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Holy Trinity CE  
Primary School

# Governors' Annual Report



Issue 4  
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FOREST SCHOOL

## WHAT DOES IT MEAN TO ATTEND A CofE SCHOOL TODAY?

Every member of the Holy Trinity community will know that we are a Church of England school; that this is a badge the school wears with pride, and an identity to which all stakeholders are equally committed. How does HT demonstrate its church school distinctiveness? What do our pupils do that those at non-faith state primaries don't? Is anybody evaluating how we demonstrate our Christian character? Does being a CofE school affect the way we are governed? And what do the children themselves think of it all?

### Showing signs of character

Our school values statement says very clearly what we stand for. It includes the words, "Children will learn within a Christian community, surrounded by support, kindness, respect and fun." The complete statement appears in various places around school including the doormat and the wall of the entrance hall and serves as a reminder on the front of every official school policy and document.

We endeavor to put these values into practice in all aspects of school life.

### What makes HT pupils different?

On entering the school foyer, there is a prayer box surrounded by a beautiful collage that quotes from Psalm 145: "The Lord is close to all who call on him". Anyone coming into school can request a prayer; the box is regularly emptied by our Chaplain who then offers the prayers to God.

Prayer forms an important part of school life. Every school day starts with an assembly. On Mondays, this involves a visit from our link church, Holy Trinity Richmond, where one of their worship pastors leads singing and prayers. On other days there are either class assemblies or whole school assemblies, sometimes led by a visitor and sometimes by a member of staff. Prayers also round off the day in many classrooms before pupils go home.

Asking pupils what they pray about, responses are mature and selfless:

"For other people - you can pray about a lot of things - like my dad on a big hike or a class on a residential trip."

"For the world, because it's not all happy - there's war, fighting, racism..."

"To say sorry for bad things."

"We shouldn't always pray about ourselves."

When asking them about the purpose of collective worship, the pupils are just as incisive in their comments:

"Songs make me happy and they're about things of the world and make us think about issues."

"It's a calming time, a time to breathe before a busy day"

"It makes me feel joyous, songs have meaning."

### What makes school different?

In March, Holy Trinity set up a 'Prayer Space'. Designed to serve 'the spiritual and pastoral life' of the school community, the purpose was to encourage and facilitate opportunities for prayer and reflection. Taking the theme of "Thank you, Sorry, Please," small groups of pupils were invited throughout the week into the specially created 'Prayer Space' to take part in fun activities. These included Fizzy Forgiveness, where children dropped an effervescent tablet into water as they said sorry for something they had said or done, while the dissolving tablet symbolised the clean start of forgiveness; Empty Plate encouraged pupils to think about food and encouraged them to pray for people in the world going hungry; a Be Still tent allowed children to sit quietly, listen and reflect in peace; and probably the most popular activity was the Bubble Tube to which pupils attached written prayers on a post-it note and watched the bubbles rise as a symbol of their words being carried heavenwards.



This comment from a Year 6 pupil summarises the success of the 'Prayer Space' perfectly:

"I didn't think it would be like this. I thought it would be a bit smaller and childish - not something you would stay in for a long time, but when you step through the curtain, it's like WOW! and very overwhelming. Then you see the bubble tube and you can stay and it's relaxing. It was a really nice experience because it gave you the opportunity to be closer to God and express what you're thinking about."

#### Who monitors our distinctiveness?

Holy Trinity falls under the jurisdiction of Southwark Diocese and their Board of Education is responsible for ensuring we maintain our church school character. Like Ofsted, we are regularly inspected by the SDBE, not only to check that we are teaching RE effectively and holding collective worship but, like Ofsted inspections, to ensure that we are meeting the needs of all learners and that we have strong leadership and management.

The inspection rated HT as Outstanding in all four key areas, endorsing so much of what HT strives to demonstrate in its Christian character.

Quoting from the report:

"Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school's values and the significant impact they have on the daily lives and achievements of learners."

This was evidenced by "highly inclusive practice for all pupils at Holy Trinity CE School with specific examples of how the supportive 1:1 work for some vulnerable and disadvantaged pupils has improved behaviour, confidence, progress and attendance. Observations of this sharp-focused work and interviews with the pupils concerned show that they feel valued and that they believe the school's vision is enabling them to 'be better'."

An important aspect of being a faith school in modern Britain is instilling respect for others and an understanding and tolerance of other people's faiths and perspectives.

Quoting from the report:

"Learners are fully aware that Christianity is a multi-cultural world faith. They have a high degree of understanding and respect for diversity and difference both within the church and in other faith communities."

This was evidenced by pupils being able to "confidently

articulate, in discussions and interviews, the similarities between Christianity and Hinduism but also to articulate the spectrum of diversity within Anglicanism itself. This is supported by the sustained high levels of progress and support seen in RE work and in the engaging way the pupils spoke about their visits in year 4 to different faith centres."

#### Are we run differently?

Holy Trinity's governing body is made up of fourteen governors; this is probably an average size though often secondary schools will be larger. Where we differ, as a church school is that, eight of those are foundation governors meaning a church body, in our case either Southwark Diocese or Holy Trinity Church Richmond, appoints them. This is to ensure that the Christian character of the school can be well represented in discussions at governing body meetings. The remainder of the governors includes the head teacher, two parent governors, a staff governor and a local authority governor.

The report by the SDBE also makes an assessment of school leadership and said this:

"Leaders ensure that the whole curriculum is informed by a distinctive Christian vision that contributes well to pupil behaviour and attitudes as well as their spiritual, moral, social and cultural development."

It adds:

"The head teacher leads the distinctive Christian vision of the school in an outstanding way.

The Self-Evaluation document and the interview with the head teacher and governors show that the leadership of the school has a laser sharp focus on its strengths and weaknesses. The self evaluation is robust and known in great detail by the head teacher who is able to confidently and articulately explain and support the judgments made and future strategies."

Put simply, being at a CofE school today means, in the words of one pupil:

"It reminds me to be nice to others."



# MAKING MORE OF MATHS

Maths teaching has undergone a rethink this year at Holy Trinity as we reverted to mixed-ability teaching in classes, away from ability-set maths families, and moved towards developing further the maths mastery approach. Driving the change is our firm belief that all pupils should have equal maths opportunity and high-level maths teaching.

Teaching staff underwent further training to support the new methods, including a workshop with maths teachers from Shanghai giving demonstration lessons, which they found particularly inspiring.

It has been important to ensure that progress and attainment continued to improve and that the changes were not detrimental to any group of children. Indeed, our aim was to improve the progress and attainment of our lower attaining and 'expected' children while maintaining the challenge and depth of learning for our higher attaining children.

The changes have been generally well received.

One pupil commented, "Maths lessons have helped me improve. I can understand it more and they have been more supportive." Teachers have also been positive, "I had reservations about the changes but they were not as challenging as I thought." "I like the idea that we can spiral back and consolidate learning and I like having the time to embed the fundamentals," said another.

## Number crunching

From our end of year assessments the tables below show the breakdown of each year group's attainment within the categories 'less than expected' (Lex), 'expected' (Ex) and 'greater than expected' (Gex) for their year band. Figures are shown for last year and this year, in other words, prior to the changes and after.

We can conclude that the change to mixed-ability maths teaching has not been detrimental to progress and attainment. Moreover, in our present Year 4, the number of children achieving Gex has increased and, in our present Year 5, the number of children moving from Lex to Ex has significantly increased since the change.

## Further maths

Outside of classroom maths, there have been lots of

opportunities for children to take part in maths challenges, competitions and masterclasses. Here are some highlights:

- 70 Year 5 and 6 children competed in the National Mathematics Association PMC (Primary Maths Challenge). Four children qualified for the bonus round, three of whom achieved a silver award.
- A team of four Year 6 children competed in the Explore Learning national maths challenge. They won the local and regional rounds, qualifying for the final at Cambridge University.
- Two teams of Year 4 children competed in the Tower House School maths competition and one of our teams won.
- A team of four Year 5 children competed in the Hampton School maths wizard competition. They placed 5th out of 24 schools
- A group of four Year 6 children attended four National Institute of Mathematics masterclasses at Kings House School

During the year we have held three whole school national Mathematics competitions. All children in school can participate in these challenges and we award certificates to the top students in each class, across the key stages and the overall school champion. In the second of our challenges we finished within the top 10 schools nationally registered with Mathematics and in two of the challenges the top Holy Trinity student for participation has been a Year 2 pupil.

"Maths this year has helped me a lot and I have progressed hugely," is how one pupil summed up the year.

	Otters and Seals		Giraffes and Zebras		Koalas and Pandas			
	2016-17 Year 2	2017-18 Year 3		2016-17 Year 3	2017-18 Year 4		2016-17 Year 4	2017-18 Year 5
Lex	4	6	Lex	14	19	Lex	23	10
Ex	42	38	Ex	37	28	Ex	19	32
Gex	14	16	Gex	6	16	Gex	16	16

# SCHOOL FUNDING IN DECLINE

**One of the key responsibilities of governors is good financial management. Working with the Senior Leadership Team (SLT), we must ensure that the money Holy Trinity receives is spent properly and effectively in the best interests of our pupils. And we should strive to receive the funds we believe are necessary.**

Holy Trinity receives almost all of its government funding via the local authority, AfC (Achieving for Children which is jointly operated by Richmond and Kingston councils). This comprises a sum of money largely dependent on the number of children on the school roll, money for children with special educational needs and the pupil premium grant, to help children from disadvantaged backgrounds.

In 2016/17 Holy Trinity's income totaled £3.1 million for 454 pupils; in 2017/18, it fell to £2.9 million (467 pupils); the school is expecting to receive in 2018/19 a further cut to £2.6 million (458 pupils). This is a decline of over 8% in income per pupil between 2016 and 2019. The governors believe that it is important that the amount per pupil should increase each year by at least the amount of annual inflation. But this is not the reality.

In spite of this, by careful management of resources, Holy Trinity

has until now created a small surplus to add to its reserves to be used for contingencies. Indeed, we have drawn on these reserves in recent years to cover shortfalls in the income allocated by central government. Unfortunately, these reserves will be exhausted by 2020 and, on current forecasts, the school will not have the funds it needs to pay for all its current activities.

The governors and SLT are actively trying to draw the attention of the local authority to this situation. The picture is further complicated by the impending introduction of a new national funding formula for schools, whose impact on Holy Trinity is not yet clear. However, we remain focused on our objective to secure per pupil funding that increases, each year, by at least the rate of inflation.



# SCHOOL NEVER SOUNDED SO GOOD

Holy Trinity's values statement says that it wants pupils to "leave with fantastic memories to cherish forever." Governors and teachers recognise that these are probably not formed in maths or literacy lessons; far more likely during one of the many activities on offer to enrich the curriculum and the school day.

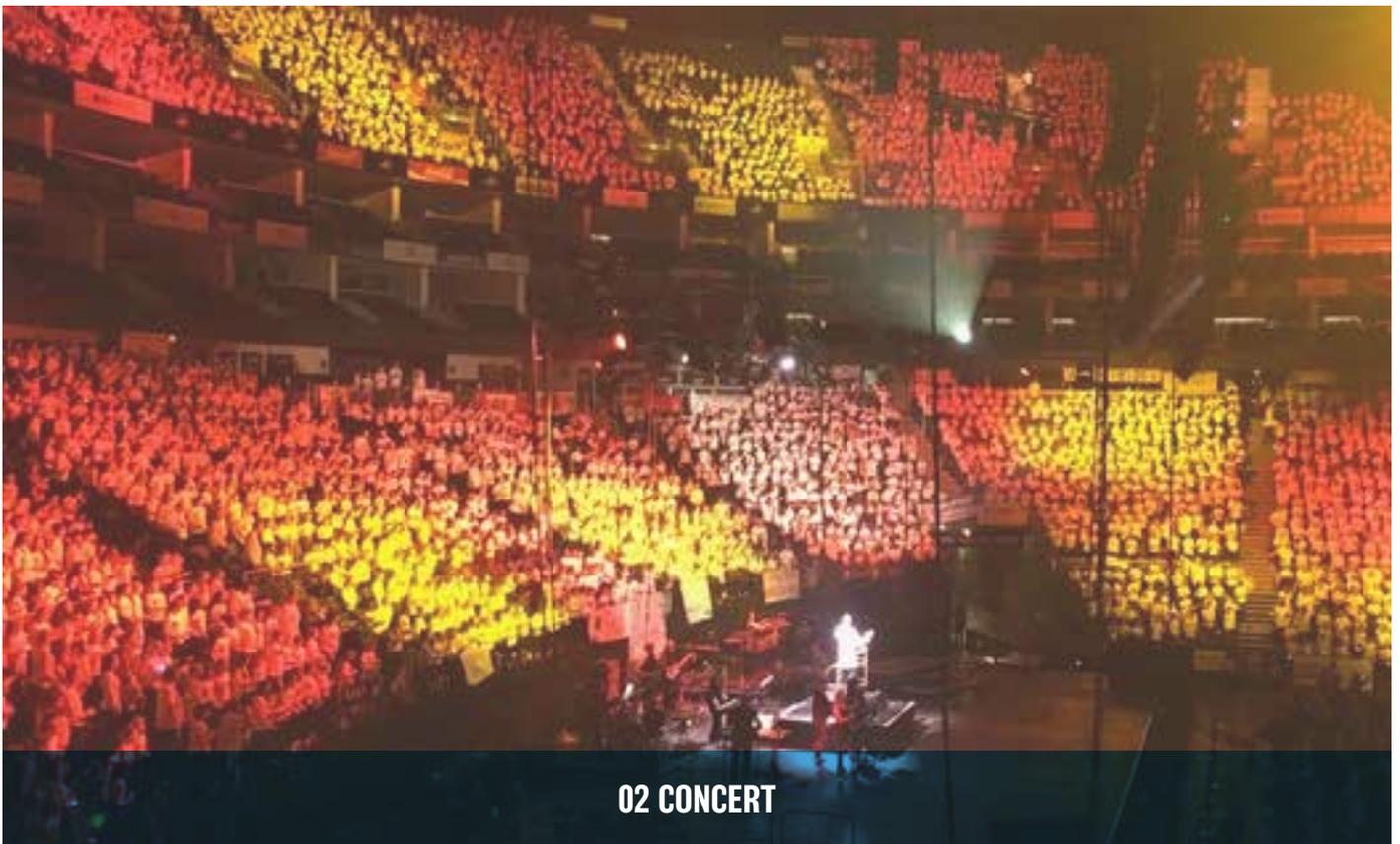
Let's take music .....

"Playing music is a lovely thing to be part of and on your musical journey you will make lots of new friends," wrote a Year 6 pupil in the school newspaper.

All Year 2 children learn to play the recorder. It's an excellent introduction to reading time signatures, notation and simple sight reading. The year culminates with a performance to the whole school of some of the pieces they have learnt.

For only the second year, Year 6 children have had the opportunity to learn to play the keyboard in school. Starting with the basics and working up to playing chords, blues rhythms and improvising, it was no wonder keyboards featured prominently on their Christmas lists!

Wednesdays begin with Junior Choir practice, a highlight of the week for many. With a wide repertoire from classical to folk, rock to rap and carols to ballads, the choir gets many opportunities to showcase its talent to the Holy Trinity community and beyond. Carols by Candlelight, the Christmas Fair and the Summer Concert all provide a stage for their harmonies. Yet the most eagerly-awaited event for the children each year is the Young Voices concert at the O2, the largest massed children's choir in the world with over 9,000 participants this year.



O2 CONCERT

Holy Trinity also benefits from help from parent volunteers and outside agencies to support their musical activities.

The orchestra, led by a gifted parent, has recently taken part in the Richmond Primary Proms for the first time where it played 'Everybody Needs Somebody to Love' with East Sheen Primary and several pieces with a massed orchestra of 600 local youngsters.

The Richmond Music Trust continues to provide specialist instrument teaching to pupils through taster lessons, many of whom continue to learn independently.

M-Tech lead lunchtime clubs for the junior children where they have had the opportunity to compose music using computer technology to layer sound and create pieces for a variety of genres. Many of the pieces have greatly impressed the school when they've been shared at assembly.

A Year 6 pupil provides the best testament to the joy of learning music. "My love for music started in Year 4 when I played the trumpet for the first time in the 'wider options' where my whole class got the chance to play various brass instruments for a term thanks to the Richmond Music Trust. If you want to take up a musical instrument, this is a great way to start. Trust me!"



# POWER TO THE PUPILS

In a year that has seen topics like the gender pay gap and treatment of women at work hit the headlines, so the pupils at Holy Trinity have decided to champion gender equality.

For many years, the house teams have been named after four famous, but questionably relevant for today's youngsters, gentlemen - King Alfred, Horatio Nelson, Alexander Fleming and Christopher Wren. Pupils earn points for their house for reasons like doing good work, exemplifying good behaviour, making good choices or going the extra distance. Each house is represented by a primary colour demonstrated by the sports shirt they wear for PE. Pupils are allocated a house randomly when they join the school and subsequent siblings are placed together.

The Junior Leadership Team (JLT), a group of democratically elected delegates from every class from Year 3 upwards, proposed to Mrs Cox, after one of their fortnightly meetings, that the house names be changed. The fact of having no female representation rankled particularly.

Pupils from Year 2 upwards were asked to suggest men and women, historical or contemporary, as worthy successors. The nominations should be British and their achievements and beliefs should reflect key British values. The JLT then narrowed the list down to three men and three women and made them the

basis of a presentation to the whole school at assembly.

"It was such fun to present to the whole school," admitted Sophie, a Year 5 rep, "and we helped make a difference."

"And I like that our work will leave a legacy," added Isla, a Year 3 rep.

Under careful scrutiny - one pupil, one vote - a ballot was held. Even pupils who were off school that day could email their vote. Children selected one man and one woman from the shortlist.

The result has just been announced. Come September, the new Holy Trinity house names will be Rowling and Pankhurst, and Attenborough and Churchill.

"The final choices show that our pupils are as inspired by people they learn about in the classroom as authors they're reading or factual programmes on TV," said Mr O'Sullivan who leads the JLT. "This process has been a wonderful lesson in democracy."



# HELLOS AND GOODBYES

This year we have said hello to the following at Holy Trinity:

Miss Georgie Crampton joined us as an NQT, having completed one of her PGCE placements at Holy Trinity. Miss Anna Docherty and Miss Hannah Lockey both joined as NQTs. Miss Hannah Smith joined us from university as a TA. Mr Mark Collett returned from his globetrotting. During the year Miss Ellie Sims-Hilditch and Miss Jade Hancock joined the staff as LSAs. Mrs Valerie Clark took on the role of clerk to the governing body, ensuring the even smoother running of our meetings and the precision of our minutes.

And we bid farewell to:

Miss Crampton (Giraffe Class), much as she has enjoyed her year of teaching at HT, has decided to spend a year travelling. Mr Daniel O'Sullivan (Otter Class) is to retire from full-time teaching (so young!) but thankfully will stay on for two days a week. Mrs Melissa Zammit (Zebra Class) is leaving for Broomfield House School in Kew. Miss Hannah Smith, TA has left to take up teacher training. Ms Lorna Shepley is leaving her role as a TA to pursue her own business but will still work at the Kingfisher Club. Mr Gary Jackson, LSA will be leaving to start a PGCE at St Mary's University. Mrs Kate Patterson steps down as school Chaplain as she moves away from Richmond.

We have also said hello to some new members of our community:

Congratulations to Mrs Jenny Trought on the birth of Georgia; congratulations to Mr Paul Hambling on the safe arrival of

Isabella; and congratulations to Mrs Zoe Neal on the birth of Elsie. Last but far from least, it is time to say goodbye to our Year 6 Leavers as they move on to secondary school. We shall miss them and hope they come back often to visit.

Here is a list of the schools they are going to in September and the numbers going to each:

Christ's	12
Grey Court	7
Gumley House	1
Independent schools (various)	13
Orleans Park	2
Richmond Park Academy	36
St Richard Reynolds	3
Richmond upon Thames School	1
Tiffin Boys	1
Twickenham School	2
Waldegrave School	1
West London Free School	3
School overseas	1

The governors of Holy Trinity school wish our community a happy and restful summer break.



A SNOWY DAY AT SCHOOL



THAMES YOUNG MARINERS Y6 TRIP