



# Holy Trinity C of E Primary School

**Excellence in how we worship, learn and work together**

Dear Candidate

We are pleased you have downloaded our information pack about Holy Trinity and want to hear more about our school.

The Governing Body are very proud of staff and pupils at Holy Trinity. Our diverse intake is from wide range of backgrounds and we work hard to ensure every child makes great progress throughout their time at the school. We feel our strong Christian ethos creates a positive and happy environment and is a key part of what gives our pupils clear values and respect for one another whether they are from christian faith, other faiths or no faith.

We have been working hard on our curriculum and have developed a broad and creative approach that has been recognised by the LA as something to be shared with other schools. We also work hard to provide a wide range of experiences for our pupils including a exceptional music provision, projects with artists, visits from authors and a an excellent programme of trips and visits culminating in a year 6 trip to Barcelona.

We also value our links to our Church, our parents and our community and we want to continue to work towards making Holy Trinity a central part of our local community.

We have a great staff team and we are looking for a strong new leader who will build on our strengths but also develop new initiatives to continue the progress of the school. Someone with a passion for teaching and the desire to make a positive impact in the life of every single pupil.

We'd love you to come and see the school during the first two weeks of term so please contact Denise Richards our School Administrator to arrange a time, or if you have questions feel free to contact me. In the meantime, watch the video on our website to get a tour from our pupils: <http://www.holytrinityceprimary.org.uk/>

If you're excited by the opportunity and the challenge at Holy Trinity, we look forward to your application.

Yours sincerely

Chris Tongeman  
Chair of Governors  
[chairofgb@holytrinity.lambeth.sch.uk](mailto:chairofgb@holytrinity.lambeth.sch.uk)





## Holy Trinity CE School, Tulse Hill Head Teacher Job Specification

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**Holy Trinity is looking for a leader with the vision and enthusiasm to build on the strengths of the school. You will share our desire to continue the school's strong Christian ethos and value positive links with the parish and community. Your strong leadership will bring out the best in our great staff team and you will you will be inspiring and innovative in your approach to developing our school.**

**Holy Trinity CE Primary School expects all members of staff and post holders to:**

- Contribute to a culture of teamwork, collaboration, and shared responsibility for high standards and performance.
- Be committed to our Christian Ethos as a vehicle for developing and enhancing spiritual and personal moral values and a respect for all.
- Be committed to the Rights/Responsibilities and Respecting agenda that develops and enhances global and national citizenship and sustainable communities.
- Have a commitment to the continuous development of themselves and others.
- Help develop a whole school approach to planning, delivery and monitoring of the curriculum.

### **Main purpose of the job**

- Be responsible for the leadership, internal organisation, management and control of the school and consult appropriately with all stakeholders including the Governing Body, Holy Trinity Church, parents and carers, the Friends Association of the school and the local community.
- Maintain and develop a positive learning environment based on shared values, respect for all and commitment to a distinctively Christian and inclusive ethos
- Safeguard the welfare of children and young people for whom the school and Governing Body are responsible
- Carry out the duties set out in the relevant sections of the School Teachers' Pay and Conditions Document

## **Shaping the future**

- Ensuring the vision and values of the school, including its Christian ethos, are clearly articulated, shared, understood and acted upon effectively throughout the school community
- Work within the school community to translate the school values into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrate the school vision and values in everyday work and practice
- Motivate and work with others to create a shared culture and positive environment
- Ensure creativity, innovation and the use of appropriate new technologies are used to achieve excellence
- Ensure that strategic planning takes account of the diversity, Christian values and experience of the school and the wider community
- Build the schools reputation among feeder organisations and the local community

## **Leading Teaching and Learning**

- Bring strong leadership to ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and are engaged in their own learning
- Demonstrate and articulate high expectations and set challenging targets for the whole school community
- Manage, determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- Support and encourage the school culture of wide-ranging visits and experiences to give children the widest possible opportunities to excel
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Promote good behaviour for learning and a willingness to learn from mistakes
- Challenge any underperformance at all levels and ensure effective corrective action and follow-up

- Implement a policy for the pastoral care of the pupils in conjunction with parents and carers while ensuring that the standard of behaviour and attendance of the pupils is good or better.
- Be aware of the needs of pupils in transferring to secondary education
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils

### **Developing self and working with others**

- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Develop and then maintain effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks, motivation of staff, and devolution of responsibilities
- Co-operate with the performance management process for self and staff and report to the Chair of Governors regularly
- Manage own workload and that of others to allow an appropriate work/life balance

### **Managing the Organisation**

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Manage the school's financial resources effectively and efficiently to achieve the school's education goals and priorities within a budget set by the Governing body
- Manage the school's human resources to achieve the school's educational goals and priorities
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and all health and safety regulations
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed in order to improve the quality of education for all pupils and provide value for money
- Work with the Governing Body to consider Academy Status options for the school

## **Securing Accountability**

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Collaborate with the Governing Body on their strategic role and work effectively with them
- Liaise and co-operate with the officers of the Local Authority, reporting as required on the discharge of Head Teacher functions and seeking advice when necessary

## **Strengthening Community**

- Build a strong and mutually effective relationship with Holy Trinity Church
- Engage with and promote the school's relationship with the local community, local business and organisations who can support the work of the school
- Work constructively and positively with the school's Friends Association to build the school community and raise funds for the school
- Collaborate with other schools in order to share expertise and bring positive benefits to the school and other cluster schools
- Collaborate, at both strategic and operational levels, with parents, carers and across multiple agencies for the well-being of all children
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment and bullying

The Head Teacher will undertake any other duties, which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Governing Body and LA as detailed in the National Standards for Head Teachers.

**Holy Trinity is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post will be subject to enhanced DBS checks and satisfactory references.**



## Holy Trinity CE School Head Teacher - Person Specification

Essential	Desirable	Measured
<b>Education and Qualifications:</b> <ul style="list-style-type: none"> <li>Degree and QTS</li> <li>Regular and relevant record of CPD</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further degree/post graduate study and/or wider relevant experience</li> <li>National Professional Qualification for Senior Leadership (NPQSL) or higher</li> </ul>	
<b>Experience:</b> <ul style="list-style-type: none"> <li>Currently a highly regarded deputy/assistant headteacher</li> <li>Strategic responsibility in school leadership and management, including leadership and management of a core subject</li> <li>Proven track record of being able to implement initiatives for maximum impact on learners</li> <li>Proven track record in developing outstanding classroom practitioners</li> <li>Proven track record in improving teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a church school</li> <li>A minimum of 3 years as a member of SLT</li> <li>Experience of working successfully with groups such as governors/Friends group</li> <li>Experience of working with other professionals, learning networks and partnerships</li> <li>Experience building strong positive links between school and church/wider community</li> </ul>	
<b>Knowledge and Understanding:</b> <ul style="list-style-type: none"> <li>Knowledge of how to apply the revised OFSTED framework to school evaluation and improvement planning</li> <li>Outstanding knowledge of how children learn and of strategies to maximise their learning potential</li> <li>Knowledge of NC assessment and exemplary understanding of how effective target-setting and pupil tracking can lead to significantly improved results</li> <li>Sound understanding and practical knowledge of the management of change and the sensitive handling of staff</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in supporting staff at a variety of levels through the inspection process</li> <li>Knowledge of the SEN Code of Practice</li> <li>An understanding of SMSC and how it relates to a child's whole school experience</li> <li>Relevant experience of personnel issues</li> <li>Understanding of using financial resources effectively to benefit learners</li> </ul>	

<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• An outstanding classroom teacher with the ability to make and articulate critical evaluation to a range of audiences</li> <li>• A creative and innovative management style able to take measured risks and to find creative solutions</li> <li>• A strategic thinker able to focus on the big picture as distinct from practical details</li> <li>• Excellent inter-personal skills, able to inspire trust</li> <li>• Strong presentation skills and is able to listen and engage a range of audiences</li> <li>• Ability to build a team that takes collective responsibility</li> <li>• Excellent time management, organisation and delegation skills and ability to manage workloads</li> <li>• Ability to ensure effective communication with all school stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in presenting CPD training</li> <li>• Able to articulate theories of teaching and learning, to give strong feedback on classroom performance</li> <li>• Proactive attitude to ICT both to support the curriculum and as a communication and management tool</li> <li>• Teaching experience across all primary key stages and EYFS</li> </ul>	
<p><b>Attributes and Values:</b></p> <ul style="list-style-type: none"> <li>• A practicing Christian who sees Christian ethos as a vehicle for developing and enhancing spiritual and personal moral values and a respect for all within a community of Christian, other faiths and no faith</li> <li>• Personal qualities of commitment, integrity, flexibility and enthusiasm</li> <li>• Willingness and commitment to lead staff in a collaborative manner</li> <li>• Excellent and Open Communicator</li> <li>• A commitment to developing a high performing and self evaluating school</li> <li>• Willingness and commitment to constructively challenge underperformance</li> <li>• Able to make positive impact to articulate and model core values</li> <li>• Open and approachable with a vision that inspires others</li> </ul>	<ul style="list-style-type: none"> <li>• Able to demonstrate good humour, adaptability and empathy</li> <li>• A robust disposition that shows energy and resilience alongside warmth and tolerance</li> <li>• Enthusiasm for a strong music curriculum</li> <li>• Experience of a range of cultural backgrounds within a school, and the richness this brings</li> <li>• A readiness to support parents for whom English is a second language</li> </ul>	

<b>Safeguarding:</b> <ul style="list-style-type: none"><li>• Displays commitment to the protection and safeguarding of children and young people and have an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</li></ul>		
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## The history of Holy Trinity School

Holy Trinity CE Primary School is a Voluntary Aided Primary School organised within the principles and doctrines of the Church of England. Children are admitted between the ages of five and eleven.

The original Holy Trinity School, opened in 1862, stood in Lutheran Place, Upper Tulse Hill, but was destroyed in 1944 by enemy action during World War 2. When the new School was built, the only available land was situated within the parish of St. Matthias. The two parishes have since joined together to form the new parish of Holy Trinity and St. Matthias Church, Tulse Hill. Close links are maintained between the school and the parish church. A strong Christian ethos and established traditions underpin all aspects of the work of the school.

## Mission Statement

**"Excellence in how we worship, learn and work together"**

Our school mission is to create a "thriving, purposeful community of learners where adults and children work together in an environment planned for high quality teaching and learning and where all members of the school community involved in the successful development of children learning, work closely together for school improvement."

We want to provide an education of the highest quality, within the context of Christian belief and practice. We welcome, and value

children from diverse cultures and faiths, and work in partnership with our local community.

We aim to create a warm, friendly, nurturing environment in which children can develop their knowledge through curiosity and active learning.

Our core values are at the heart of all that we do and believe at Holy Trinity.

### To Believe:

- In God our Creator and Lord
- In ourselves as Great Achievers
- In others and who they are
- In our school and all it stands for

### To Respect:

- The opportunity to learn
- Everyone in our school
- And have pride in ourselves
- Our school and its environment

### To Aim High:

- And do our very best at all times
- And take pride in our achievements
- And be the very best that we can be
- And never give up or give in

### To Belong:

- To a school that cares for others
- To a local and global community
- To a learning community
- To a Christian family



### To Enjoy:

- Learning and excellent teaching
- An exciting and creative curriculum
- Being with our close friends
- Worshipping God together

### To Grow:

- In knowledge and understanding
- In self-esteem and self-worth
- In ability and maturity
- In confidence to face the world

## Admission

Details of our school admission policy can be found at the back of this brochure.

## School Organisation

There are two classes in each year group, with a maximum of 30 pupils in each class.



The school is divided into three phases:

Early Years and Foundation Stage (EYFS) comprising of two reception classes.

Key Stage 1 (KS1) comprises Years 1 and 2

Key Stage 2 (KS2) comprises Years 3, 4, 5 and 6. Good liaison between our school and secondary schools ensure a smooth transition to secondary school at the end of Year 6.

## The School Day

The school gates open at 8.45am and pupils are encouraged to go straight to their classes independently to take part in basic skills activities. We cannot be responsible for the safety of children who arrive at school before 8.45am. In view of the restricted space in the cloakrooms, Parents/Carers are asked to leave their children at the school gate or door to the cloakroom, and in the interests of safety, cannot enter the classrooms or cloakrooms in the mornings.

A bell is rung to indicate the start of the school day at 8.55am and another bell is rung at 9.00am to signal the start of late period. The early establishment of punctuality is seen as vital to each child's education. Children arriving in school after 9am must collect a Late Card from the member of staff

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## Attendance and Punctuality

Good attendance is essential for good progress. We strongly encourage and value attendance and punctuality.

If a child is unwell, please telephone the school on the first day of their absence and send a note on their return. Our Education Welfare Officer visits the school regularly to check registers and to follow up prolonged absence, irregular attendance or frequent late arrival.

Schools have to record whether absence is authorised or unauthorised. Parents/carers must provide an explanation for each

absence but only the school can determine whether it is authorised. Unauthorised absences will be recorded and reported to parents/carers.

Please notify the office in advance if your child has an appointment, such as an orthodontic or hospital appointment, and need to collect your child by completing the Special Leave Form available at the school office. Parents must always sign their child out at the school office. It is important that you try to arrange for doctors' and dentists' appointments to take place out of school hours if possible.

Only ten days' special leave can be given for exceptional circumstances which can be

taken during the school year. Holidays during term time cannot be authorised and requests for special leave for children with less than 95% attendance will not be authorised.

If your child is in Year 6, don't forget that they will be taking SATs, usually in May, and that revision of the work covered in this school takes place for several weeks beforehand. Full attendance is most important during this time.

We ask all parents/carers to remember their responsibility to ensure that children arrive punctually each day. We follow the Borough's policy if children are regularly collected late at the end of the school day.

on late duty or the school office. Persistent latecomers are referred to the Education Social Work Service who may arrange a home visit.

The school day ends at 3.15pm and children can be met in the top playground by their parents/carers. Please be prompt in collecting your child at 3.15pm. Children who are uncollected by 3.30pm must report to the office and wait in the Maddox Learning Centre whilst their parents are contacted.

If your child has not been collected from school by 4.30pm and we have been unable to contact you, we will have to inform Social Services. They will arrange for the child to be looked after by a local, approved foster carer or at a local children's home until the child is collected by the parent/carers. A letter explaining what has been done and what you would need to do in order to collect your child will be delivered to your home.



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## Behaviour

At Holy Trinity we expect a very high standard of behaviour so that we can promote a happy, safe environment in which all of our pupils can learn effectively. By example, we aim to guide children into displaying self-discipline, care and respect for others and their property.

The full support of parents/carers is crucial in helping us to ensure the highest possible standards. Please explain to your children that they should do nothing to interfere with the learning of others. It is important that you impress upon your child that resorting to violent behaviour is totally unacceptable, as is verbal abuse or any other form of aggression.

In the case of disagreements between pupils, please resist the temptation to sort it out for your child! Speak to a member of staff straight away and we will do our best to sort it out if we have not already done so. We expect parents/carers to be good models

for children and will not tolerate adults who behave in an offensive, aggressive or intimidatory manner.

We follow the Code of Conduct given as an example by Jesus, who said: "Love one another as I have loved you." Therefore all members of our school community are expected to act with care, respect and concern for others at all times.

### Our Golden Rules are:

- Do Listen
- Be Safe
- Be Kind
- Be Honest
- Be Forgiving
- Do Your Best

All parents/carers are expected to sign the Home-School Agreement upon their child starting the school.



## Bullying or Racial Harassment

Bullying of any kind is not tolerated at Holy Trinity. All children are made aware of what may constitute bullying, and are expected to report incidents to staff. Staff are trained to deal with this important issue.

We are very proud of the diversity within our community and that Holy Trinity is a very inclusive school. We take any hostile or offensive action against individuals or groups because of their skin colour, ethnic origin, religious or cultural heritage, very seriously. Any reported incidents will be investigated in accordance with the school policy.

## Curriculum Aims

Through religious education we aim to:

- develop a positive spiritual attitude through a knowledge of Christian faith and practice, and an awareness of the beliefs of others.

Through our National Curriculum, we aim that each child should:

- read fluently and accurately with understanding, feeling and discrimination, and communicate clearly and confidently in speech and writing.
- be able to apply mathematical skills with speed and accuracy, and be able to understand the application of such ideas in various situations - home, school and the wider world.
- acquire an appreciation and experience of the arts, and show expression through music, drama, art, poetry, etc.



## House Teams

All the children are organised in to one of our 4 House Teams, which they remain in for their time at Holy Trinity.

The groups are:  
Fire (Red)  
Water (Blue)  
Air (Yellow)  
Earth (Green)

Children receive house points from staff for a variety of reasons, including good work, effort, good manners, being kind or helpful and setting a good example. House points are collected and counted each week and the winning house announced in our Family Worship. A house cup is awarded, a flag raised with the winning house in the playground and a visual point chart added to for everyone to see. The children enjoy being part of their house teams and also take part in house sporting events on sports day.

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- develop scientific skills of observation, investigation and interpretation of results.
- be able to use computers and media resources to assist learning in all areas of the curriculum.
- be aware of geographical, historical, social and ethnic aspects of our local environment and of the world at large.
- develop agility and physical co-ordination and be able to express feelings confidently through movement.

## The Curriculum

Our Curriculum is rich, broad and varied, and is continually reviewed and adapted to meet the children's needs. It embraces a commitment to equality of opportunity for all of our pupils in all aspects of school life and is based on a firm belief that all children can succeed regardless of their backgrounds or circumstances.

The curriculum includes the Foundation Stage Curriculum and the National Curriculum. This consists of 12 subjects: English, Mathematics, Science, Religious Education, Design Technology, Art and Design, History, Geography, Music, Computing, PE, Personal, Social, Health and Citizenship Education (PSHCE) and Modern Foreign Languages (French/Spanish). Cross curricular or topic based learning takes place alongside discreet subject learning.



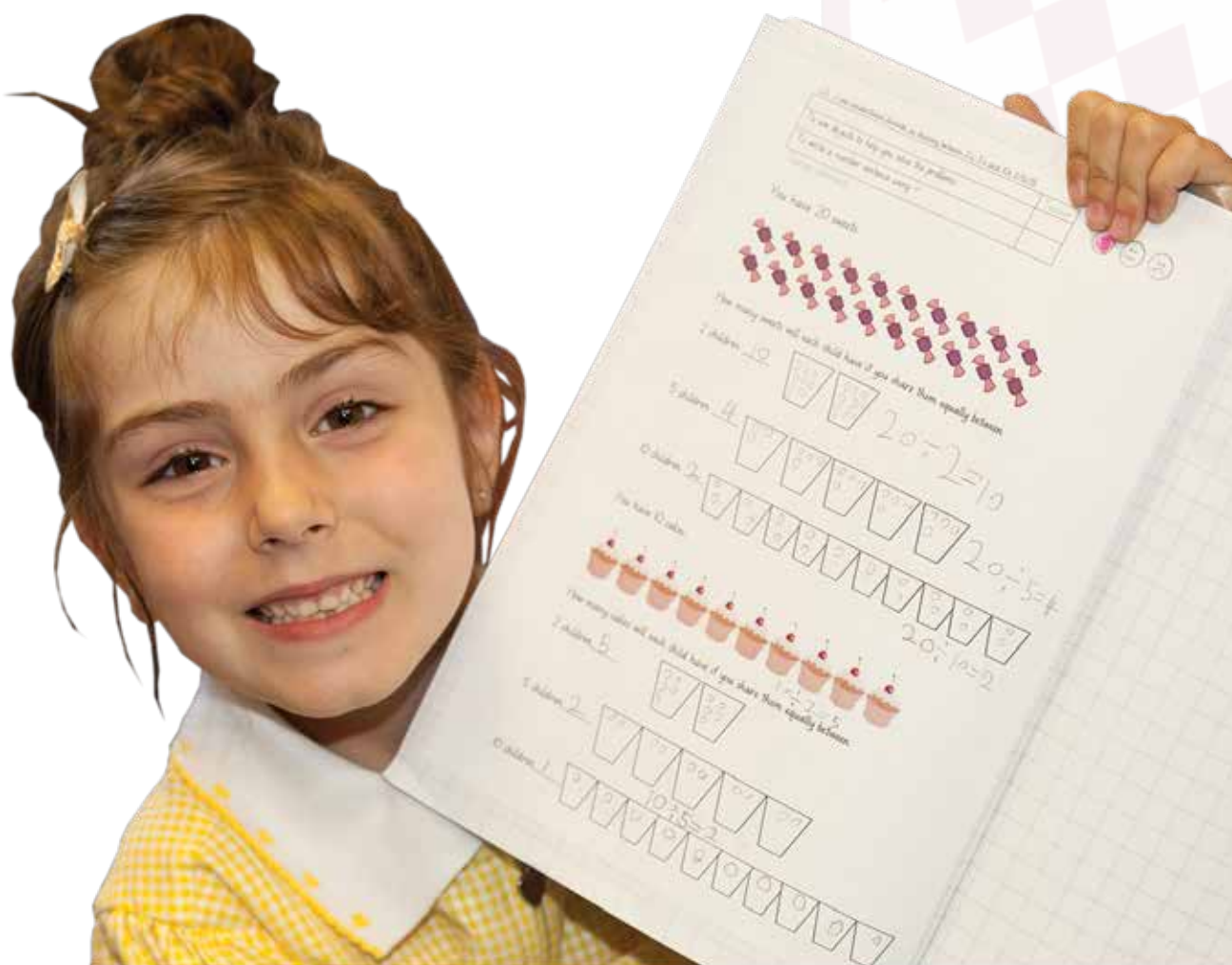
As in all schools, class teachers are released from class regularly to mark, plan with their year group partners and to analyse assessments. Senior teachers and subject leaders have additional release time to develop their area of responsibility so that learning opportunities are of the best possible standard. To maintain continuity, we do our best to ensure that the class is covered by the same person each week whenever possible.

Teachers keep detailed records of each child's progress from their entry to the school. Parents are invited to discuss their child's progress four times a year.



We believe that children learn best when they are:

- Valued as individual members of the school community and respected for their many diversities;
- Experiencing success rather than failure and their work is praised, shared and celebrated;
- Well motivated and teachers have high expectations of them;
- Working in partnership with teachers and parents;
- Applying their knowledge and skills through problem solving and real life situations;
- Encouraged to be independent learners, to think for themselves and carry out their own ideas.



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## Early Years Foundation Stage

Children will be admitted for full-time schooling at the beginning of the academic year (that is September) in which they become of statutory age (that is five years of age). There is one intake in September to the Reception.

When an application for Reception place is successful, parents/carers are invited to meet the Headteacher and staff in the summer term prior to their child starting in Reception. The children are invited to visit their new class prior to their starting school.

In order for the children to settle in more quickly, our Reception staff will visit your child in your home so as to get to know them and you, their parents/carers, in a familiar setting.

Reception children do not all start at the same time. Admissions are staggered over the course of the first couple of weeks of term so they find it easier to settle.

Early Years is very much concerned with

all round development of the children. It presents them with a variety of experience to stimulate physical, social, emotional, spiritual and intellectual growth.

The curriculum offered is based on that outlined in the Early Years Foundation Stage national document and covers:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Activities are planned for and presented in a secure environment in which it is hoped the children will flourish, gain confidence and independence. The children have free-flow access between the indoor classroom and the outdoor classroom which enables them to experience the different areas of the curriculum on different scales.

## English

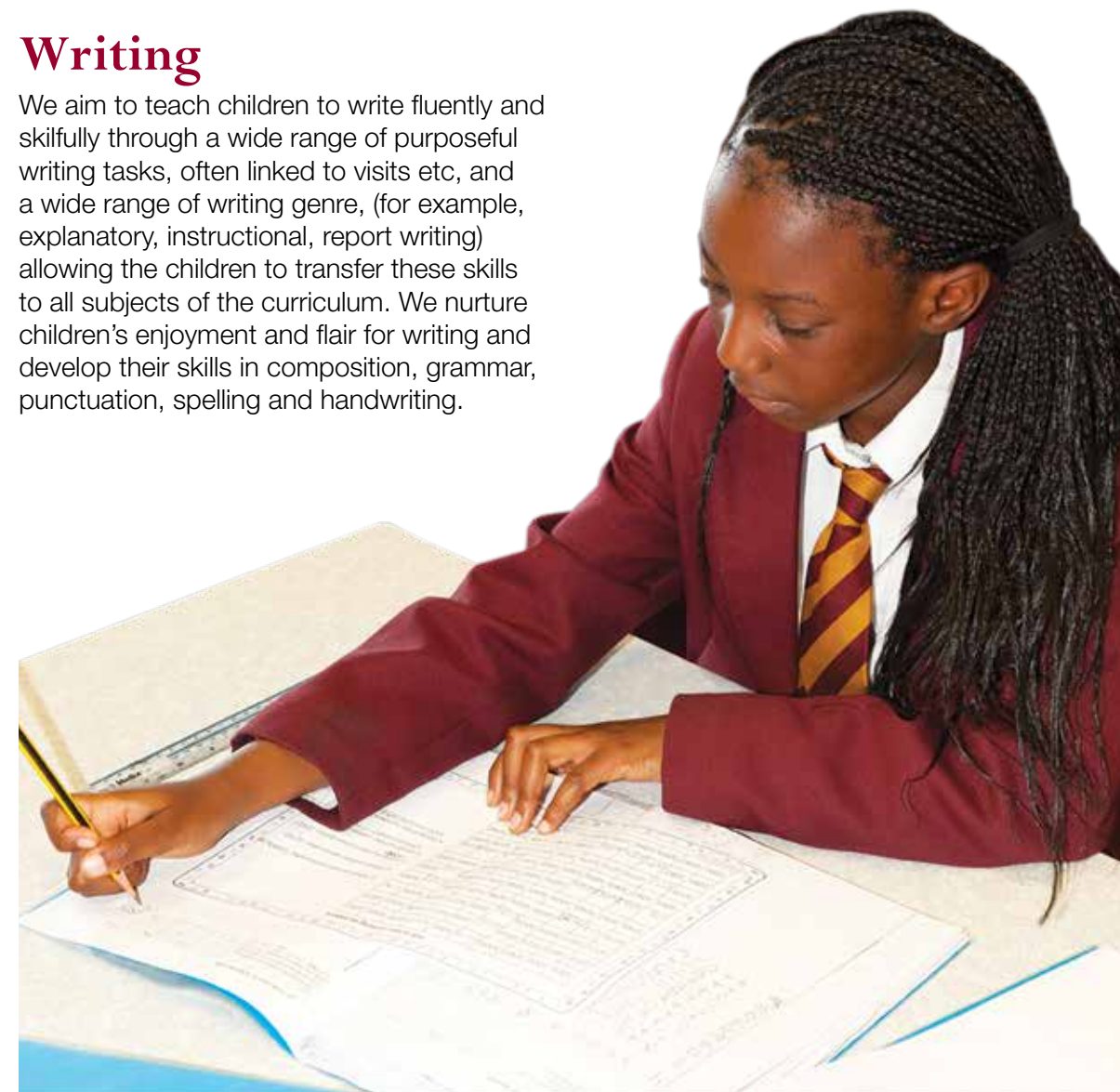
Throughout the school we aim to provide a stimulating environment where the whole curriculum provides for the development of language skills. There are daily literacy sessions where children use a range of stimuli, including high quality texts to develop their literacy skills. Children experiencing difficulties in literacy are given additional support such as with volunteer readers, ICT programmes and in small groups.

## Speaking and Listening

We aim to develop pupils' ability to speak and perform with confidence, clarity and fluency through end of term dramatic presentations, drama and role-play within curriculum time, and class assemblies etc. Reflective listening is also considered an important aspect of communication.

## Writing

We aim to teach children to write fluently and skilfully through a wide range of purposeful writing tasks, often linked to visits etc, and a wide range of writing genre, (for example, explanatory, instructional, report writing) allowing the children to transfer these skills to all subjects of the curriculum. We nurture children's enjoyment and flair for writing and develop their skills in composition, grammar, punctuation, spelling and handwriting.



Children are set ambitious writing targets and both teachers and pupils regularly use these to track progress.

## Reading

We value close links with the home in the development of reading. Parents, teachers and pupils work together through our home reading policy to promote the children's progress.

We teach through phonics, whole word reading and looking at context and try to ensure that a love of books is integral to the children's reading experience.

All children have access to a wide range of quality books in class libraries and the school library. They have regular opportunities to take part in guided reading sessions with an adult, allowing the direct teaching of reading and comprehension skills.

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## Mathematics

Maths is exciting and challenging; it is delivered in the context of real life and through cross curricular learning. We aim to help children become confident and enthusiastic mathematicians through an emphasis on core knowledge, skills and using and applying. Through a number of ICT tools, such as Mathletics, MyMaths and Maths Target, we also provide additional support and engaging opportunities for maths at school and home.

Children:

- Progress steadily to achieve an understanding of complex processes and concepts by the end of KS2;
- Use practical resources and solve problems throughout the school;
- Present their work neatly, accurately and use diagrams;
- Become skilled in checking and explaining their learning;
- Employ mathematical skills in all areas of the curriculum and aspects of their life.

## Science

In Science we aim to help children make sense of their environment and the world through:

- Increasing their knowledge, understanding and respect for the natural world and the human modification of it, which will enable them to further enjoy and enrich their lives;
- Providing appropriate opportunities and resources to develop their knowledge, concepts and scientific skills, test their hypotheses and make informed judgements based on evidence;
- Links with the Science Museum, Brockwell Community Greenhouse and Natural Thinkers;
- Our Peace and Vegetable Gardens which allows the children even more hands on scientific experience.

## Computing

Computing is a creative subject used to engage, support and stimulate the pupils learning within other subjects of the curriculum. We believe that children come to

school with computing knowledge and skills but it is up to us to refine and build on them.

We aim to ensure that the lessons taught are cross-curricular, interactive, progressive and safe through monitoring and planning. Various learning programs such as: Education City, Espresso and Purple Mash are used to support and extend the children's knowledge and skills across the curriculum. We also encourage the use of photography, filming and animation to enhance cross-curricular learning throughout the school. We have an excellent partnership with Lambeth City Learning Centre (CLC) and provide a progressive curriculum map for each class.

In computing children have the opportunity to design, write and debug programmes and develop their understanding of algorithms.



## Art and Design

We recognise the importance of creativity and encourage the development of the children's interest and ability in the arts. Pupils gain expertise and experience in a wide variety of arts and develop their own creativity through collaborative projects and individual reflection.

We provide children with opportunities to:

- Be creative and solve practical problems using feelings, imagination and memory;
- Develop knowledge of techniques, processes and skills appropriate to the child's stage of development;
- Enjoy and appreciate the work of their peers and well-known artists;
- Work alongside visiting professionals;
- Celebrate and appreciate their and others' work in displays, homework projects and whole school collaborations.



## History and Geography

Learning is topic led and integrates all subjects. By using a vast variety of resources including children's direct experiences, we hope they begin to understand how people live and have lived in the past around the world and to recognise the influences human actions and nature have had on events and conditions of the world. We aim to develop clear thinking, appropriate values and responsible attitudes. Also children need to value each other, our local community and the world environment and develop knowledge, skills and understanding. Assemblies often reflect and celebrate topic learning.



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## Religious Education (RE) and Collective Worship

As a Church of England school the Southwark Diocesan Board of Education R.E syllabus forms the basis of our work in RE, which is taught as a discrete subject but is often also built into topics and linked to other areas of the curriculum. It is also embedded in the daily life of the school.

Through their RE, in assemblies and in all school life, we hope the children will develop in their understanding of major religious issues, develop spiritual values, find meaning and purpose in life, develop spiritual awareness of the wonder and mystery of our world respect of the different religious faiths, Islam and Judaism, as well as Christianity. The school takes part in a nationally recognised partnership with a Muslim School.

Collective worship is an important part of the school day. Prayer and times for reflection are central to our acts of worship. Our collective worship have monthly themes linked to our Values Education programme. The assemblies explore religious and ethical issues, often through stories and there are opportunities for the school to meet, think, sing and pray together. Children are encouraged to participate in various ways during collective worship and visitors from various organisations are invited to lead or talk. A weekly parish collective worship is taken by a member of the parish church.

In addition, the children's achievements are celebrated in phase assemblies and termly Great Achievers' Celebrations. Family Worship allows parents/carers to join pupils and staff praying, singing and celebrating learning together.

The whole school attends the parish church throughout the year. There are also five main services in Holy Trinity Church each year: Harvest, Christmas, Easter, Thanksgiving and the Annual Celebration and Leavers' Service. Holy Communion is served at three of these services and parents/carers are invited to attend all of the services. A termly Prayer Meeting is also held in the school each term.



## Music

Music is thoroughly enjoyed by our pupils and is a long standing strength of the school. All have regular music lessons with a specialist music teacher and are able to participate in the Lambeth Music Festival at the Festival Hall and work with professionals. There are infant and KS2 choirs, which perform locally at various venues. In Key Stage 2 there are opportunities to learn to play the recorder, keyboard, African drums, steel pans, wind, string and brass instruments and to perform both in and out of school, giving pleasure to the performers and audiences alike. Children have the opportunity to take a variety of graded exams and music medals.

## Physical Education (PE)

Children are encouraged to develop and improve their physical skills, strength and creativity through games, dance, athletics and gymnastics. They are expected to participate in all PE lessons, which are differentiated according to need and ability. In Key Stage 2 classes have swimming lessons at the Brixton Leisure Centre. The school participates in various inter-school sports tournaments and matches. Dance is an important part of the curriculum, school life and end of term shows. The PE Grant is used to provide Sports Coaches to support in the teaching of high quality lessons.

## Personal, Social, Health and Citizenship Education (PSHCE)

PSHE is organised in discrete lessons, usually as circle time discussions, during which pupils learn to accept that every individual has a right to be heard and valued. Our Values Education programme enables pupils to learn about values and celebrate how they are demonstrated in our daily lives. In addition, philosophy for children is used to explore big ideas, issues and develop higher thinking skills. It is also taught in science, RE, literacy, the informal curriculum (all interactions contribute to the learning experience) and extra-curricular activities. Pupils are taught about citizenship, how the body works, what it needs to be safe and healthy and about the dangers of practices which may damage them now or in the future, such as the dangers of smoking and the use of drugs. In addition, children are taught about human reproduction and related issues appropriate to their ages.

## Statutory Assessment and Testing

Children are first assessed during their time in the Reception Class. They are assessed against the seven areas of Learning and Development through the completion of the Foundation Stage Profile. There is a statutory phonics screening check at the end of Year 1. The end of Key Stage 1 and 2 are when the next statutory assessments are undertaken.



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## Curriculum Enrichment

The school provides many additional practical and enrichment activities to enhance, embed and support high quality learning. These include outings, specialist visitors to the school and high focus, themed days and weeks. Pupils also have the opportunity to take part in residential trips from Year 3 to 6.

There is an exciting range of clubs offered before the start of the school day, during lunch hours and after school. These include musical, sporting, computing and craft activities. A detailed list is published at the beginning of each school year.

A breakfast club runs regularly each morning from 7.45am to 8.45am. To book a place, parents must pay in advance.

## Home Learning

All children receive activities to do at home, which includes reading. We send home reading for pleasure books. You can encourage your child to enjoy reading, and become more skilled by discussing the pictures, the words and the story.

Find a quiet time to read for at least 10 minutes a day. Younger children should be encouraged to use pencils and crayons to practise their writing regularly. They need as many opportunities to do this as possible.

Depending on the age of your child, homework may consist of spelling, writing, maths or science. All children are expected to complete a termly project. Parents/Carers are invited to share their children's home learning projects with the class, once a term.

The amount of work pupils are expected to do at home increases as the children get older. By Year 6, as we prepare the children for secondary school, they will be expected to complete about 1 hour of work every evening.

## Resources

The school is well resourced across the curriculum. As well as classroom resources we have central banks of equipment which

are shared as required. Artists, musicians and curriculum specialists regularly visit the school and children are taken out to museums, galleries and other places of interest to enrich the curriculum.

## Young Leaders and School Council

Children are encouraged to take responsibility for their school environment and community and also given a chance to be leaders through a variety of roles such as:

- School Prefects (Headboy, Headgirl, Deputy Headboy and Deputy Headgirl)
- School Councillors
- Playground Leaders
- Peer Mediators
- House Captains
- Young Librarians
- Eco Warriors
- Faith Team
- Talk partners and other class monitors



Pupils have their own voice in the school through the School Council. They meet regularly and play an important part in improving the school. Each class, from Year 2 to 6, elects a boy and a girl to be their representatives on the council. The Prefect Team run the meetings which have helped to develop our school provision, environment and policies. As a result pupils have a real opportunity to shape their school and are involved in the decisions that are made.

## Children with additional Needs

Our overall aim is to maintain children's independence in their learning, and to avoid over reliance on adults. However, we recognise that at some stages children do need additional support to keep them progressing. Due to the wide diversity of needs in the school we look closely at individual need.

We track all children's progress throughout the year. Individual children are identified for additional support depending on the progress they have, or have not, made; including children identified as exceptionally able.



The school supports children individually, through differentiated work, in small groups, or short one to one sessions with supporting adults, according to need, and the school resources. We plan extension opportunities and open-ended tasks as well as supporting opportunities for pupils to work with like-minded peers.

Identification of a child's special educational need may arise from information from parents, observations of the child at work and at play, or a failure of the child to make appropriate progress after intervention to address difficulties. The class teacher will consult parents to discuss concerns, and gather additional information. At this stage an individual education plan may be drawn up.

The school uses the various identification criteria to ascertain whether the child qualifies for additional help, or assessment by the Educational Psychologist. If the help of outside agencies is thought to be necessary at any stage, the school will always request permission from the parents.

## Pastoral Care

There may well be occasions when the school can help in matters not strictly connected with the school. Our Well-Being and Pastoral Officer is also available to assist in providing and pastoral care or/and advice. Members of staff will naturally help where possible as will our local clergy. The London Borough of Lambeth operates an Education Social Work Service used by the School, and parents may contact this Service through the School.

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## Child Protection

The school constantly monitors the physical and emotional well-being of the children. We take great care to ensure that all children learn in a happy and safe environment. Senior Staff are trained as Child Protection Officers and all staff and governors receive child protection training. A Family and Welfare officer is also available to work with families that may be in need. The school also works closely with e-safety initiatives to guarantee the safety of children online. The school is obliged to inform the relevant authorities where any form of child abuse is suspected or disclosed. A copy of the Child Protection Policy is available from the school office and website.

## Medical Care

The school nurse and medical practitioners visits the school regularly, and carry out screening checks on hearing, vision, dental and growth for every child at different times during their schooling. Should you wish to discuss your child's health, the nurse is available by appointment, through the school office.

Please let us know if your child has a medical condition which might affect them in school, e.g. asthma, epilepsy, allergies, diabetes or sickle cell anaemia. Staff at the school

cannot give any medicines to children except in chronic conditions such as asthma, epilepsy, anaphylactic shock. In this case the parent must:

- Have a care plan which is provided by the hospital or General Practitioner (GP);
- Meet with the school's Inclusion Administrator to complete the required paperwork;
- Provide emergency medicine to be kept in school;
- Sign a disclaimer form which enables staff to give medicine to children without fear of prosecution.

When your child suffers a minor injury – a cut or a bruise – this will be treated by a First Aider and a treatment slip sent home to notify the parent of this. In the event of a more serious injury or onset of any illness that might require medical attention beyond our scope and ability, we will contact you to take your child to your doctor or to the casualty department of the hospital.

If, however, we suspect that an accident might have caused the fracture of a bone or some internal injury, we will treat the case as an emergency and send for an ambulance to take the child to hospital. When this happens we contact parents/carers immediately to give you full details of the accident and ask

you to go at once to the hospital to meet your child.

Occasionally your child might contract a condition that is highly infectious, e.g. conjunctivitis, impetigo, chicken pox. On these occasions they are not permitted to be in school and must remain at home until seen and treated by a doctor.

## Sex and Relationships Education

This subject is taught as part of the Science and Personal, Social, Health and Citizenship Education programmes. It is taught in an open and caring manner, and relationships feature heavily in all programmes. Older children are taught about the reproductive cycle within Science lessons. The school nurse teaches alongside the class teachers, and appropriate videos form part of the programme. A parent workshop is planned annually for parents/carers to be informed when and how sex education is taught and they are welcome to preview teaching materials. A copy of the Sex and Relationships Education Policy is available for parents/carers to read. Parents may withdraw their children from Sex Education lessons.



## Partnership with Parents/Carers

We believe that children make most progress when their parents are fully involved in their learning.

We welcome parents into the school. The best person to talk to is your child's teacher at the end of the school day. If this is not convenient, the teacher will be happy to make an appointment. The Senior Leaders are usually in the playgrounds each morning. If not available at short notice, an appointment can be made through the school office.

The school has a Family and Welfare Officer and Pastoral and Well-Being Officer who may be contacted through the school office.

Parents are welcome to join us for Family Worship, held on Fridays, and at all school events. Please watch out for details in the school diary, weekly newsletters and posters displayed on the notice boards.

We offer parents four meetings a year in which to discuss the learning of their child. Curriculum maps, timetables and overviews of a term's work are provided and displayed on the school website. Additional workshops and family learning opportunities are organised throughout the school year.

The school operates a texting service. School closures and other information can be communicated by text. Please make sure the school office has your correct mobile phone number, or email address if you prefer to receive email messages.

The school website also contains important information about the school and can be found at [HYPERLINK "http://www.holytrinityceprimary.org.uk"](http://www.holytrinityceprimary.org.uk)

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## Working Together for the Wellbeing of a Child

Please work with us to make sure your child's wellbeing in being taken care of:

- We regularly send letters and notices home with children. Please read them and ask your child if there is one.
- Please do not allow your child to bring toys, valuables or dangerous items to school.
- Please do not send sweets, chocolate, biscuits or fizzy/sugary drinks to school.
- Please bring your children to school by 08.55am and collect them at 3.15pm.
- Children up to the age of 8 must be brought to school, and collected, by an adult.
- Please advise us in advance if someone other than the named person is collecting your child.
- The school has very close links with the Educational Welfare Office, and we work together to ensure all children's wellbeing.

- Please inform us on the first day of any absence.
- Please inform us if you move address or change your telephone number.
- Please send a note if your child has a medical reason for not taking part in P.E. Children without notes will be expected to take part.
- Please read the weekly Newsdesk available for downloading from the school website.



## Parent Volunteers

Parents often volunteer to help out in class, accompany us on trips or help at school events. We are grateful for any help parents can give. Under the protection and safeguarding legislation, parents wishing to help in the school need to undergo DBS checks. If interested, please complete the Application Form available at the school office.



## The Friends of Holy Trinity

This is an informal parents, friends, and teachers' association which was formed in 1977. It is important for the school to be a focus of the local community and to this end the 'Friends' strive to generate a corporate spirit within the community. All parents and carers are automatically members of the 'Friends' and are expected to participate in school events. The Friends rely on the support of parents to provide activities for the benefit of all. They always welcome offers of help for functions or any particular skill parents can offer. All monies raised by the Friends of Holy Trinity are used for the benefit of the School.

## School Meals

As a recognised Advanced Healthy School, we are committed to continuing teaching the children the importance of a healthy lifestyle. This includes food choices, exercise, emotional well-being and social communication. Much of this is taught, supported and developed in PSHCE and Science lessons.

The school supports the idea of encouraging children to choose healthy food to eat. School meals are prepared and cooked on site and follow the government's guidance on the provision of healthy meals for children. They include options for vegetarians. Salads, fruit and drinking water are always available.

Please pay dinner money online in advance of your child having school dinners. Parents are encouraged to pay for a term in advance. If you think you are entitled to a free school meal for your child/children please ask at the school office for an application form.



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## Packed Lunches

Children may bring a packed lunch. This should also follow the government's guidelines for healthy eating. It should not contain sweets, chocolate, biscuits, or other unhealthy items. The children will be discouraged from eating them, and unhealthy items will be sent home. Children are encouraged to take home uneaten food so that parents can keep track of their child's eating habits.

All children are provided with drinking water, so drinks are not necessary. However, parents must only provide flavoured water or natural fruit juices. Fizzy or high sugary drinks in bottles, cans or breakable flasks are not permitted.

We ask parents to give a week's notice if your child is to change from school lunch to packed lunch or vice versa so that the kitchen can plan ahead.

## Morning Snacks

The school is part of the National Fruit Scheme – a government initiative to promote healthy eating in young children. All children in Foundation Stage and Key Stage 1 receive a portion of fruit free of charge every day. We believe that it is important that our Key Stage 2 pupils also receive a portion of fruit. The School Council runs a tuck shop at playtimes selling fresh and dried fruit and juices. All children are provided with water bottles and have access to water throughout the day, inside and outside the school building. Pupils may bring in a cereal bar to have at playtime if they wish. Chocolate bars, crisps and sweet confectionery are not allowed.

## School Uniform

We believe uniform and appearance are important. Wearing the correct uniform is compulsory and shows children are proud to belong to Holy Trinity and ensures high standards in their own attitude. A list of the school uniform is provided at the back of the brochure.



## Lost Property

We ask all parents/carers to put children's names in all items of clothing. If your child loses an item the best place to look is in their classroom. If an item is sent to the office we try and return it to the owner immediately. All items at the end of the term with no names will be discarded. However, the school is unable to accept responsibility for any items lost or damaged on the premises.

## Items not allowed in School

For reasons of safety and security, items such as jewellery, toys, money, electronic items, and mobile phones should not be in School. The school will prevent a child from taking part in P.E., Games or playtimes, if the wearing of jewellery is considered a danger to the individual or to others.

Please ensure that your child does not bring anything valuable into the school. There is no insurance cover for personal effects and the school cannot accept responsibility for the loss, damage or stolen personal property of pupils or their parents/carers. This cover should be provided through the normal householder's policy.

Pupils are not allowed to wear make-up, nail varnish, branded items of clothing to school. Chewing gum is strictly prohibited.

Holy Trinity is a smoke free site. In the interest of health and safety no dogs (with the exception of guide dogs) are to be brought onto the school site.

There is no parking available for parents/carers on site. However, there is an ample amount of free parking on the streets around the school. Parents are asked to park considerately when collecting their children from school.

## Diocesan Maintenance

This is a contribution to the maintenance of the outside of the buildings, which the Church authorities pay for. Each family is invited to contribute £1.50 per week or £60 per year, per family, on a voluntary basis.

## School Fund

This voluntary fund allows us to buy items, resources, subsidise trips and various activities, for which the Authority does not necessarily make provision.

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## Resolving Parental Problems and Complaints

We believe that the school is a happy place, and wish to establish trust between the school, staff and parents. We welcome suggestions and comments. However, as an organisation we may sometimes make mistakes. If you should have a concern please speak to your child's class teacher in the first instance. If you remain dissatisfied please make an appointment to speak to the appropriate person or senior leader. An appointment booking form is available from the school office. A copy of the Complaints Policy is available from the school office or website.

## The Role of the Governing Body

The Governing Body is responsible, with the Head teacher, for the strategic direction of the school, administering the school budget, and for oversight of the curriculum; in particular, they control Religious Education and worship. They are responsible for the Admissions Policy, the appointment of staff, for improvements to the school environment and for maintaining the exterior of the school.

The Governing Body is made up of key stakeholders representatives in the school. These are:

- School Staff
- Parents/Carers

- The Diocese of Southwark and church
- The Local Authority

Link Governors meet regularly with key leaders to monitor action plans and development of the curriculum.

All Governors are volunteers who perform a vital function as "critical friends", both supporting the school and holding it to account.

## Term Dates

Term dates are distributed in the summer term for the following school year. Copies are available in the school office. The current year's term dates are included at the back of the brochure. A School Calendar with the main events, assemblies, theme days/weeks and parent meetings is sent to parents at the start of the new academic year.

## A Final Message

Holy Trinity is a place where visitors comment on the positive and caring atmosphere; where past pupils are keen to return to and visit; where we excel academically and where our school mission is evident on a daily basis. We hope that this brochure gives you a flavour of the vibrant and inspiring school life at Holy Trinity and we look forward to welcoming you as part of this wonderful community.

