

Governors' Annual Report 2019-2020



Foreword

I write this foreword just as we reach the milestone of 100 days of lockdown due to the Covid-19 pandemic. What an unbelievable year it has been! No amount of planning or contingencies could have foreseen how differently schools, families and society have had to adapt and operate over the past five months. I wanted to take this opportunity to say thank you to all the pupils, parents/carers, staff and governors for how they've all met the challenges with enthusiasm and resilience to try to do the best for our Holy Trinity school community. We know it's not been easy for some to adapt during this pressured time. We are here for you all and will continue to support you in the coming months.

I'd like to say a special thank you and recognition to Izzy for the passion and leadership she has shown and for going above-and-beyond to support everyone. I hope Izzy, staff, and families all get time for mental and physical respite over the summer.

I wish you all very best wishes and a fond farewell to those families who are leaving the Holy Trinity community to new schools, and, in some cases, new homes or countries.

A huge welcome to those families, pupils and staff joining our community in the autumn. We hope to see you all again in September when we can all return together for the new academic year.

Kirsty Warwick, Chair of Governors

I would like to take this opportunity to thank the staff and governors of Holy Trinity for their dedication, hard work and support throughout the whole of this remarkable year. No-one could have predicted how the year would turn out, but I can truly say that we have all worked together for the good of the school, enabling the whole school community to 'Grow together as children of God'.

Izzy Rickards, Headteacher
July 2020

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School Leavers

Our Year 6 pupils are going to a wide range of secondary schools in September 2020, reflecting their individual personalities. As ever this is a combination of our local comprehensive schools, grammar schools, and the independent sector:

Ricards Lodge High School
Rutlish School
Saint Cecilia's Church of England School
Greenshaw High School
Ursuline High School Wimbledon
The Tiffin Girls' School
Tiffin School
Harris Academy Wimbledon
Graveney School
St Mary's Catholic High School
The Holy Cross School
Nonsuch High School for Girls
Lady Margaret School
Coombe Girls' School
Highgate School

King's College School
Surbiton High School
Ewell Castle School
Emanuel School
Putney High School
Notre Dame Senior School
Kingswood House School

We would like to congratulate our year 6 pupils on their outstanding work this year and throughout their time at Holy Trinity. We are very proud of their achievements and contribution to the school and how resilient they have been during the pandemic. We wish them every success in their new schools. We look forward to keeping in touch with our alumni in the coming months and years and hope they will help us to build closer links with local secondary schools and to share information about secondary school options with our current pupils and parents.

Committee Reports

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

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

Standards, Teaching and Learning

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

The Committee reviews pupil progress and teaching and learning policies. It also undertakes regular reviews to make sure the curriculum is broad and balanced, and in keeping with the school's aims, pupil needs, and statutory requirements. The Committee is responsible for monitoring the progress of different groups of children within the school, including those with special educational needs, those for whom English is not their first language and those who are disadvantaged.

During the Autumn term, governors reviewed the assessment data for EYFS, KS1 and KS2 from the 2018-2019 academic year and were very proud with how the children had performed. Further detail is included below but we were delighted to see that Holy Trinity exceeded the National and Merton averages. We were particularly pleased to see that the focus on writing through the year led to stronger results. As with previous years, progress and attainment data across all years is closely reviewed and plans for each class are put in place, according to the specific needs of that cohort. The Senior Leadership Team has revised the way progress and attainment data is analysed so that trends can more readily identified and responded to, which given the interruption to face to face learning, will be even more important going forwards.

Having implemented new Maths and Writing schemes during the last two years, during this year the focus has been on reviewing the programmes for the Foundation subjects. Despite the turmoil of the last few months, the school has developed new schemes of work for the foundation subjects which will be rolled out from September. The new schemes are refreshing and concentrate on a progression of skills as the children move through the school.

The Governors would like to recognise the efforts of all staff as news of school closures broke. Every child was provided with a learning pack with resources to cover the two weeks prior to the Easter break. Given the abrupt change in routine for all children, the focus was on consolidating the Spring term topics. As Summer term commenced, all year groups were provided with learning resources via an online eSchools platform, and where possible, they included a range of options so children could select the level most suitable for them. Looking at the wonderful photographs in the weekly bulletin, it has been fantastic to see so many being able to continue to engage in the curriculum that would have been covered in normal circumstances. We of course recognise that the amount of support varies greatly depending on each family's individual circumstances and the school has already spent considerable time planning a recovery curriculum for the new academic year. Thought has also been given to the lessons that can be learnt from the past few months, in the event that full time school is not possible again in the future. Whilst we hope that all pupils can be welcomed back to school full time, the Governors are confident that Holy Trinity would build upon the system that is already in place and respond positively to whatever challenges are presented.

Inclusion report

The number of identified children with Special Educational Needs (“SEND”) continues to rise rapidly. Holy Trinity also supports a number of post-adoptive children or children who are looked after and we expect to have an increased number of children who receive the pupil premium funding, reflecting the impact of COVID-19 on some of our community.

The school has continued to be fortunate enough to have dedicated staff to focus on creating and overseeing the programme for our vulnerable groups. At the start of the school year, they delivered training on all the different interventions available at Holy Trinity and Merton’s Occupational Therapy manager delivered a whole staff training on supporting children with sensory processing issues.

Holy Trinity was proud to be chosen as part of the new trial Trailblazer project which gives access to a school Educational Welfare Practitioner who will work in conjunction with the TAMHS (Targeted Mental Health in Schools service) worker to support children and their families with SEMH (Social Emotional and Mental Health needs). This increased provision will be particularly beneficial to help with the emotional impact of transitioning back to school in September following the school closure.

One of the areas of focus for 2020-2021 is to finish the work that was started this year on revising how SEND children are assessed. The current assessment process is focused on the national curriculum standards, and does not necessary lend itself to determining and demonstrating the progress of some children with SEND.

OUTCOMES 2018-2019 (last available year)

EYFS

Data indicates that 82% of the children have achieved a Good Level of Development, compared with 81% in 2017-2018.

Merton 2019 76%

Phonics Check

88% of Year 1 children achieved the phonics threshold (93% in 2018)

Merton 2019 83%

80% of Year 2 children who re-took/took for the first time achieved the threshold, compared with 88% in 2017. This equates to one child not achieving the threshold. 4/5 children achieved the check the second time.

KS1

Subject	2018 % achieving expected standard or above <small>(Figures in brackets National 2017)</small>	2018 Greater Depth	2019 % achieving expected standard or above <small>(Figures in brackets Merton 2019)</small>	2019 Greater Depth
Reading	81 (76)	37	88 (79)	44
Writing	73 (68)	27	78 (71)	22
Maths	80 (75)	25	86 (80)	39
Science	86	N/A	92	N/A
RWM	71		76	19

KS2

Subject	2018 % achieving expected standard or above (National/Merton)	2018 % achieving greater depth (National/Merton)	2019 % achieving expected standard or above (National/Merton)	2019 % achieving greater depth (Merton)
Reading	85 (75/79)	44 (28/33)	87 (73/78)	50 (31)
Writing	77 (78/77)	17 (20/22)	83 (NA/79)	35 (22)
SPAG	88 (78)	60	90	60
Maths	81 (76/82)	33 (23/31)	77 (79/82)	52 (34)
Science	87	N/A	83	N/A
RWM	71 (64/68)	13	71* (64/68)	23 (13)

KS2 Progress data from end of KS1

Subject	Progress 2018	Progress 2019	Progress 2019 Merton
Reading	+2.7	+3.6	+1.5
Writing	-0.7	+2.5	+0.7
Maths	+0.6	+2.1	+1.6

Children, Families and Community

The Children, Families and Community committee (CFC) has a wide-ranging remit, essentially taking responsibility for all areas which are not in ST&L, Business or Faith committees.

This year, of course, has been extraordinary. Whilst CFC had objectives for the year, on which progress was made, the arrival of the global pandemic of COVID-19 saw CFC prioritise its duties to ensure the safeguarding of all pupils and ensure the health and well-being of all pupils and staff from March 2020 and take a step back from other strategic objectives in order to support the school leadership team to focus on the operational adjustments needed to respond to the pandemic. Other objectives, such as that to ensure school considers the impact of its decisions and actions on the environment were not pursued after this time. One key activity undertaken annually by CFC is to survey the school community (pupils, parents/carers and staff) anonymously in April. This year, because of the closure of schools and the atypical nature of the school environment from March it was not possible to execute the survey as we would usually. Therefore, one of the sources of data that CFC usually have to report on their objectives for the year in the annual report is not available this year.

For 2019/20 the committee had the following nine objectives

1. To improve behaviour, reducing incidents and ensuring pupils feel safe
2. To ensure the safeguarding of all pupils
3. To ensure the health and well-being of all pupils & staff
4. To improve communication with parents and community, ensuring access to key information
5. To manage admissions
6. To manage attendance and punctuality
7. To ensure equal opportunities for all members of the school community
8. To ensure that all pupils with medical conditions are supported
9. To ensure that the school considers the impact of the environment of activities and decisions made

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

The CFC committee has, as usual, continued to hold the school to account with respect to managing pupil behaviour and regularly viewed and discussed data regarding pupil behaviour. The school survey usually allows us to ask the views of pupils, staff and parents/carers about behaviour management and the extent to which pupils feel safe. Unfortunately, this year the Covid-19 pandemic disrupted the usual implementation of the survey so we are unable to report the results of the school survey here.

Once again, we were delighted to receive, for the second year running, the Gold All-Together award for anti-bullying.

2. To ensure the safeguarding of all pupils

Safeguarding is discussed at each CFC meeting throughout the year and governors receive anonymised reports on incidents and any concerns raised about pupils at each CFC and at each Full Governing Body meeting. The safeguarding policy is reviewed annually and updated in a timely way following any changes in policy or guidance issued by DfE. Our governing body has a Lead Governor for Safeguarding who liaises regularly with the Designated Safeguarding lead. All staff and governors have annual safeguarding training. Several governors are also trained in Safer Recruitment to support the staff team in avoiding making inappropriate appointments.

Stemming from a safeguarding perspective the fencing renewal planned last year by school has been implemented and the new entry system was working well. Following the arrival of COVID-19 further adaptations have been made to the arrival and departure of pupils and staff and these have also seemed to work well.

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

This year the school has engaged in many well-received interventions to support the health and well-being of both staff and pupils. Kerry Witting, PSHE Leader, has also become the Mental Health Lead for the school. These have included running events for parents to support children's well-being and having a focus on mental health awareness for a week.

Work has continued to support healthy eating and an active lifestyle within the pupil group with the relaunch of the daily-mile, encouragement of pupils to use activity trackers and school has continued to work with the school lunch provider to improve the quality of school lunches. The Friday Bulletin has continued to include tips and messages about healthy lifestyle, together with a special Wednesday Well-being Bulletin throughout lockdown. School continues to hold the Silver Healthy Schools Award it achieved in 2018/19.

Holy Trinity continues to take part in the Trailblazer Project which will support and provide interventions targeting well-being and mental health in schools nationally. This project is being externally and formally evaluated. The TAMHS provision HT has been able to offer has continued this year. During the reduced pupil attendance at school occasioned by the COVID-19 pandemic a Well-being Wednesday bulletin was also introduced and the message of the Head teacher's existing "open door policy" with respect to raising concerns was clearly emphasised to the parent/carer community. We are aware that the leadership team were regularly in contact with families who may have needed support during this time. The message to the parent/carer community that looking after children's well-being was more important than having stressful times with home-learning.

Once again, we would usually be able to report the results of the school survey that relate to the health and well-being of the school community but are unable to do so for this academic year.

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

School has continued to use ParentMail, weekly bulletins and half-termly curriculum newsletters to great effect. Parents' evenings occur twice in the year and school have continue with the much-appreciated "share my learning" mornings where parents can come into the classroom and their child is able to show and explain their school work. Staff are contactable by email and the Headteacher operates an "open door" policy. The governing body would usually hold an annual "parent forum" in June following the school survey. This was not convened in this school year; the governing body having agreed that conducting this event in such a dynamic situation was unlikely to yield sufficiently meaningful results for school strategy to outweigh the additional burden of holding this event when school was already operationally stretched. The governor email address remained a medium for parents/carers to raise issues with the governing body.

5. To manage admissions

We received 299 applications for Reception, with 100 of these ranking Holy Trinity as their first school (2019: 324 applications and 97 first choice applications). At the time of writing, 25 places have been offered to siblings (2019: 17). The family accepting a non-sibling open place offer who live furthest from the school live approximately 158m from school (2019: 401m).

Nursery received 77 applications for 36 places (2019: 67 applications for 52 places), with the increase in applications believed to be linked to the introduction of our new full-day option. At the time of writing, 27

out of the 36 places have been allocated to siblings. The family accepting a non-sibling open place offer who live furthest from the school live approximately 161 metres from school (2019: 319m).

6. To manage attendance and punctuality

The governing body reviews attendance figures at each meeting. Although there can be dips in some years these are owed largely to non-attendance for medical reasons. School has good overall attendance, well above the national and local average up until March 2020 when monitoring attendance was no longer required. The introduction of letters from the Headteacher to parents when a child's attendance drops below 90% last year seemed to be effective. School responds quickly to any pupil absences of which the school has not been notified. Since March and the closure of schools to all pupils bar keyworker and vulnerable children, attendance has not been required to be monitored. However, school has been monitoring logging in to pupil online learning accounts and has been following up where families have not been accessing the learning platform.

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

The equalities data is updated annually. The school is proud of its inclusive nature and works with professionals (if required) to ensure that the necessary reasonable adjustments are made so that all are included.

8. To ensure that all pupils with medical conditions are supported

School has rigorous systems in place to ensure that medications for pupils are in date, available and clearly accessible by staff who need to administer them.

9. To ensure that the school considers the impact of the environment of activities and decisions made

Again, some progress was achieved with respect to this objective. However, survey results or further evaluation have not been possible in the latter part of the year.

Business Committee

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

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

In 2019-20 the Business Committee had 5 objectives covering these areas of responsibility. This report provides an update on each objective, as well identifying how our focus will develop in the next academic year.

Financial Management

1. To maximise the value of the school generated income to enable the provision of a rich and diverse educational experience for all pupils

2. To ensure effective cost management, whilst optimising staffing and resource capabilities, and without detriment to educational provision

During the 2019-20 financial year (which runs April to March, unlike the academic year) Business Committee has continued to focus much attention on the school's budget, which continues to be under increasing pressure. The final outturn was a small 'in year' deficit of £7.5k. This was thankfully not as large as anticipated, mostly due to effective cost management, some small pots of government funded additional income towards the end of the year, and the success of our expanded After School Club. As always, we are very grateful for the generous parent contributions through Class Funds, which enable us to fund trips, workshops, resources, toys and treats; and Governor's Capital Funds which have enabled us to repair the AstroTurf and buy a new boiler. Proceeds from HOTS' fundraising activities paid for our school librarian and contributed to the cost of our sports coaches, sports equipment, school wide workshops and theme weeks, Early Years resources and music programmes.

At the end of the financial year 2019-20 the school's reserves stood at around £289,000.

The budget for 2020-21 has been agreed by governors and has been set at a deficit to draw down by approximately £118,000 on the available reserves. £78,000 of this deficit is linked to a reduction in government income, statutory increases in pay rates and other rising costs. The remaining £40,000 of the deficit is linked to anticipated reduced income and costs linked with the pandemic, over the summer term. The anticipated reserves at the end of Financial Year 2020-2021 is £171,000. This budget currently assumes that the school will be operating in near normal conditions from September, and all additional income, such as that received from additional services (e.g. After School Club), will be back to 'normal' levels. Should this not be the case, there is a risk of a higher in year deficit, and therefore lower reserves heading into the next financial year.

If the trend of increasing costs, with decreasing income continues, we will have exhausted reserves by 2022. Business Committee, continue to work closely with the School Business team, to focus on income generation and cost management to mitigate against this risk as much as possible.

Data Management

3 To implement all aspects of the school's new data protection policy, following the introduction of the GDPR, including data management processes, staff roles, and parent communication

Implementation of the school's new data protection policy, and the journey to GDPR compliance continues to be on track, and progress is reported to Full Governors each half term.

Premises and Health & Safety

4 Regular monitoring of the school's compliance with applicable health and safety legislation and to ensure buildings and learning environments are fit for purpose in line with the School Improvement Plan.

The safety and security of the building, children and staff remained a key priority, we have a new Health and Safety link governor, who completes a regular half termly walk around, and reports back to Business Committee. Due to the Covid-19 pandemic we have supported the additional focus on Health and Safety, and the ensured staff are supported with the regular and ongoing risk assessments that are being carried out to make certain that the school is as safe as possible for pupils, staff and visitors.

As a Voluntary Aided school, we receive all our costs for staff and resources from the London Borough of Merton (ultimately from central government) but not all of our capital costs. 10% of all building maintenance work has to be paid for by the Governors' Capital Fund, which for large projects can be a significant amount of money, together with a contribution to the Southwark Diocesan Board of Education for the cost of their support. The only source of income for the Governing Body is through donations from parents, as noted when your child joined the school. This year, due to the tight budgetary constraints, and the increasing concern that capital maintenance could increase, as the school building and grounds ages, the governors have carefully reviewed the amount we ask families to contribute, and have decided to increase the value of the suggested contributions to £23 per term, or £69 for the whole academic year. We are reliant on your kind generosity to ensure that our school continues to be a safe and inspiring place to learn and to benefit all our pupils.

Personnel

5 Review staffing structure to optimise educational impact/cost balance

Personnel represents 80% of expenditure, and supporting the school in recruiting, developing and retaining its high-quality staff is one of the most important roles of the Governing Body, and the Business Committee in particular. The governors monitor the school's staffing regularly, receiving updates from the School Business Manager, at each Business Committee meeting, and ensuring that the school has the resources to achieve the objectives set out in the School Improvement Plan (SIP). As well as teachers, there are a large number of other support staff that make an important contribution to Holy Trinity's success.

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

HOLY TRINITY C of E PRIMARY SCHOOL



GROWING TOGETHER AS CHILDREN OF GOD

Once again, due to effective financial management Holy Trinity has not had to make some of the difficult staffing decisions that other local schools have faced. Governors have agreed that not cutting staff is a high priority and therefore all efforts are being taken to maximise income and minimise costs in other ways, as outlined above. This situation will need to be constantly and closely monitored; however, we are in a reasonable enough position to not foresee any staff cuts over the next year.

Faith Team

Following a year of interregnum at Holy Trinity Church the new school year saw the arrival of Rev Mark Eminson. He was able to lead our Schools Sunday service in September where we welcomed many new families to the school and his arrival has meant the regular school Eucharist has resumed this year. In addition, we have also welcomed his support with worship across the school and his membership of the Faith Team.

Following on from our SIAMS (Statutory Inspection of Anglican and Methodist Schools) Inspection a couple of years ago the Faith Team have continued to put measures in place across the school to adhere to the new framework in preparation for our next inspection. As well as continuing to cover ethos, collective worship, RE teaching, and leadership, the criteria expands to cover inclusion and a greater understanding of worship across the globe. The school have continued to work with The Lunchbowl Network and the Growing Together in Spirit Team raised £700 by selling keyrings at Christmas. It was noted that there would be scope for further links with this charity, the children are keen to support and nurture this link with the Kariba.

We had our first full year results from the new RE assessment tool which have been reviewed. As an outstanding SIAMS school we would expect the RE attainment to be on a par with, or better than, the attainment of reading/writing. In the majority of year groups, the RE attainment is higher than Reading/Writing. This is the first year that the school has uploaded data to our online system. From next year comparable data and progress data will be available. This year RE workbooks were also introduced for each child that will move up through the school with them, instead of recording RE in their learning journals. The Faith Team continue to work with the RE Lead in the school to review the 2 aspects of the Religious Education within the school:

- 1) Learning about religion,
- 2) Learning from religion/applying what has been learnt.

Tasks are given to the children to try to allow for a balance of these two aspects across the RE curriculum.

The parents' prayer group continues to meet monthly to reflect on the Lords word and pray for the school, the children and the community. Attendance has dropped off over the last 12 months.

The Faith Team were able to complete their 3 statutory meetings this year prior to the Covid19 lockdown. They were able to cover the SIAMS elements and curriculum elements of the objectives for this year. Due to lockdown however, they were not able to gain the parent feedback through the school survey or the children's feedback through the Growing Together Teams attendance at the Faith Team that usually happen in the latter part of the year. This will be reflected when setting the next academic years objectives for the Faith Team.

Growing Together as Children of God At Holy Trinity C of E Primary School:

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

Pupil Premium Report

The number of pupils eligible for Pupil Premium funding at the end of the financial year was 39. This number is the combined total of those eligible for the Early Years Premium, Free School Meals, Ever 6 (previously Free School Meals) and previously Looked After Children.

For the financial year 2019-20, we received £63,925 in funding, the combined total of government Pupil Premium funding and ring-fenced funding for individual children. Our Pupil Premium Strategy is available on our website, which gives further detailed information about how the grant is spent and the desired impact.

Here is a summary of how the funding has been used to provide the following interventions and resources:

- TA support in class at group and 1:1 level;
- 1:1 conferencing with the class teacher in order to improve individual pieces of work;
- funding extra-curricular opportunities and residential school trips to help provide fair access for all;
- signing up to the Beanstalk Reading Scheme to provide regular 1:1 reading support;
- use of Fabulous Folders, which are sent home with extra reinforcement activities for the children to complete;
- providing Play Therapy sessions;
- providing sessions with our TAMHS worker;
- participation in the ELSA programme or SEAL group to help build self-esteem and confidence and break down any barriers to learning;
- participation in Theraplay sessions to boost self-esteem and relieve anxiety and worry;
- support with the purchase of uniform;
- supermarket vouchers when school was not open to all pupils.

The strange events of this year will mean there is a high chance of our disadvantaged pupils returning to school working at a level lower than expected and lower than their peers. Quality First Teaching, Early Intervention and 1:1 Tuition will continue to be our most successful strategies for closing the gap of attainment as research shows that this accelerates progress most effectively.

We are currently developing a structured programme to ensure all pupils have the chance to review the previous year's learning and that gaps in their knowledge do not arise. This will be essential for our pupil premium pupils and we will make use of in-school 1:1 teaching and the National Tuition Programme, once it is set up, to give them access to the highest quality intervention.

Report from the Treasurer

Holy Trinity is a Voluntary Aided (VA) school and as such, we receive money to pay for staff and resources through the London Borough of Merton. However, as a VA school our key capital projects are funded through the Southwark Diocese, with the exception of 10% of the cost of all capital work which is funded by the Governors. Our only source of income to the Governors Fund is via parental contributions. Like other VA schools, we ask parents to contribute to the Governors Fund which we use to pay our 10% contribution to the Diocese (averaging £9,000 per year) and to provide additional money for school improvements. With contributions able to be made via ParentMail, we have seen an increase in parental assistance over the past couple of years and where agreement is given for gift aid to be claimed, this further grows the Fund for the benefit of all.

With the ongoing and evolving consequences of the pandemic, this past year has been incredibly challenging on so many levels for numerous families in our community but parental generosity in continuing to support the school by contributing to the Governors Fund where possible has been greatly appreciated.

The support of every family who is able to contribute makes a difference to the School both in respect of the mundane but crucial repair and maintenance works which are required on an ongoing basis, alongside improvements to increase security for the safety and welfare of all using the school and additional projects which provide a direct and positive benefit for all children and staff. During this past year we have worked with the Diocese to fund the installation of the new school fencing and entry gate system on Effra Road for enhanced security and safety. The Governors Fund has also been relied upon for essential boiler replacement works and AstroTurf repairs to ensure the safe use of the full school facilities for the health and welfare of all those attending.

The Governors would like to thank you for your continued support and contributions to this Fund.

Governor training undertaken in 2019-2020

Governors undertook a variety of training sessions in 2019-20, many of which went online during the pandemic:

- Governor Safeguarding Training
- Governor Safeguarding for Safeguarding Link governor
- NSPCC Safer Recruitment online course
- Data – Understanding Pupil Performance
- Induction/Welcome to Governance
- Complaints Governor Training
- Training Governor Briefings
- Merton Chairs' Briefings
- Covid-19 webinar