to support them so they "grow in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long of learning" (part of the Schools stated Vision and Aims);

- Visionary and highly effective Christian leadership ensures that the school's loving Christian ethos has a strong influence on pupils' academic success and personal well-being.

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- Christian values are at the heart of the school's work and have a positive influence on the day to day actions of all members of the school community.
- Worship is an important aspect of school life and impacts positively on pupils' knowledge and understanding of Christian teaching.
- Relationships, inspired by the Christian values of kindness, respect and compassion, are outstanding and make the school a beacon of Christian witness.

It was wonderful for the staff to receive this recognition of all their hard work and certainly made the governors feel very honoured to be part of such a fantastic community.

Holy Trinity received the Music mark this year and continues to hold a Silver Mark in Science, the Gold Arts Mark and a Merton Sports Gold Mark. Together these show the broad curriculum that children at Holy Trinity enjoy.

4 To keep under review the Special Educational Needs and Disabilities (SEND) policy, monitoring the effectiveness of provision and ensuring that the school fulfils its responsibilities for pupils with special educational needs

Supporting the growing population of SEND Pupils is of course a continuing focus and one that is taken very seriously. During 2017-2018, the school has reorganised the way the very talented teaching assistants are utilised to provide a range of targeted interventions during the afternoons which are tailored to the needs of the children in each group. Monitoring the effectiveness is always ongoing but the school believes that this has already had a positive impact on progress.

In April, Merton conducted a review of the School's SEND provision. The review's observations confirmed that overall this group of children make good learning progress, differentiation is effective, teaching assistants are highly skilled, staff (including teaching assistants) are provided with a broad range of professional development and that the leadership team knows and understands the needs of pupils with SEND very well. The governors have discussed the report and plans are in place for the school to act upon the few recommendations that were suggested.

The school is fortunate that through careful financial management it has been able to continue to provide Emotional Learning Support Assistants ("ELSA") and Targeted Mental Health in Schools ("TAMHS") support for those who require it. We continue to receive good feedback from these.

We are delighted a SEND support group for parents has been established which meets monthly and provides parents and carers an opportunity to share challenges and strategies to support their children.

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For the year ahead we will continue to monitor the allocation of resources to ensure they are utilised in the most impactful way. As budget pressures grow ever stronger we will need to work hard to be creative to ensure the excellent pool of support is not impacted to the detriment of our SEND pupils and the governors will review progress data for this group carefully, particularly as and when tough decisions relating to finances are made.

5 To monitor provision for progress and attainment of vulnerable groups and the effectiveness of any intervention strategies.

As with children with SEND, we monitor other vulnerable groups including Pupil Premium and Looked/Previously Looked After children very closely. We are delighted that a newly formed post of Pupil Premium Champion and Intervention Teacher was filled by one of our experienced class teachers who was already known by the majority of these children. This role has enabled an even greater focus on ensuring the support given to these children is tailored and targeted to their meet their specific needs.

As required under the Government's Pupil Premium strategy, the majority of interventions are aimed at raising attainment, although children still receive the enrichment, emotional and social support they require.

During 2018-2019 the governors will be continue to closely monitor the attainment gap between vulnerable children and the rest of the cohort.

6 To keep under review the Mastery provision and monitoring its effectiveness.

The school continues to be committed to teaching using the mastery approach as required by the National Curriculum. All class teachers are required to provide challenge opportunities in each lesson across all ability levels. These are monitored on a regular basis by Phase Leaders and the relevant Subject Leaders. In 2017-2018 the focus has been on enhancing the children's reasoning and explanation skills which supports not only development in maths but also in literacy and other core subjects.

Holy Trinity has signed up to be a member of the South West London Maths Hub which is part of a national network of Maths Hubs that work together to support the learning of mathematics by assisting schools and teachers in the form of National and Local Innovation Projects. During the course of 2018-2019 Holy Trinity will benefit from being part of this group which includes schools

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who adopted the mastery approach earlier and therefore we expect the sharing of best practice to be particularly valuable.

The governors conducted a Maths learning walk during the year where they noted the different maths schemes on trial, the reasons for deciding to focus on White Rose Maths in the future and agreed with teachers about planning an autumn workshop for parents.

7 To monitor the overall effectiveness of Early Years Foundation Stage (EYFS), including policy, outcomes, the quality of provision and the effectiveness of leadership

As well as continuing the focus on writing in Reception through "Big Write", a lot of work has been done this year on phonics to help the children transition smoothly into the Year 1 curriculum and beyond.

The school has close links with its cluster schools (Bishop Gilpin, The Priory, Wimbledon Park and Garfield) which have proven particularly helpful for moderation and sharing of best practice in the EYFS.

Our children continue to have a very strong performance at EYFS, with 84% of children achieving a Good Level of Development in 2016-2017, which is well above both national and Merton data.

8 To keep under review the English as an additional language (EAL) policy, monitoring the effectiveness of provision

The number of EAL pupils in 2017-2018 decreased to 125. All new incoming EAL pupils receive an induction when they first join the school. Ongoing support continues to primarily be classroom-based where learning opportunities arise spontaneously and in context.

In 2018-2019 an EAL parent and carer support group is being established.

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OUTCOMES 2016-2017

EYFS

Data indicates that 84% of the children have achieved a Good Level of Development, compared with 71% in 2015-2016 (66% national figure for 2015-2016).

Merton 2017 74%

Phonics Check

90% of Year 1 children achieved the phonics threshold (95% in 2016)

Merton 2017 84%

100% of Year 2 children who re-took/took for the first time achieved the threshold, compared with 83% in 2016.

KS1

Subject	2016 % achieving expected standard or above	2017 % achieving expected standard or above	2017 Greater Depth (Figures in brackets Merton)
Reading	80	88	25 (29)
Writing	67	78	10 (16)
Maths	78	86	9 (26)
Science	78	98	
RWM	65	78	

KS2

Subject	2016 % achieving expected standard or above	2017 % achieving expected standard or above	2017 % achieving greater depth
Reading	75	78	52 (25/29)
Writing	77	80	28 (18/18)
SPAG	73	92	56 (31/40)
Maths	67	84	46 (23/31)
Science	73	76	
RWM	62	70 (61 National/65 Merton)	

KS2 Progress data from end of KS1

Subject	Progress (Figures in brackets 2016)	Merton
Reading	+4.7 (+3.8)	+1.6
Writing	+2.2 (+2.0)	+0.6
Maths	+2.9 (+0.6)	+2.0

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Children, Families and Community

The committee for Children, Families and Community focuses on pupil and staff wellbeing, community links, matters related to equality and diversity, communications with parents and guardians, extracurricular activities, attendance and admissions. Its brief is therefore ambitious and wide-ranging.

In 2017-18, the CFC Committee had eight objectives. The following report summarises progress against these objectives and how we will be developing them in the coming year.

1 To improve behaviour, reducing incidents and ensuring pupils feel safe

This objective had three main actions, focusing on improving behaviour at lunchtimes, updating our behaviour policies and ensuring they are implemented, and addressing bullying.

Governors approved a new anti-bullying policy, school rules and Home-School Agreement.

A huge amount of work has gone into promoting kindness as well as improving behaviour – whole school workshops and visits have included 52 Lives, ARK, NSPCC cyberbullying, NED – as well as year-specific workshops where needed to address behaviour. Play leads continue to have a positive influence on lunchtime behaviour and school have worked closely with lunchtime staff to ensure consistency of policies and school rules. The new House Tokens have proved a hit with pupils (thanks to HOTS for the purchase!).

2 To ensure the safeguarding of all pupils

Safeguarding remains a critical priority for the whole school. Work is done to help pupils stay safe and to understand potential risks in their environment.

Our safeguarding policy is renewed annually every September and an annual audit takes place every autumn. This year there has been lots of work and training around Data Protection with the new General Data Protection Regulations (GDPR) coming into force in May; this is set to continue into the coming year.

3 To ensure the health and well-being of all pupils

Supporting the emotional well-being of our pupils has been a continued focus this year and building emotional resilience. We have also introduced a health and wellbeing policy for our staff.

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Ensuring all pupils understand the importance of exercise and healthy eating was an important part of getting the Healthy Schools Bronze award – well done to Mrs Witting for all her hard work. We continue to make improvements and work towards the Silver.

A new Healthy Eating policy was approved, and packed lunch ideas shared with parents and pupils. Governors and the Senior Leadership Team have been working closely with Chartwells, our school lunch provider, to improve the quality and quantity of food and processes. Much progress has been made and we were pleased to welcome Chartwells to our Parents Forum to hear direct from you. We'll continue to work closely with them particularly on menu choice in general, but also, specifically, for those children following special diets.

New PE and Physical Activities policies were drafted and approved this year, and pupils continue to participate in, and secure success, in Merton Schools Sports Partnership activities and competitions across the years. The Daily Mile is continuing to be carried out across all ages throughout the school day.

4 To improve communications with parents and community, ensuring access to key information

This year school has made progress on improving communications through streamlining ParentMail, introducing a new website and making improvements to both the Homework page and providing Homework books to pupils. The NFER survey in the spring and feedback from the recent Parents Forum backed up the view that communications had improved but some work still to be done on the format for parents evenings in the coming year.

We held another successful Secondary schools information evening in May attended by HT parents who heard from staff at the new Harris Wimbledon Academy and St Cecilia's. Another one is planned in the autumn with Rutlish, Ricards and Raynes Park. We are pleased to welcome back former Holy Trinity pupils and parents willing to share their experiences.

Our Parents Forum gave us the opportunity to hear from many parents in more detail about some of the issues facing the school and solutions. Much progress was made from last year and we will continue to work with staff to make suggested improvements and feed into the new School Improvement Plan.

5 To manage admissions

The admissions committee met on 27 February 2018 to review reception place applications. Holy Trinity continues to be hugely oversubscribed in terms of applications to reception. The committee received 282 applications for 60 places. There were 58 valid foundation applications, eight of

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which were siblings. In the first round of offers, the furthest distance for Foundation places was 608m for siblings and 657.3m for non-siblings. Open places the furthest sibling distance was 3.5 km and non-sibling 199.6m.

Nursery continues to be slightly undersubscribed, with a potential impact on future funding. Governors agreed to amend the policy to allow Rising 3s to enter nursery if space allows; these families still need to reapply the following year for the full year nursery place.

6 To manage attendance and punctuality

Attendance by class and for the whole school is regularly reviewed by CFC and currently stands at 96.7%, slightly higher than Merton's average of 96.4% and above National figures. Unauthorised absences accounted for 0.3% of absence, with other absences authorised e.g. due to illness, medical appointments.

School works closely with families with regular lateness or absences.

7 To ensure equal opportunities for all members of the school community

Our Equal Opportunities policy, has broadly remained similar to the previous year. We remain committed to ensuring equality of opportunity for all members of our school community. New data has been published June 2018 to meet our statutory obligations. We have also been discussing gender neutrality particularly around uniform regulations to ensure all pupils feel comfortable whatever gender they chose to identify as.

8 To ensure that all pupils with medical conditions are supported

Our Policy for Supporting Pupils with Medical Needs has been revised and re-approved in June 2018 to ensure we keep children safe, and are inclusive for those who have medical needs. All staff have received the necessary first aid training.

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Business Committee

The Business Committee is responsible for the school personnel, finances, and premises, and is tasked with:

- Ensuring the school has an effective and high quality staff
- Monitoring the budget, ensuring that it fulfils the needs of the school as set out in the school improvement plan (SIP), and that the school's financial management complies with best value good practice
- Ensuring that the school's buildings and learning environment are maintained and fit for purpose, and that effective procedures and policies are in place to meet all applicable health and safety standards and legislation

In 2017-18 the Business Committee had 9 objectives covering these areas of responsibility. This report provides an update on each objective, as well identifying how our focus will develop in the next academic year.

Personnel

1 To ensure the school has an effective and high quality staff

2 To ensure that effective procedures are in place to deal with issues concerning personnel

Personnel represents c89% of expenditure, and supporting the school in recruiting, developing and retaining its high quality staff is one of the most important roles of the Governing Body, and the Business Committee in particular. The governors monitor the school's staffing regularly, receiving updates from Samantha Joiner, the School Business Manager, at each Business Committee meeting and ensuring that the school has the resources to achieve the objectives set out in the School Improvement Plan (SIP). As well as teachers there are a large number of other support staff that make an important contribution to Holy Trinity's success.

All teaching staff have had appraisals, with objectives focusing on the achievement of pupils (with particular emphasis on our more vulnerable pupils), contributions to the whole school, and personal development.

One focus of CPD this year has been to develop the skills of subject leaders in order to raise the standards of their subject in school and to be able to support other staff effectively. Training has included network meetings with other local subject leaders and subject conferences run by the diocese, Association for Science Education, South West London Maths Hub and Merton. The three newly qualified teachers have been provided with opportunities to develop through training on

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the curriculum, behaviour management and assessment, and invited an expert practitioner to deliver a whole staff training day on Autism. Over the course of the year one of our middle leaders has undertaken a leadership course run by the diocese and all teachers have had the opportunity to participate in safeguarding training, moderation with local schools in the borough, phonics and assessment updates and forums.

Looking ahead to 2018-19, despite a very tight financial position, and an in-year deficit forecast, we are fortunate enough to have sufficient reserves that we have not had to take the same difficult staffing decisions that other local schools have faced. The governors will continue to monitor the situation closely during the course of next year, particularly as the school is expecting a much more challenging period looking ahead to 2019/2020 and beyond.

Finances

- 3 To monitor the budget, ensuring it fulfils the requirements of the School Improvement Plan (SIP)**
- 4 To set and review the annual budget. To set the 3-year budget and recovery plan where necessary. To authorise changes to the budget where appropriate**

As with 2016-17, in the 2017-18 financial year (which runs April to March, unlike the academic year) Business Committee has continued to focus much attention on the school's budget, which is under increasing pressure due to cuts in government funding, as well as increased staffing costs, primarily due to the introduction of the London Living Wage. Due to strong leadership and careful financial management, the final outturn was again a small surplus being carried forward into reserves for the next financial year. It should be noted however, that the outturn was better than anticipated due to driving higher controllable income, and some savings on teacher costs due to senior leaders covering more classroom time to cover staff absence.

At the end of the financial year 2017-18 the school's reserves stood at around £250,000.

The budget for 2017-18 has been agreed by governors and has been set at a deficit to draw down by approximately £70,000 on the available reserves, which are sufficient to meet this need and still provide a small buffer to meet any additional unforeseen costs.

Despite the stable financial performance over the last two years, the outlook is increasing challenging. From the information provided to the school so far, it is forecast that the school will have exhausted all reserves within the next two years. The governors are working closely with the senior team to address the situation, which will continue to be a key focus for Business Committee during next year.

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- 5 To ensure that the school's finances comply with best value good practice.**
- 6 To ensure the school has a clear Internal Financial Procedures document which complies with SFV standards of financial management**

Every year the governors must attest that the school finances are managed in line with the School Financial Value Standard (SFVS). The document was reviewed in January 2018.

An Audit of the financial management of the school took place in the summer of 2018. The Audit Report noted 'Substantial Assurance' in 9 out of the 12 audit areas with 'Limited Assurance' being noted in the remaining 3. The highest priority actions have been addressed since the audit and the team continue to address the remaining ones.

Premises and Health & Safety

- 7 To ensure procedures are in place in the school to meet all Health & Safety legislation**

The safety and security of the building, children and staff remained a key priority, with the number of issues identified during the regular walk-arounds by the Health & Safety link governor reducing noticeably over course of the year. Telephones with tannoy facilities were installed in every classroom to enhance the safety of staff in lone working situations, after the end of the school day, and to enable emergency messages to be transmitted to all staff in the event of a lockdown.

- 8 To ensure that buildings and the learning environment are maintained and fit for purpose as determined by the School Improvement Plan (SIP)**

As a Voluntary Aided school, we receive all our costs for staff and resources from the London Borough of Merton (ultimately from central government) but not all of our capital costs. 10% of all building maintenance work has to be paid for by the Governors' Subscription Fund, which for large projects can be a significant amount of money, together with a contribution to the Southwark Diocesan Board of Education for the cost of their support. The only source of income for the Governing Body is through donations from parents, as noted when your child joined the school. This year, due to the tight budgetary constraints, and the increasing concern that capital maintenance could increase, as the school building and grounds ages, the governors have carefully reviewed the amount we ask families to contribute, and have decided to increase the value of the suggested contributions to £19 per term, or £57 for the whole academic year. We are reliant on your kind generosity to ensure that our school continues to be a safe and inspiring place to learn and to benefit all our pupils. Although there were a number of unplanned maintenance issues over the past year, notably the failure of the ventilation system in the kitchen, we have been fortunate that we were able to meet the costs from the reserves in both the Governors' and main school funds.

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Policies

9 To ensure that all statutory and other best practice policies are maintained

During the course of the academic year 2017-18, the Business Committee has reviewed and updated the following policies as part of the rolling policy review schedule:

- Pay policy
- Critical incident policy and plan
- Performance Management policy
- Special leave policy
- Whistleblowing policy
- After School Club policy
- Lettings policy
- Job Share policy & Part Time working policy
- Late Collection of Children policy

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Faith Team

The faith team was delighted that during the year our SIAMS (Statutory Inspection of Anglican and Methodist Schools) Inspection judged the school outstanding in all areas. This judgement covered ethos, collective worship, RE teaching, and leadership. This was a tribute to all involved in the school community, and particularly the RE leader, Miss Newman, and the head, Mrs Rickards, as well as all the children.

This year has seen the embedding of the school's ethos statement, which has grown out of the strapline 'Growing Together as Children of God'. Classes have taken account of the Growing Together Rules, and a new Growing Together Team of children further promotes the ethos and is a forum for children to contribute to the spiritual growth of the school. The parents' prayer group continues to flourish, and each month they pray for the children's own concerns, left in the prayer box.

The RE curriculum from Southwark Diocese is now complete, and to complement this a new assessment tool means that the monitoring of standards in RE is very robust. The school continues to offer a rich variety of worship, planning the programme in conjunction with Priory School. Each term we choose a week in which to monitor worship, to ensure that it remains an engaging and spiritual experience. Worship is enhanced by a high standard of music, which the children particularly enjoy.

Growing Together as Children of God

At Holy Trinity C of E Primary School:

- we want our pupils to grow in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work together with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as children of God, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

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Pupil Premium Report

This year we have appointed Mrs Turner as our Pupil Premium Champion. Mrs Turner, together with the Senior Leadership team and class teachers, continues to track the progress of our Pupil Premium and Looked After/Previously Looked After children closely and provide additional support where this is needed.

The support given can take the form of:

- TA support in class or 1:1 conferencing, in order to close the gap in attainment;
- funding extra-curricular opportunities and residential school trips to help provide fair access for all;
- signing up to the Beanstalk Reading Scheme to provide regular 1:1 readers;
- use of Fabulous Folders, which are sent home with extra fun activities for the children to complete;
- providing play therapy, sessions with our TAMHS worker, participation in the ELSA programme or SEAL group to help build self-esteem and confidence and break down any barriers to learning.

We also continue to provide support with the purchase of uniform.

For this academic year we received £57,280 in funding. Our Pupil Premium Strategy is available on our website, which gives further detailed information about how the grant is spent.

We currently have 38 pupils eligible for the Pupil Premium Grant. This growing group of children continue to be a high priority for the school in terms of ensuring equal opportunity and access for all. Initial data suggests that our children eligible for Pupil Premium have made pleasing progress as a result of quality first teaching, and specific interventions to support particular areas of need.

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SEND Report

Merton conducted a positive SEN Review of the school earlier in the spring term. The inspectors gave the following feedback:

- Evidence shared indicates that for a number of pupils with an EHCP and/ or high levels of need, progress is good.
- Interventions, in and out of class, support good progress in pupils' social and emotional development. This is also evident in the school's case studies. These demonstrate where improvements in social and emotional needs have positively impacted upon academic outcomes.
- Teaching assistants are highly skilled as evidenced by observations of practice in class and outcomes in pupils' books.
- Staff including teaching assistants are provided with a broad range of professional development including strategies for supporting dyslexia. The school is an accredited 'Dyslexia Friendly' school.
- Leaders have reviewed and adapted interventions for pupils with SEND to ensure that what is in place is effective.
- Leaders know and understand the needs of pupils with SEND very well.
- Leaders regularly monitor the provision for pupils with SEND through lesson visits and meetings with staff.
- Leaders work closely with parents to meet the needs of pupils with SEND and provide appropriate guidance.
- Leaders work in partnership with other schools and agencies to improve provision for pupils with SEND.
- Governors provide good support for leaders in collating evidence for self-evaluation.
- There are comprehensive assessment and identification processes ensuring identification is rigorous and accurate. The effectiveness of classroom teaching is taken into account before identifying that a pupil has SEND.

Governors have conducted SEND Learning Walks looking at the intervention programme and balancing the needs of Teaching Assistants being used inside and outside the classroom. We are very fortunate to have excellent Teaching Assistants who are highly valued by teaching staff and have a major impact on progress.

Holy Trinity C of E Primary School

It has been challenging managing SEND provision with the reduction in financing available to use for assessments for dyslexia, after Merton cut the speech and language provision, although the school will do everything it can to provide the best support it can.

The recent Parents Forum brought up some action points, which have been discussed with the Inclusion Manager, and will be progressed in the next year:

- Parents want to know more about what the children are learning in order to be able to support more.
- Felt that progress had been made around communication and support for SEN needs since last year
- Were grateful for the SEND parents group meeting.

Holy Trinity C of E Primary School

Report from the Treasurer

Holy Trinity is a Voluntary Aided (VA) school and as a result, we receive money to pay for staff and resources through the London Borough of Merton. However, as a VA school our capital projects are funded through the Southwark Diocese, with the exception of 10% of the cost of all capital work, which is funded by the governors. Like other VA schools, we ask parents to contribute to the Governors Subscription Fund which we use to pay our 10% contribution to the Diocese (over £9,000 per year) and to provide additional money for school improvement. Our only source of income to the Governors Fund is via parental contributions. This year we enabled the Governors Fund to be paid via ParentMail resulting in a larger uptake enabling our funds to grow healthily.

We are fortunate to have a relatively new school building but now, six years after the majority of our expansion work was completed, things are inevitably needing to be fixed or updated. In the past, we have worked with the Diocese to replace the boiler, repair drainage, install new fencing and repair our ventilation systems. Whilst these items are not glamorous, they are nonetheless vital in providing a safe environment in which children can learn. We also fund projects which have a more visible impact on children and their families including dyslexia-friendly and sensory equipment, as well as Mindfulness training and laptops for pupils, as well as Staff development.

We would like to thank you for your continued contributions to this fund.

Holy Trinity C of E Primary School

Governor training undertaken in 2017-18

Six non-staff governors undertook 13 training sessions in 2017-18:

- Merton Chairs Briefing (3)
- Role of Governors in Headteacher Appraisal (2)
- The Role of Chair and Vice-Chair (2)
- SEND for link governors (1)
- Training Link Governors (1)
- Health and Safety (1)
- New Governor induction Part 1 (1)
- New Governor induction Part 2 (1)
- New SIAMS briefing (1)

The Training Link Governor conducted a skills audit for the Governing Body in 2017/18. We adapted the NGA skills audit tool for use in Holy Trinity by adding the domain of 'Faith' and adopting the 10 items suggested by Southwark Diocese to the six domains of competency for governors set out in the Competency for Governors Framework (DfE, 2017). These domains are Strategic Leadership, Accountability, People, Structures, Compliance, Evaluation. Data were collected between October/November 2017 and May 2018. All 14 governors responded; 12 women, two men.

The majority of the Board have served fewer than two years. In all areas except Faith, the Board level expertise is predominantly Extensive/Moderate. Our strongest areas are Strategic Leadership, People and Evaluation, with People Skills being the area on which governors scored themselves the most highly.