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Holy Trinity CE
Primary School

Governors' Annual Report



SPORTS DAY 2022





SPORTS DAY 2022



Welcome

Welcome to the Governors' annual report to parents. We aim to highlight some of the achievements at Holy Trinity over the past year, of which there are many, and explain the rationale behind some of what we do.

Firstly, we would like to congratulate our Year 6 pupils on an outstanding set of Key Stage 2 SATS results. While the data won't be confirmed until the autumn, the provisional figures are excellent; they are testament to the skill and hard work of our teachers who have managed to fill the gaps caused by the months of missing in-person teaching. Moreover, they significantly buck the trend for primary schools across the country.

You may have heard that there has been a record fall in results in the wake of the pandemic, a decline of around 10 per cent (about 6 percentage points) in pupils achieving the expected standard, representing the steepest fall since the tests were introduced in 1995.

Governors would like to acknowledge the hard work and dedication of all our staff, in particular our head teacher, **Alison Bateman**, and her senior leadership team who have steered us through another difficult academic

year, blighted still by frequent pupil and staff absence due to Covid. They have succeeded in keeping our Vision at the heart of Holy Trinity and you can read more about this in the article about the school questionnaires on page 11.

The Governors are delighted to serve this school as volunteers, we continue to be passionate about improving standards and ensuring the best outcomes for all our pupils. We are proud of what we achieve and how we do it at Holy Trinity.



Subject	Provisional percentage of pupils achieving the expected standard: Holy Trinity	Provisional percentage of pupils achieving the expected standard: nationally
English Reading	90%	74%
English grammar, punctuation and spelling	92%	72%
Mathematics	92%	71%
English writing (teacher assessment)	92%	69%
Science (teacher assessment)	94%	79%
Reading, Writing & Maths combined	88%	59%



ALL BEING WELL

Mental health and wellbeing have always been important at Holy Trinity and caring for our overall health and wellbeing are part of our school culture and our vision to love one another.

We work to foster children's personal development and make them into responsible citizens; equally we try to equip them well to thrive at secondary school and make them resilient to the pressures of growing up.

SUPPORT TEAMS

Three years ago Holy Trinity joined a national government-led programme called the Trailblazer Initiative set up to fund the creation of mental health support teams to work in school and colleges. We are one of 9 primary schools in Richmond and, alongside the local secondary schools, we work together as a 'cluster'. Our inclusion manager, Fiona Whiteside is the wellbeing leader for HT.

The aim of the programme is to improve early intervention and access to support and promote good mental health and wellbeing for children; the wider aim being to reduce self-harm and drug and alcohol addiction in teens. Alongside our teaching staff, Fiona has developed a whole school approach which, with the greater pressure on accessing GP services and CAMHS (child and adolescent mental health services), has provided valuable additional support at a key time.

The general picture across our cluster of schools suggests higher levels of anxiety in pupils, parents and staff, an increase in eating disorders and many more young people describing themselves as feeling isolated or lonely. Our vulnerable and disadvantaged groups have been particularly impacted by the interruption to normal school routines and this has led to more reports of emotionally related school avoidance.

So what has the Trailblazer project facilitated so far?

We have an art and music therapist who works with one or two children each term to help with self-expression, enabling them to manage feelings and discuss issues such as low self-esteem or anxiety about coming to school.

Our emotional wellbeing practitioner has run anxiety and resilience workshops for pupils. For younger children these used the 'colour monster' to help them to describe their feelings. In the summer term she runs transition groups to help Year 6 pupils who might struggle with the move to secondary school. These sessions use cognitive behaviour techniques to help children think about how, as individuals, they might react to situations that could arise, followed by group discussion to form planning strategies to manage the situations.

A child counsellor works with one or two children a year in therapeutic counselling sessions using individualised play. From next September she will run a "Wellbeing Warriors" lunchtime club where children can drop in and benefit from a quiet space playing relaxing music.

Teachers have reported an improvement in confidence among the children who have been identified for support which in turn has a positive impact on their learning, attendance and wellbeing.



What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

ZONES OF REGULATION

HT began using the Zones of Regulation across the school in September to help children regulate and manage their emotions and build resilience and mental wellbeing. It has been particularly helpful after the disruption of Covid. Zones of Regulation is a systematic, cognitive-behavioural approach that helps children recognise their feelings over the day or in response to a particular situation, and to behave appropriately to meet the demands of school. Sorting their emotions into four coloured 'zones' provides children with an easy way to think and talk about how they feel on the inside; by understanding these everyday emotions better, they can begin to use strategies to manage big or difficult emotions for a better outcome.

Using different techniques according to year groups, children are encouraged to identify which zone they are in when they come into school and to change this according to what the day brings. Many parents are using the same techniques at home to support the scheme.

One of our Year 2 children said this of the approach:

"There are no good zones or bad zones, they are all just feelings and it is important to feel. But I think in school it is more important to learn how to stay in the green zone to do the best learning."

Another child commented on the 'zones':

"I really like them because it lets the teachers know if you are feeling happy, sad, frustrated or angry and then the teachers can help us."

In our recent pupil survey, 92.1% said that HT encourages them to look after their wellbeing at least most of the time.

COMMUNITY CARE

Our vision to promote mental health extends more widely within our community.

For many years HT has benefitted from the services of Riverbank Trust, a local Christian charity that seeks to support vulnerable single parents and families in Richmond borough. A Riverbank community outreach workers comes into school one day a week to work with 12 pupils per term, primarily from the PPG group, and their parents – on a 1:1 basis - to help improve their mental health through building greater confidence and emotional literacy. The charity has had a very positive impact on the families with whom they work.

Through the Trailblazer programme, our emotional wellbeing practitioner has run parent workshops to help with managing their child's anxiety and their sleep and also runs regular parent coffee mornings. Parents have responded positively, pleased and relieved to know they share so much common ground with other families.



THE JOY OF READING

Reading has always been the bedrock of education. Being a fluent reader is the key to unlocking the rest of the curriculum, an indicator of future success and, importantly, a vital means for a child to overcome their background.

When the new National Reading Framework was introduced in 2021, HT sought to create a love of reading in every child, not just as an academic discipline but for the simple pleasure and enjoyment to be found in reading. The notion of 'reading for pleasure' underpins our vision to create a love of learning.



CLASS READERS

Every class has a fiction or non-fiction reading book on the go by a range of authors, reflecting different cultures. Often the book's cover is displayed on the classroom door. Teachers read to the children most days and it is clear they can't wait for the next instalment.

"I wish we did reading every day so that we did not have to keep waiting to find out what happens next especially in the middle of a chapter," said one year 5 pupil.

Many of the class readers will have a sequel or a prequel so this activity encourages children to want to read more for themselves, either within a series or a similar genre of book. School librarians see a link between class readers and an increase in borrowing from the school libraries of that author's books.

HT READERS

Classrooms also have a prominent display of our 'HT Readers'. These are a set of 6 books, tailored to the year group. The books are taken home and read at each child's own pace, in any order over the year, after which they answer some comprehension questions to check their understanding. In the younger years, the teacher will read the texts to the class.

The HT Readers have been selected based on a scheme devised by Doug Lemov, an American educationalist who specialises in unusual, yet successful teaching techniques. It is designed to make children into confident readers by encouraging them to explore more complex styles of writing than they might otherwise encounter in children's literature. The HT Readers includes books that use, for example, archaic language, non-linear time sequences, unreliable narrators and also poetry.

AWARDS, AUTHORS AND MORE

This is the second year of the Spark! School Book Awards and HT has again been an eager participant. A panel of authors selects a range of books for schools in Richmond and Kingston and invites children to vote for their favourite one within four categories including fiction and picture fiction within particular age groups.

From visiting author workshops, World Book Day fun to Birthday Book library donations and the Scholastic pop-up school bookshops, HT is determined to make reading a pleasure for all pupils.





JOIN IN THE FUN AT YOUR LOCAL LIBRARY

PARENT POWER

Parents too play a big role in encouraging children to read for pleasure and, as we go into the summer holiday, our teachers urge families to keep up the good work – do take your children to the local libraries to borrow books, buy them books for birthdays or encourage relatives to do so, do ask them about the book or magazine they are reading, encourage them to keep a journal of what they have read and swap books with friends. Listening to audio books on long car journeys, for instance, is just as beneficial as this still helps to build vocabulary and imagination along with a love of narrative.

The governors are pleased to note that the recent KS2 SATS provisional results for reading – 90% at the expected standard and 38% achieving Greater Depth – suggests strong fluency among our pupils which will equip them well for secondary education. Our teacher assessments at the end of KS1 also suggest a similar number of children are at the expected standard when they finish Year 2. HT's reading strategy is clearly succeeding.

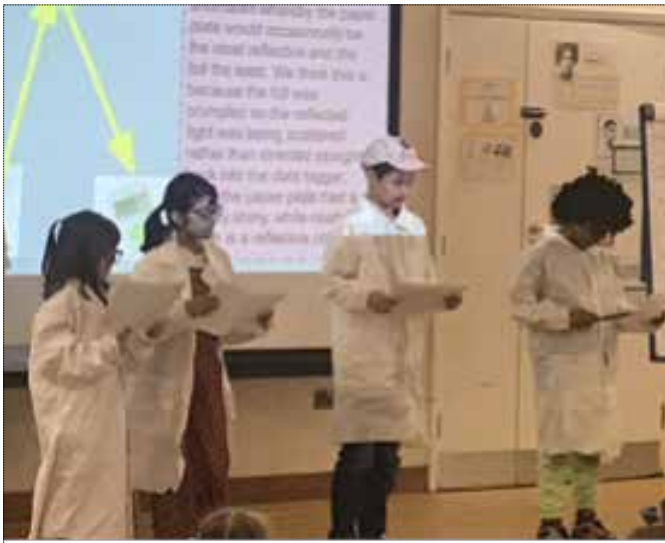


WORLD BOOK DAY
AT HOLY TRINITY



ECO MOVEMENTS

It isn't difficult to engage children on the subject of the environment; David Attenborough and Greta Thunberg have done wonders to impassion our youngsters about combating climate change and saving the planet.



At Holy Trinity school we have also been doing our bit this year both in relation to our physical building and our community. The notion of encouraging pupils to be responsible citizens, contributing to society and caring for our environment are all central to our Five-Year Strategy and school values.

FIERCE WARRIORS

Our team of eco warriors meet on a Wednesday morning to monitor recycling across the school and organise playground litter picks. In addition, they have spearheaded two big campaigns. In the Spring, they encouraged families to support the Great British Spring Clean and to pledge to collect a bag of litter from the street and to send in a photo of it.

The second project is the HT Summer Eco challenge to “make a difference to our world” by changing one habit or behaviour and we urge our parents to get behind this over the holidays.

CAR-LESS BEHAVIOUR

Along with over half of London schools and colleges, HT is part of the TfL STARS scheme to promote more active, safe and sustainable travel.

By encouraging our own community to change their travel habits, we are aiming to achieve a Gold TfL STARS award and here are some of the initiatives undertaken this year.

We partnered with Richmond council and a company called Peddle My Wheels - a ‘try before you buy’ bicycle shop - to offer parents and local residents the chance to test drive a cargo bike, those unusual-looking bikes adapted to carry children behind. There has been considerable interest as a result.

Working with Sustrans, the national charity that facilitates cycling and walking, we set up a cycle hub to support local residents, as well as parents, to provide a variety of cycling-related activities.

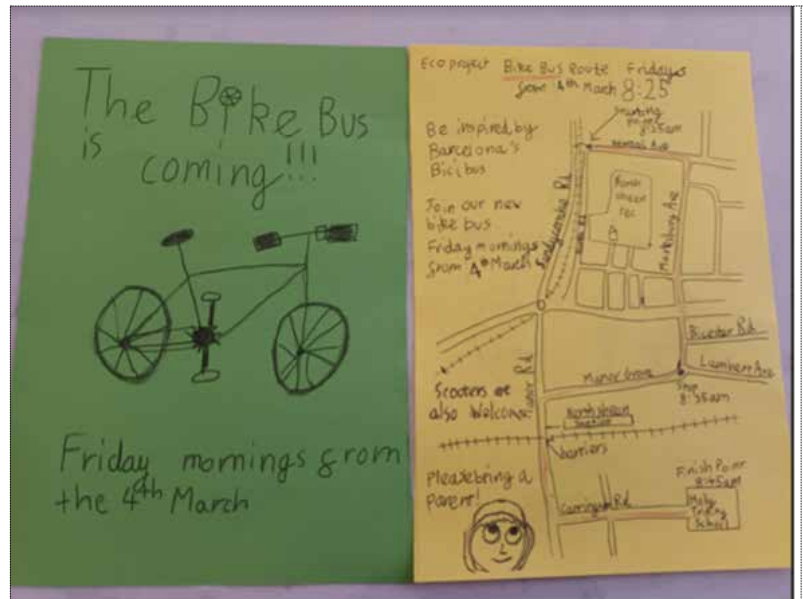
Inspired by the Barcelona Biciús scheme that went viral on social media last autumn, HT parents pioneered their own bike bus project in the Spring, collecting children along the route to pedal them safely to school in one long convoy.

Last summer we reported on the trial of the School Streets scheme introduced to ban car access to Carrington Road during morning drop-off and afternoon pick-up times. Following a consultation, the scheme has been made permanent and in April ANPR (number recognition) cameras were installed to prevent infringement.

GREEN SPACE

Meanwhile, HT endeavours to ensure the school buildings are as energy efficient as possible to reduce our carbon footprint. We received a grant from Southwark Diocese last October that was used to convert 500 ceiling lights to LEDs and to install motion sensors in classrooms so they turn off when nobody is there. A second grant from the Diocese was spent on installing an air source heat pump, located behind the Year 5 and 6 classrooms,



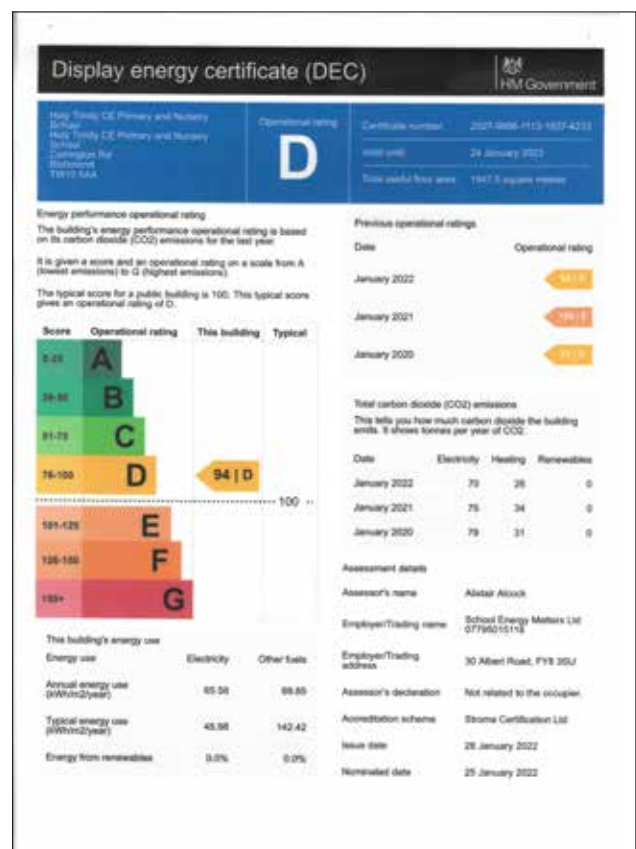


that will enable us to minimise use of our conventional gas boiler next Winter once it is fully operational. Classrooms have all now been fitted with individual thermostats to reduce energy wastage.

Our school also benefits from its own renewable energy source - solar panels on the back of the hall roof. On average we raise up to £2,000 a year by feeding back surplus electricity to the national grid from these panels.

Encouragingly, we know this is making a difference as our Energy Performance Certificate rating, displayed in the school entrance, has improved from a level E to a level D, showing that our carbon dioxide emissions have decreased in the last year.

Governors welcome all these initiatives for their positive impact on our environment, our health and our school budget.





HT'S GOT TALENT 2022



Questionnaire Results

Our annual parent and carer questionnaire had a terrific response this year with answers representing over 51% of our pupils from nursery to Year 6. That's 10% higher than last year and governors and school leaders are grateful for the many positive and supportive comments.

Here are some of the headline findings:

- 99.4% of parents say their child/children are happy in school
- 100% of parents believe their child/children feel safe at HT
- 95.8% think the school is well led and managed
- 97.6% say the school makes sure pupils are well behaved
- 94% believe their child does well at HT
- 94.7% of our families would recommend HT to another parent
- 84.6% see our Christian values and vision evident in their child's experience of school (this figure was 72.5% in 2020, the year the new vision was introduced).

Every year there are comments about communication. This recent survey suggests we are moving in the right direction but we shall continue to improve and streamline what we send out to parents. We do heed all your comments but would urge parents, if there is something in particular that troubles you, then please speak to your class teacher or to Mrs Bateman rather than letting it fester.

Last year's questionnaire raised a significant number of comments about HT's loss of community feeling; this year there were no such remarks. We hoped this was just a post-Covid reaction and that everyone has enjoyed being able to meet together again this year for our wonderful PTA events – the Family Fun Day and the Summer Fair most recently – and also the two glorious sports days.

Please know that your kind comments about particular members of staff are always passed on.

A comparison of the full results from the last three years' parent and carer questionnaires are on the school website.

So what about your children and what they think about Holy Trinity?

We received responses from 84% of our pupils in Years 1 to 6 this year, which is excellent.

- 83.2% of children say they enjoy coming to school
- 89% say their teachers help them to do their best
- Our vision to love learning is supported by 78.5% of pupils, with some 19% of children saying they only sometimes love learning
- With regard to safeguarding, 92% say they feel safe at HT and 88% say there is an adult they can talk to in need
- In relation to our values, 96.6% of children say HT encourages them to respect others and to treat everyone equally
- Over 90% of pupils understand what our vision means and crucially 92% of children say they try to put our values into action in their attitude and behaviour in school.

The last word should go to one young pupil who summed up what we hope HT means to every child:

"I like how kind the teachers are and they help you if you are stuck. Also all the people are friendly."



Comings & Goings

The end of a school year always means having to say goodbye - to our Year 6 pupils as they move on to their senior schools and to members of staff as they move on to new pastures.

Our deputy head **Lucy Ashby** is going on secondment, initially for two terms, to a five-form entry junior school in Fleet, Hampshire. We will be welcoming **Rachael MacLearn**, another Richmond deputy, for two days a week to lead on some of the strategic matters while **Fiona Whiteside** will be stepping up to cover other aspects of the role. Music will be covered by one of our talented parents alongside one of our new teachers.

We say goodbye to **Rachel Sharp** who is taking a job nearer to her home in Chessington. Rachel joined HT in September 2014 as an early career teacher and has most recently been working part-time in Year 1 zebra class.

We also say goodbye to **Jordyn Campbell**, Year 2 koala teacher and KS1 English lead, who has been with us for three years. Jordyn and her husband are moving to Tunbridge Wells in Kent and she is taking a post at a local private school.

Mark Collet started at HT as a volunteer and then became an assistant teacher in June 2013. He has worked in Key Stage 1 and 2, taught PE, run after-school clubs and attended many residential trips. Mark recently completed his teaching degree and leaves us to work at the Vineyard as an early career teacher.

Karen Wilkins, one of our assistant teachers who also runs the library, has been at HT since 2009. She is moving out of teaching, but remains in education as she is taking a job at Achieving for Children.

Since last reporting to parents, we have also said farewell to **Verity DaCosta** who chose not to return after the birth of her third daughter Abigail; **Lydia Flower** decided not to return after the birth of her daughter Clara.

Tasha Powell, an assistant teacher who also taught RE, was with HT for over 10 years and left at Easter to move to Leeds with her husband's new job. Our chaplain, **Tom Rutter**, also left us at Easter to move with his family to Cornwall and we are joined by our new chaplain **Shaun Bushby**.

We know all these staff will be greatly missed by their colleagues and the children; the governors are grateful for the many years they have worked with passion and energy for the benefit of HT pupils.

In September, we look forward to welcoming **Sophie Brunt** as our new maths lead and **Claire Jobbins** as our new English lead. Both are experienced teachers who will join the Senior Leadership Team.

We also welcome **Hayley Merrett** and **Louisa Allard** who will work part-time as teachers in Year 1 and Year 6 respectively.

These are the schools our Eagles and Owls will be going to next term:

In addition 3 children are moving to schools out of the area.

Number of Pupils	School	Number of Pupils	School
1	Chiswick School	9	Richmond Park Academy
19	Christ's	1	St Catherine's
1	Fulham Boys School	3	Special schools
3	Falcons Preparatory	1	St Richard Reynolds
2	Grey Court	1	Surbiton High
2	Hampton Boys	1	Tiffin Boys
1	Ibstock	1	Twickenham Academy
4	Orleans Park	3	Waldegrave
1	Radnor House	1	West London Free School

We wish them all success in their new schools and encourage everyone to stay in touch and to come back and visit.

Thank you to all our parents and carers for their support over the year. The governors wish all our families a happy and restful break.





STAR WARTS
YEAR 6 EAGLES & OWLS

