



Type of School:

Holy Trinity is an Infant, Voluntary Controlled, Academy. It is part of an Academy Trust called The Minster Trust for Education (MITRE)

Executive Head Teacher:

Mrs Marie Thompson

Head of School:

Mrs Jemma Hughes

Chair of Governing Body:

Mr Ian Baird-Smith

(Contact through school office)

Address:

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A warm welcome from the Executive Head Teacher.

Dear Parents and Carers

“I can, you can, together we can grow to be the best that God created us to be” is the motto of our school and one that works exceptionally well for us. At Holy Trinity School children develop independence and a spirit of togetherness that is built on a warm, caring ethos and Christian values.

Holy Trinity Church of England Infant School is situated on Westgate adjacent to Holy Trinity Church, with which we have close links.

Keeping good adult to children ratios is a priority of Holy Trinity Infant School, and teachers are supported by experienced, qualified teaching assistants. As well as teacher initiated lessons and activities there are many structured play opportunities and the children are positive about their learning throughout the school. Across all stages we aim to provide a curriculum that is relevant and exciting, incorporating the surrounding area and local community wherever possible. The governors and staff consider it highly important to foster the spiritual, moral, social and cultural, as well as the academic development of the child. We do this in a warm, encouraging and supportive environment.

We consistently strive to make teaching the best that it can be with weekly staff training for professional development. Consequently, school standards are high, with results in reading, writing and maths being above the national, local authority and district average results in general.

Holy Trinity School operates an open door policy for parents, who are very welcome to come into school to share in the education of their children, helping with a variety of activities including reading, arts and crafts, music and science.

We have a Breakfast Club that runs from 7:30am daily and is available to Holy Trinity pupils and their older siblings up to the age of 11. The After School Club, is open until 6:00p.m. Monday to Friday. We also offer a Walking Bus service to escort older siblings to Lowe’s Wong Junior School and pick them up to attend our After School club.

The school also offers a range of extra-curricular clubs, such as sports clubs, iPad club, Mad Science and Magical Maths clubs to name a few.

We were inspected by Ofsted in September 2013 and received an “Outstanding” judgement in all areas: Achievement of Pupils, Quality of Teaching, Behaviour and Safety, and Leadership and Management. Words such as “exceptional”, “excellent”, “exemplary”, “aspirational”, and “outstanding” were used continually throughout the report. Please find the full report on the Ofsted website or through the link from our own website.

In March 2019 we received our SIAMS inspection in which we got an ‘Excellent’ judgement, that replaced the old Outstanding criteria. We are particularly proud of this as a church school, and the recognition that “everyone is valued as an individual”.

We realise that choosing a school for your child is a very important decision and we have every confidence that Holy Trinity School will provide the best possible education for your child. If you would like any more information, please feel free to contact the school.

Yours Sincerely

Mrs Marie Thompson
Executive Head Teacher

Welcome to Holy Trinity Infant School Prospectus for 2019/2020

Our philosophy is to care for and educate each child as an individual, building upon their strengths and talents and giving extra support where necessary. We encourage close links with parents/carers and members of the school community, believing that a partnership between parents/carers, school and church is the best way to ensure that each child achieves the most they can.

The school is an “inclusive and transformative establishment”. (SIAMS 2019)

Mission Statement

At Holy Trinity Infant School all children come first and all children succeed. We are on an adventure of learning, loving and laughing together, in a nurturing environment, which holds Christian values at its heart.

Equality Statement

We see everyone connected with our school as of equal value, regardless of any disabilities, race, gender, religion or belief, sexual orientation, gender or gender identity. Our policies, procedures and activities aim to treat all equally, which does not necessarily involve treating them all the same. More detailed information can be found in our Equality Policy.

“Everyone flourishes because they feel highly valued as individuals and are treated with the greatest dignity and respect”. (SIAMS 2019)

School Aims

In order to fulfil our mission we have identified the following aims:

- To provide an atmosphere that is happy, stimulating, safe and welcoming.
- To foster positive attitudes to learning so that children can develop enquiring minds.
- To provide a broad and balanced curriculum that engages learners, raises standards and includes opportunities for children’s spiritual, emotional, physical, moral and social development.
- To enable children to use and apply learned skills that foster independence.
- To provide an interactive and exciting learning environment.
- To provide high quality teaching and learning experiences.
- To provide equality of opportunity so that each child can develop to the best of their physical or intellectual ability, regardless of gender, race, culture and religion.
- To support the development of self-esteem and self-confidence so that every child can feel accepted and valued.
- To foster a warm partnership between parents, governors, school, church and other agencies.
- To encourage children to show respect for the feelings of others within the school, in the local community and the global community beyond.

Our Staff

Mrs Marie Thompson	Executive Head Teacher/ Senco
Mrs Jemma Hughes	Head of School/Class 2 Teacher
Mrs Megan Brooksby	Class 2 Teacher (Monday)
Miss Beth Gregory	Class 1 Teacher
Mrs Alison Salmon	Class 1 Teacher (Monday)
Mrs Aledwen McGrath	Teaching Assistant
Mrs Nia Beddoe	Teaching Assistant / Admin Assistant
Ms Polly Orwin	Teaching Assistant / Admin Assistant
Ms Louise Wright	Finance Officer
Mrs Claire Basten	Midday Supervisor
Penny Lester	Midday Supervisor and Breakfast Club Supervisor
Charlie Winn	Site Manager
Danielle Evison Worker	After School Club Supervisor and Breakfast Club
Marie Allen	After School Club Play Worker

Governors

The Governing Body is supportive, challenging and well informed.

As well as the half termly meeting of the full Governing Body, working groups meet as required throughout the term in line with the monitoring timetable, and the needs of the school and governor development plans. Governors come in to school on visits and the Chair and Executive Head Teacher hold frequent update meetings.

Parent Teacher and Friends Association (PTFA)

We have an active PTFA. Over the years the school has benefited enormously from their support and their efforts in fund raising. They meet up regularly and always welcome new members.

Parents and the Community

Parents/carers are welcomed in to school to help in a variety of ways. These are also times when parents/carers are invited into school to take part in various activities and to give the children the opportunity to explain their work to the adults.

Parent/carer consultation evenings are held termly and on these occasions, parents/carers are able to see their children's work and to discuss their progress with the class teacher. Annual reports are sent out towards the end of the summer term. Parents/carers, families and relatives are also invited to end of term concerts and services.

These are also other times when social events take place. A calendar is produced and details are sent to parents before each event and newsletters are produced frequently to keep parents informed.

Charging Policy and Remissions Policy

The Charging Policy and Remissions Policy for school activities can be requested from school or can be viewed on the school website.

Preparing for school

Before the children start in the Reception Class, or as an Early Learner they will have the opportunity to spend time in their new class during three visit sessions to the school. There is also a parent/carer welcome meeting.

School Organisation

The children are organised into classes according to their age or stage of development. Children move within the school for English and Maths, so that teaching and learning can be matched to their stage of development.

Visiting Arrangements

The Executive Head Teacher or the Head of School are always happy to show parents/carers around the school. Children are welcomed full-time into the Reception Class in the September of the academic year of their 5th Birthday, so it is never too early to visit and register your child.

Teaching Time

Teaching time is 21 hours 40 minutes per week excluding a daily act of collective worship, registration and breaks.

Early Learner Sessions (Part-Time)

Sessions take place from 9:00 a.m. until noon Monday to Thursday and on Tuesday afternoon until 3:15 p.m for children born between September 1st and March 31st, starting in the term after their 4th birthday. These are government funded places (15 hours). We also offer 30 hours funding for eligible families. We offer extra sessions for a fee, currently £12 per session, to enable part-time children to stay for the full day on Monday, Wednesday and Thursday afternoons and all day Friday (2 sessions).

In accordance with the Governments "Early Learning goals", learning is based on the following areas:

Prime Areas of learning:

- Communication and Language
- Physical Development
- Person, Social, Emotional and Development

Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

This is known as the Reception Class and children continue to follow this curriculum until they begin Year 1. The children's progress is recorded against statements on the Foundation Stage Profile, a nationally recognised assessment document.

Sessions (Full Time)

Full-time school session times are:

Morning from 8:45a.m. to noon

Afternoon from 1:10p.m. to 3:15p.m.

To support parents who have children at more than one school, we open the classroom doors at 8:35a.m.

Admission Arrangements

Children are admitted to the main school (full-time) in the September after their 4th birthday i.e. the September of the academic year of their 5th birthday.

Reception Criteria

Published admission number – 25 admission over subscription criteria

In the event of over subscription, the following criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a Statement of Special Educational or Education Health Care Plan need which names the school.

1. Children looked after by a local authority and previously looked after children.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school.
3. Other children who live in the catchment area at the closing date for applications.
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school linked or linked junior/primary school.
5. Children who live outside the catchment area and whose parent attends the relevant church/churches. Supporting evidence from the appropriate minister will be required in order to confirm attendance. Regular involvement means attendance at Church services at least twice a month for a minimum period of one year
6. Children who live outside the catchment area.

In the event of over subscription, within all but the first criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the main administrative point at the school campus to a point at the entrance to the child's home using the local authority's computerised measuring system. In the event of two distances being equal, the local authority will measure to the next decimal point. If the measurements remain equal, lots will be drawn and the process will be independently verified.

Where one child of a multiple birth can be admitted, the other child/children will also be admitted.

Special consideration for all year groups.

For applications for all Nottinghamshire community and voluntary controlled schools the following groups of children will be given special consideration in the application for a particular school:

'Children whose particular medical needs, mobility support needs, special educational needs or other social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. **The evidence must be presented at the time of the application.**'

The appropriate designated officers will consider each case on its merits and determine the allocation of any such place on the basis of written evidence. Admission under 'special circumstances' will take precedence over all but the first numbered criteria.

Definitions

Home Address

The child's place of residence is taken to be the parental home, other than in the case of children fostered by the local authority, where either parental address or the foster parent(s) address may be used. If a child's parents live at separate addresses, the address where the child permanently spends at least three 'school' nights (i.e. Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken to be the place of residence. Addresses of other relatives or friends will not be considered as the place of residence, even if the child stays there for all or part of the week. Evidence that a child's place of residence permanent may also be sought and this should prove that a child lived at the address at the time of application. Informal arrangements between parents will not be taken into consideration.

In all cases all those with parental responsibility must be in agreement with the preferences made.

Looked after child

A looked after child is a child who is, a) in the care of the local authority or b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to the school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or become subject to a residence order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002. Child arrangement orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangement orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangement order. Section 14A of the Children Act 1989 defines a "special guardianship order" as an order appointing one or more individuals to be a child's special guardian(s).

Admission authorities must give highest priority to children in care in their admission oversubscription criteria.

Parents

- The mother of the child.
- The father of the child where he was married to the mother either when the child was born or at a later date.
- The father of the child if (since 1st December 2003) he was registered as the father on the birth certificate.
- Any other person who has acquired 'parent responsibility' through the course. We may require evidence of this.
- An adoptive parent
- Any other person who has acquired "parental responsibility" through the courts; evidence of this may be required.

Siblings (brothers or sisters)

- A brother or sister who shares the same parent(s).
- A half-brother, half-sister or legally adopted child living at the same address.

- A child looked after by a local authority placed in a foster family with other school age children.
- A stepchild or children who are not related but live as a family unit, where parents both live at the same address as the child.

Admission to year groups other than intake year

Applications for admission to other year groups will normally be considered in relation to the published admission limit, which applied when the year group was first admitted to the school, although any infant class size restrictions will also need to be considered. If places are available within the year group, applications will be considered with the admission criteria. If places are available, the child will normally be admitted to the school.

Further guidance on the way in which applications are dealt with can be found through Nottinghamshire County Council's website: www.nottinghamshire.gov.uk where you will also find the document – Admissions to Schools Guide for Parents 2019/2020 (Follow links from “Apply for a Place” on the home page).

Curriculum

Key Stage 1 Curriculum

All children move onto the Key Stage 1 curriculum in Year 1. The staff and governors believe that children should have an opportunity to experience a broad and balanced curriculum which provides opportunities for children to be involved in decision making about their own learning. Teaching is planned according to the National Curriculum, and is based upon regular assessment of children and evaluation of their prior learning. We like children to tell us what they would like to learn and organise those ideas into topics in which skills and knowledge related to the National Curriculum can be taught. This is what we call our “Creative Curriculum”.

Being a Christian church school, we always try to link what we teach with the life of Jesus and Christian beliefs. We do not aim to indoctrinate children, only to give them the opportunity to learn about Christian practices.

English

A high profile is given to reading, through the teaching of phonics and high frequency and common exception words. We send a reading diary home to enable excellent communication between school and home and have held several successful curriculum evenings to support parents/carers in helping their children. Writing is taught in a developmental way, building upon children's knowledge of phonics and spelling, grammar and punctuation. Children write confidently for a range of purposes as part of cross curricular work.

Maths

The school has a mastery approach to the teaching of maths, based upon the objectives set in the National Curriculum. There is an emphasis upon mathematical strategies, and the children are taught through practical activities which are then applied to various situations. They also have experience of shape, time, money and measurement of length, mass, capacity and problem solving.

Science

Science is taught through the creative curriculum but with reference to our main topics e.g. working scientifically, everyday materials, living things, seasonal changes and the children are often involved in investigations and practical activities. This helps children to develop concepts and to increase their understanding as they grow older. "Mad Science" is an after school club we invite each year provided by Nottingham University students and supports the children to investigate scientific concepts.

Religious Education (RE)

Children are taught RE in accordance with the Nottinghamshire Agreed Syllabus and the Understanding Christianity body of work.

The RE teaching in this school also incorporates a moral education as well as an appreciation of other faiths and cultures, so opportunities are found for this across the curriculum, for example, the expression of awe and wonder in art or science. The child's spiritual development is one of the school's main aims, being ultimately so important in all other aspects of life.

The school has a daily act of Christian worship and special services are held in church. Visitors from local churches deliver Collective Worship on a regular basis. The school will, if necessary, make arrangements for parents to exercise their right of withdrawal of their children from religious worship or instruction. All parents and children exercising this right will be treated equally.

Computer Technology

Computers are used across both key stages to enhance learning in the curriculum. Basic computer skills are taught and developed as the children move through the school. We have a very good ratio of computers to children. The computers are well maintained and upgraded regularly. Interactive whiteboards, laptops and iPads are important tools and are used regularly to stimulate and support learning. At Holy Trinity we use the Purple Mash software package to support computing skills in the curriculum. This can also be accessed by children at home.

Sex Education

In this school sex education is taught through topic work related to the National Curriculum e.g. Science and Personal Social and Health Education. The importance of relationships is stressed through our teaching and through Christian values. In this way we aim to provide an understanding that positive caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies. Questions from the children are answered with facts being presented in an objective balanced manner appropriate to the age, stage, level of maturity and learning needs of the individual, with reference to the importance of family and our Christian teaching.

We are sensitive to the fact that parents/carers of children in this school will have differing approaches and attitudes to sex education. Therefore, we believe that any further or more detailed information on this matter is the parent/carers choice.

Other subjects

History, Geography, Design and Technology, PE, Music, Art and Personal, Social and Health Education are all taught in accordance with the requirements of the national Curriculum with emphasis carrying throughout the school year. Music, Drama and creative activities are highly valued to encourage an appreciation of the arts within a creative curriculum.

Children are encouraged to contribute their own experiences and relevant artefacts to curriculum work. Parental support is always welcomed to encourage the children's progress.

Year 2 children have the opportunity to learn to play the recorder and to go swimming in their final term at Holy Trinity.

Sporting Activities

We have a comprehensive programme of PE activities, including games, gymnastics, dance, ball skills and multi skills, led by staff and visiting sports coaches. After school clubs for PE multi skills, dance, gymnastics and cricket skills also provide extra physical activities which are so important for all children. The children attend and participate in activities for groups of schools, such as The Caunton Tennis Festival.

Holy Trinity Infant School Results

Summary of the National Curriculum assessment results of pupils in the school and nationally at the end of Key Stage 1

This table shows the percentage of eligible children achieving age related expectations or above at the end of Key Stage 1 in 2019 at Holy Trinity, and compares to the results of the Local Authority (LA) and National.

	Reading	Writing	Maths
School (24 pupils)	75%	75%	70.8%
LA	73.2%	68%	74.7%
National	75%	69%	76%

Year 1 Phonics Screening (number of pupils: 20) –85% reached the expected standard compared to 80.1% for the local authority and 82% nationally.

EYFS (number of pupils: 8) – 87.5% reached good level of development compared with 70.7% for the local authority and 71.8% nationally.

School Dress

The children are encouraged to have pride in their appearance. The school colours are grey and red. The school can provide the following items with the school logo: red sweat shirts, red cardigans, red t-shirts (for PE) and white polo shirts.

For PE the children require a red t-shirt, black shorts, black jogging bottoms, a sweatshirt and plimsolls. All items should be permanently marked with your child's name to avoid losing items.

Special Educational Needs

All parents/carers have the right to apply to the school of their choice. We have an inclusive approach and we believe in working closely with parents/carers to provide an excellent education for our pupils. When necessary we liaise closely with other professionals, e.g. speech and language, health professionals, Educational Psychologists. The Senco in school is Marie Thompson.

We have a policy, which makes provision for pupils who need extra provision within the classroom, even if they have no specific special needs, so each child is supported according to their individual needs, including more able pupils.

The policy includes information about the school's processes and procedures, reflects the philosophies of the Minster Family of Schools and is consistent with the Special Needs Code of Practice.

The SEN policy incorporates the following:

- Philosophy
- Aims and Objectives
- Educational Inclusion
- Roles and Responsibilities
- Assessment
- Access to the Curriculum
- Resources
- Partnership with parents
- Staff development
- Links with other schools
- External support services
- Monitoring and Evaluation
- Complaints procedure
- Where children are particularly able the school will ensure that they are given a breadth and depth of work and activities to enable them to reach their full potential.

The school building is all on one level with a ramp to the main entrance. We have a disabled access toilet suitable for children and adults. We will make adjustments to the physical environment when needed if at all possible so we do not exclude any one from attending, working or visiting our school.

Transfer Arrangements

The children normally transfer to Lowes's Wong Anglican/Methodist Junior School at seven plus, so during the summer term our Year 2 children and staff from the Junior School exchange visits. We have close links with the Junior School and the liaison between our teachers enables the transition to proceed as smoothly as possible. Pupils' from Year 5 visit our school to talk to Year 2 children, to read to them and answer any questions they have about the Junior School. Pupils going to other schools also have transition visits during their last term.

Attendance

We have an attendance policy which parents/carers are requested to read.

Absence or illness

It is important that children attend school on a regular basis; this is a statutory requirement for all children of school age and we follow the government guidance on absence other than illness, when authorising absence. If for any reason it is necessary for a child to be absent from school, the school must be informed. A letter is only required if a call has not been made. For authorisation of absence other than illness, an application must be made in advance to the Executive Head Teacher or it will be considered as unauthorised. Please read our Attendance Policy on expectations for attendance.

Lunchtime Arrangements

The school meals are provided by Nottinghamshire County Council. They meet national nutritional standards. The meals are freshly prepared at the Meden Hub and brought to the school each day. The meals are served by our trained mid-day supervisors, who support positive eating behaviours. The meals are very attractive and nourishing and the children are encouraged to have them. We believe it is helpful for parents to know that their child has had a healthy meal in the middle of the day. Children may bring a packed lunch if preferred. Parents and carers are encouraged to provide healthy food in lunch boxes.

Breakfast and After School Clubs

We have clubs both before and after school, which may be of benefit to working parents, or for those who wish their children to mix socially.

Breakfast Club, Monday to Friday from 7.30a.m. to 8.35a.m. at a cost of £3.50 per session.

After School Club, Monday to Friday from 3.15p.m. to 6:00p.m. at a cost of £7.00 per session.

Walking Bus

We offer a walking bus to and from Lowe's Wong Junior School, when using our Breakfast or After School Club.

The cost of this is £1.50 per day.

Pupil Premium

The Government provides additional funding for the education of children in receipt of free school meals. At Holy Trinity this is used to employ additional staff to support these children and purchase additional resources. A more comprehensive breakdown of the use of pupil premium is explained each year on our website.

School Discipline

Every effort is made to keep school rules to a minimum. The children have helped to formulate the rules that we do have and so have greater pride in remembering them. These rules are mainly enforced for the health and safety of the children. The emphasis is on self-discipline, social and moral training, with encouragement to follow an accepted behaviour pattern. Our Code of Behaviour is given to parents of new children. This includes our policy on bullying. All children are encouraged to talk to an adult if they ever feel that another child is being unkind or aggressive. All incidents are dealt with as soon as possible. Work is also continuously taking place in school, which helps pupils to develop consideration for one another, in accordance with the aims of the school to develop moral, social and spiritual educations, through Christian teachings.

Medicines

We do not usually dispense medicine but parents are welcome to come to school to administer a dose if required. If this is not possible, a permission form for the school to administer medicine is available from the school office. Please inform us in writing if your child needs to use an asthma inhaler. More details on the administration of medicines are found in our policy, which can be obtained from the office.

School closure

In line with national policy, as an academy we will be closed for six in-service training days in an academic year. Dates will be included in the termly and annual calendar that we send to parents and carers, plus they are also published on the school website.

Care of the children

The Executive Head Teacher, Head of School and staff act in loco parents during school hours and assume parental privileges, duties and rights, to enable them to fulfil this obligation. It is essential that we have up to date contact numbers in case of emergencies and for our school mobile texting system in a whole school emergency.

Staff Development

Staff development takes place in accordance with the needs of the school, which is identified by the staff and is outlined in the School Development Plan. Money is used to support course attendance and staff appraisals held by the Executive Head Teacher. We have supply cover to enable curriculum development work to be undertaken in or out of the school.

In service days are held to undertake mandatory training. Weekly staff meetings are held to provide staff with further developmental opportunities and work on joint planning and policy making. Staff are encouraged to pursue their own dreams and are supported to enable them to do this.

Child Protection concerns

Every school is required by law, to register any concerns which they have regarding the safety and welfare of their children. These concerns can include sexual, physical or emotional abuse or neglect. Serious concerns will be reported to Social Care. Whilst we seek, in general, to discuss these concerns with family and where possible see agreement to make the referral, this will only be done where such a discussion and agreement seeking will not place a child at increased risk of significant harm. The procedure is intended to safeguard all children. When we refer a concern about a pupil to social care, we are requesting for further enquiries take place and that any necessary help and support is given. Our Child Protection & Safeguarding policy is available on our school website and as a paper copy in the school office. All staff, volunteers and governors receive regular safeguarding training and updates.

Family of Schools

The school is part of the Minster Family of schools and meeting of Head Teachers takes place half-termly, as do meeting of the Special Needs Co-ordinators. Family in-service training days are held when appropriate. We are part of the Minster Teaching Alliance, which offers many benefits and training opportunities to our school.

Religious Affiliations

The school is affiliated to the Church of England, although some of the children are from other denominations. The vicar of Holy Trinity Church regularly takes Collective Worship and supports us at our special services, held at Holy Trinity Church. Clergy from the towns other churches also visit on a rota basis. The children can therefore learn about other branches of the Christian Church as well as other beliefs throughout their time with us.

Southwell Diocesan Board of Education

In Nottinghamshire the Church of England help to provide 70 schools, both Voluntary Aided and Voluntary Controlled, which all express their Christian foundation in their worship and the spiritual and moral education offered to their pupils. Beside this, in aided schools the Religious Education is guaranteed by the Foundation governors, one of whom is always a vicar.

Aided Schools

These are the responsibility of the governors, made up of a majority appointed by the church, plus parents' representatives, teachers, local politicians and the Head Teacher. Through the Barchester scheme (a kind of insurance scheme), the governors pay for the upkeep, improvement and contraction of the school building, helped by large grants from the DfES, and by advice and administration support from the Diocesan Board of Education.

The governors are also responsible for making sure that the religious education worship, and spiritual, moral, social and cultural development of the children are suitably Christian and that the members of staff are at least sympathetic to the schools Christian principles.

Controlled Schools (Holy Trinity)

The main differences from Aided schools are:

Only a minority of governors are appointed by the church and the religious education programme is according to County Agreed syllabus.

There is no church input into the costs of the buildings but, even so, the Vicar is always a governor, and the worship and general development of the children remain distinctively Church of England.

Admissions

All admissions to aided schools are made by governors. For controlled schools, details are always available from the Local Area Education Office. The staff at Holy Trinity will be more than happy to deal with any queries that you may have.

Inspections

All Church of England schools must be inspected every 3 to 5 years, both for their general educational standards in accordance with Ofsted criteria and also for their distinctive Christian nature in an additional inspection.

The purpose of Church of England Schools

Our schools are there to provide the best possible education for their pupils, closely involving governors and parents/carers, under the leadership of the Head Teacher and the staff. What is distinctive about them is that they set out to do this in an explicitly Christian setting, with the active involvement of local Christian representatives and the Diocesan Board of Education.

Complaints

There is a procedure agreed by the Minster Trust for Education (MITRE). A copy of the full concerns and complaints procedure is available in school and on our website for parents to follow. In case of a problem, there should normally be a preliminary informal discussion with the Executive Head Teacher, and then if necessary, the Governors, to see if the complaint can be resolved without escalating to formal procedures.

Conclusion

Our school would like to offer you a warm welcome and we hope that you and your child will be very happy with us at Holy Trinity C of E Infant School.