Governors’ Annual Report

TRIP TO THAMES
YOUNG MARINERS

Issue 5
2018-19
At the same time, we thought Alison Bateman, our incoming headteacher, should get the chance to tell us about herself and answer some questions that don’t typically come up at pupil progress evenings or the school gate.

It is extraordinary to discover that Penny and Alison have a great deal in common, far more than the desire to teach children and lead a school. There was definitely no conferring over answers!

Penny: You didn’t start life in the South East of England, where were you living before and does that make you a Northerner or a Southerner?

I grew up in Matlock, Derbyshire but I think any Northerner would laugh at the thought of Derbyshire being in the North. I just love Britain and spend all my holidays exploring different places in the British Isles. This year I’m holidaying in Ireland and Scotland. I’ve also had weekends away discovering Stratford-on-Avon and Winchester and Chichester. I particularly love visiting islands and have been lucky enough to visit the Scilly Isles, the Channel Isles, Lundy and many of the Inner and Outer Hebrides. I can’t remember the last time I holidayed abroad.

To answer the question, I don’t think of myself as either, but I do get a very warm feeling when I visit my home stomping ground in Derbyshire.

Alison: You didn’t start life in the South East of England, what brought you to this area and does that make you a Northerner or a Southerner?

Despite my accent, many of my friends say that I am the most southern Northerner they know. I was born in the North and went to university there too but have spent more than half my life in the South. I moved to London shortly after graduating and apart from two years in Nottingham and five years in Yorkshire, where we lived because of my husband’s career, I have lived in the South ever since.

Penny: What did you do before becoming a teacher?

I was in retail, working for Waitrose as a graduate trainee. I then worked in personnel and staff training. Both my parents had been teachers, so I wanted to do something different and I wanted to be in a busy people-orientated environment and certainly not be desk-bound. Straight after school I tried to be a nurse but that was a disaster - I found it far too traumatic!

Alison: What did you do before becoming a teacher?

After graduation, I went into retail and worked for John Lewis in their buying office in Victoria. I am still a big fan of the John Lewis Partnership. I then spent almost eleven years in unpaid employment looking after our four children, book-keeping for my husband’s business and doing lots of voluntary work at our local church.

Penny: How has your previous career influenced the way you’ve approached being a head teacher?

I think that I see parents a bit as customers, in that it’s so important to treat them well and to communicate, it’s about always being outward-facing. Working in retail, particularly in the stores, prepared me well for early starts and long days!

Alison: How has your previous career influenced the way you’ve approached being a headteacher?

While my career has equipped me for being a headteacher, so too has volunteering at church and being a wife and mother in a busy household. Being organised, planning ahead, keeping lots of plates spinning and being part of a team where everyone plays their part are equally important. When making decisions, I try to keep in mind what it is I am working towards and want to feel proud of the organisation I am part of.
Penny: What do you enjoy doing in your spare time?

In the last three and a half years I've taken up rowing on the Thames – in a good week I'll get out onto the water three times. I love walking and have completed the Thames Path and have the South West Coastal Path as one of my ambitions for retirement.

Alison: What do you enjoy doing in your spare time?

I enjoy walking; my husband and I completed the Thames Path last year on returning to live in the South and have since completed the South Downs Way. We have three generations of black Labrador who join us on some of our walks. I am a long-standing member of a book group. I love skiing and to travel and explore new places when the opportunity arises. I also enjoy sharing good food with good friends.

Penny: Family is important to you, what do they think about your leaving HT? And what are you looking forward to post-HT?

My husband Steve is worried that I will end up being just as busy, only with voluntary activities rather than getting paid!! I'll have to exercise some self-discipline and try to prove him wrong. I'm looking forward to being able to see more of family and friends. I'm expecting my first grandchild in December so it will be wonderful to have more time to spend with them. I hope to be able to get fitter and healthier too.

Alison: Family life is important to you, what do they think of your taking on this new role?

My husband is very supportive of me taking on this new role. We have four children currently aged 21, 23, 26 and 27 who have all recently gone through the excitement and challenges of starting new jobs and they are also pleased and excited for me. I enjoy spending time with my grown-up children and my grandchild – with another due to arrive in November.

Penny: What advice would you offer Alison from your experience as she begins at HT?

Allow yourself to fall in love with this beautiful community.

Alison: What are you most looking forward to about joining HT in September?

Getting to know the whole school community. I have been warmly welcomed and am excited by what I have seen and heard so far. I will need to watch ... and listen ... and trust ... that together we will be given a relevant and inspiring God-given vision for this school.

And the last word goes to Penny.

Penny: Looking back on your years as head, can you say what your proudest achievements are?

I think it has to be creating a safe and happy environment for children, staff and parents where everyone is valued and encouraged. I'm proud that we can have real, respectful conversations about faith and share our thoughts and beliefs.
FUNDING FOR THE FUTURE

In the 2017/18 Annual Report we highlighted the decline in school funding from central government and the projected deficit in our own school budget.

Parents will know that we have just announced the launch of the Kingfisher Fund. From September, the governors are asking parents and carers if they would make a voluntary contribution to help resource our school.

It may be helpful to recap the background to this decision.

In 2017/18 Holy Trinity’s income totalled £2.5 million for 467 pupils, excluding previous year balances. That same year the school’s total costs were £2.64 million; in 2018/19 income increased slightly to £2.55 million (458 pupils) against expenditure of £2.5 million. From 2019/20 funded pupil numbers have fallen to 434 pupils resulting in a large expected drop in income to £2.37 million against expected costs of £2.54 million. This is a decrease of 7% in income but an increase of 1.3% for expenditure between 2019 and 2020. This shortfall in income against expenditure is projected to continue for at least the next 2 years in the absence of any per pupil increases in government funding.

In conjunction with Penny Cox and the SLT, we have scrutinised areas of school life where cost savings might be made and whilst there are a few places where measures are being put in place to reduce expenditure, Holy Trinity runs a tight ship.

When benchmarked against other schools of similar size and characteristics, Holy Trinity compares very favourably in terms of expenditure on teaching staff and admin/clerical staff. Outlay on support staff is the only area where we spend more than our comparative schools.

We are fortunate in having an energetic PTA and an engaged parent body, willing to support fundraising events. The PTA contributes each year to areas of school life - such as providing fresh fruit for the Juniors, buying new books for the Infant Library and even capital projects like the classroom interactive white boards - meaning the school budget can focus directly on providing the best teaching and learning experience for our pupils.

In our Richmond and Kingston Local Authority, recent research suggests that 89% of schools will be asking their parents to make a voluntary contribution next academic year. While we are only just arriving at this stage, three-quarters of local schools have been operating such funds for over 5 years.

Careful management of the school budget has enabled us to delay appealing to the parent body for voluntary financial contributions until now. Further details of the scheme will be communicated early next term.
Governors’ Annual Report 2018-19

ONE GIANT LEAP FOR HT PUPILS

Holy Trinity is proud to be making its own scientific breakthrough. Under the guidance of Mandie Lambert (Year 5 Giraffe class teacher), this year we opened a dedicated science lab in school.

The demountable ‘hub’ beside the Kingfisher Club has been turned into a proper facility for teaching practical science lessons, complete with stools and benches. New resources include 10 microscopes, 12 micro viewers, new electricity resources and sets of clamp stands, masses, magnets and sealed iron filing trays. Classes generally spend one hour of science lessons a week in the lab doing practical work and an hour in the classroom. The children are loving it. Here’s the verdict of some Year 5s.

“I like having our practical lessons in the hub,” enthused Flynn, “because we can leave investigations out there to go back to later.”

Sonny agreed, “I like the hub because it’s just for science and much better than doing experiments in the classroom.”

“I liked reacting sodium bicarbonate and vinegar,” said Oscar.

Lili’s view was, “I liked it when we used pendulums to time seconds.”

Holy Trinity CE Primary School can also boast having its name credited in two published science teaching resources, now available to other schools, thanks to being part of the team that helped to develop and trial the materials. “Standing on the Shoulders of Giants” was developed with St Mary’s University and “See Through Science” with Alex Farrer and Paul Tyler.

Pupils’ interest in science is further fuelled by a range of enhancement activities that have run this year. STEM (Science, Technology, Engineering & Maths) Club continues to be a very popular after-school club not just for more able pupils but for everyone interested in science beyond the curriculum. Andrew Hansen from the National Physical Laboratory in Teddington came in to lead a whole school assembly that had the pupils riveted. He brought liquid nitrogen and froze various objects from flowers to balloons and tennis balls.

In March, Holy Trinity ran its own Science Week to coincide with British Science Week, an annual event aimed to stimulate an interest in sciences among young people at school and at home. Activities included creating water filters for use in Africa, dissecting hearts and lungs, building bridges and tunnels and measuring sneezes. All age groups from Nursery to Year 5 were involved.

“I really enjoyed doing science for a whole week in Science Week because we could really investigate” was Lili in Year 5’s opinion.

Mandie is one of only two school-based science advisors for our borough. In order to keep abreast of all that’s happening in science teaching she has attended a number of events this year including the Exchange Conference in Twickenham and, more recently, the Primary Science Education Conference in Edinburgh.

Holy Trinity is fortunate to have such expertise in-house and our pupils benefit enormously from Mandie’s energy and knowledge.

FOREST DAY IN RICHMOND PARK
LANGUAGES EXCHANGE STUDENTS

Reciting “Amo, Amas, Amat” is definitely a thing of the past as children discovered this term when KS2 pupils began learning Latin for the first time. Using an imaginative teaching resource called ‘Minimus’, based around a family living in Britain in 100AD, the Juniors simultaneously began to learn the basics of Latin in place of Spanish.

The decision to change was based on a number of factors. Many teachers lacked the enthusiasm and confidence to teach Spanish effectively and pronounce words correctly; with less than an hour’s teaching a week the level of attainment on arriving at secondary school was fairly low; and Latin was considered to have more cross-curricular benefits such as extending vocabulary, giving historical context and building cultural capital.

Although it is still early days, teachers are enjoying this new challenge.

“It isn’t at all intimidating to teach,” commented Mrs Ahmed (Year 4 Otters class teacher).

Mr Hambling (Year 4 Seal class teacher) agreed, “The resources are all there for you as a teacher and if you can make it fun by emphasising the role-play aspect then the children do like it.”

“I like the fact that the children can read the cartoon captions and guess at what words might mean because often there is a connection with our modern English word,” was Mr Collett’s view (TA in Year 6). “I think it’s a really good idea because the children can spot root words and support their own understanding of the meaning of our English words too.”

Minimus also appears to be going down well with the children.

Zoe in Year 5 said she found Latin “very interesting.” She added, “How is it that a language that no-one speaks nowadays can have had such an effect on English, and other languages? I want to find out more how it connects with our own language today.”

Dylan in Year 4, who had studied the Romans last term, said, “I really like it. It’s different and it’s interesting to learn the actual language that the Romans spoke.”

Albie in Year 3’s view was, “It is interesting, and it seems kind of special somehow.”

Pupils in KS1 will continue to learn Spanish and HT will ensure spoken languages continue to be strongly promoted through celebrations like International Day and other activities.
SATISFACTION GUARANTEED

Each year parents and pupils complete a standard questionnaire so that we can see how levels of satisfaction among our community compare from year to year. Whether it was the incentive of a £30 M&S voucher (won by Ms Broel-Plater from Year 6), the return to a paper format instead of an online survey or that it arrived in a quiet week, we were delighted to receive 189 completed forms from parents which is one of our highest responses yet.

Our pupils tell us that they like being at Holy Trinity - two thirds say resoundingly yes while the rest say “most of the time”. Questioned about some of our core values, 92% believe other children behave well at least most of the time. All bar one or two pupils find other children friendly. When it comes to trust, most pupils would be able to approach an adult at school if they were worried and all but a very few think our teachers are fair.

Our parents’ view thankfully chimes with their children’s and almost all said their child is happy at Holy Trinity. Equally high responses were received in relation to their children feeling safe at school and being well looked-after. The question of homework is always controversial, every family has a differing viewpoint on what is too much or too little. 88% of parents think we get it about right which is encouraging.

The governors are always pleased to know every parent considers the school to be well led and managed and 100% would recommend Holy Trinity to another parent. Thank you for your endorsement.

The full results chart will be posted on the school website next term.
HELLOS AND GOODBYES

This year we have said hello to new members of the Holy Trinity community:

Congratulations to Verity da Costa and her husband Alex on the safe arrival of Sophie and also to Rachel Sharp and her husband Evan on the birth of Max.

We have welcomed Zoe Neal and Jenny Trought back to school following maternity leave.

We have also welcomed Mrs Nayyer Ahmed as Otters’ class teacher who joins from Darrell school in Kew.

We bid farewell to:

Michele Dendy has made a huge contribution to the standard of brilliant artwork and colourful displays around school over her years as a TA and leaves to pursue a career in art. Suzie Durrant served as a staff governor and has put her professional skills to good use in helping to provide data reports to the governing body while working as support staff in school. Jordyn Campbell (Leopard class teacher) joined us part-time this year from Zimbabwe and is now taking up a full-time role at The Vineyard school. Tom Stretton (TA in Lion class) has left to continue his teacher training; Nadia Dosova (TA in Lion class) has relocated to Bracknell; Heidi Cancio (Otter class teacher) has returned to the USA. We wish them all every success in their new careers and new ventures.

Not forgetting Penny Cox of course, our headteacher, to whom the governors extend enormous gratitude for her dedication to the success of our school and her love of every pupil that has crossed its threshold during her 15 years at Holy Trinity. We wish her a well-earned rest while she contemplates the next challenge in her purposeful life.

It is also time to say goodbye to our Year 6 Leavers as they move on to secondary school and we wish them all the very best and hope they will return to visit us.

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

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bohunt School, Hants</td>
<td>1</td>
</tr>
<tr>
<td>Christ’s</td>
<td>14</td>
</tr>
<tr>
<td>Grey Court</td>
<td>4</td>
</tr>
<tr>
<td>Hampton High School</td>
<td>1</td>
</tr>
<tr>
<td>Independent schools (various)</td>
<td>7</td>
</tr>
<tr>
<td>Orleans Park</td>
<td>1</td>
</tr>
<tr>
<td>Ribblesdale High School, Lancs</td>
<td>1</td>
</tr>
<tr>
<td>Richmond Park Academy</td>
<td>13</td>
</tr>
<tr>
<td>St Richard Reynolds</td>
<td>2</td>
</tr>
<tr>
<td>Twickenham School</td>
<td>1</td>
</tr>
<tr>
<td>Waldegrave School</td>
<td>8</td>
</tr>
<tr>
<td>School overseas</td>
<td>1</td>
</tr>
</tbody>
</table>

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