



Information Evening 2

Year 7 Parents and Carers

Mr Rob Bradley – Head of School

Mr Andrew Cook – Deputy Headteacher

Mrs Angela Stylianou – Assistant Headteacher, Key Stage 3

Mr Craig Simpson-Smith – Year 7 Lead

The HTS Summer School. A success! :)



My son, X, had such a wonderful time and truly enjoyed every subject that was taught. Each day he came home eager to share what he had learned and the fun he had.

Your patience, creativity, and dedication made the summer school both educational and enjoyable. Chimdi especially appreciated the variety of activities, and he is now even more excited as he looks forward to resuming Year 7.

Thank you once again for making this summer school so special and for the positive impact you have had on his learning journey.

Welcome and thank you!

What a Successful transition needs:

- curriculum continuity
- developing healthy relationships and networks
- preparing students for new routines and expectations

This evening's aims are to continue working with families to ensure we communicate effectively how we are going to cover the three elements of secondary school listed above

Curriculum continuity

Rob Bradley – Head of School

Flourishing

Flourishing

The church of England's vision for Education, 'Deeply Christian, Serving the common Good', which was published in 2016 and was used to create our own underpinning elements, anchors and underpins this and all other Church of England documents.

Our Hope for a Flourishing Schools System:

Deeply Christian,
Serving the
Common Good



I came so
that you may have

Life

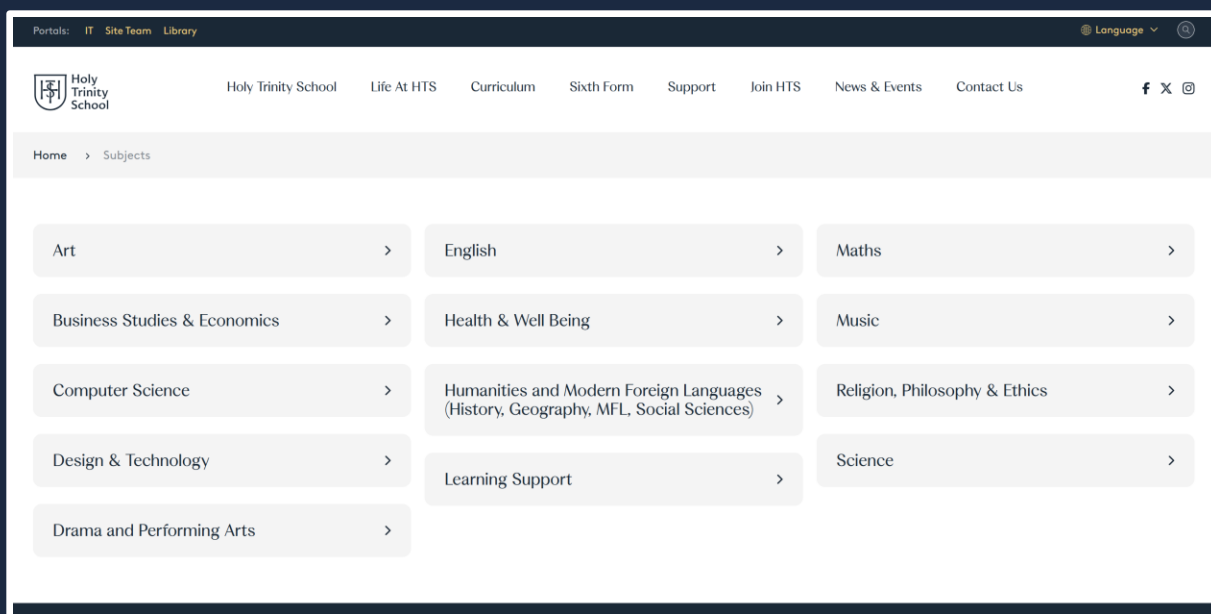
and live it more

Abundantly.

John 10:10

- The theme of flourishing runs deeply through Christian teaching
- It is far more than simply 'getting by' or 'achieving results'
- Its about life lived fully, richly, purposefully

Curriculum



Curriculum Statement September 2025

Curriculum Intent

As a Church of England School, we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be ambitious, challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.

The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE which we call *Religion, Philosophy and Ethics* (RPE) for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for level 3 students and level 2 students close to reaching level 3 requirements to progress towards. These pathways enable students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens – resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

Curriculum Principles

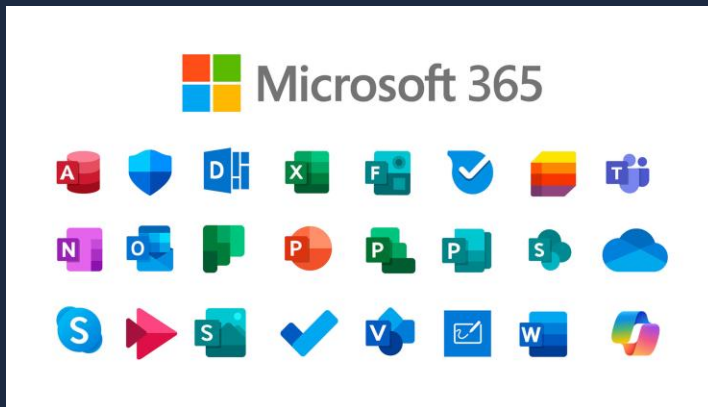
We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies (RPE) sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research, for example Growth Mindset (Carol Dweck), Feedback Loop (John Hattie) and Rosenshine's principles of learning.
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is achieved through the Cultural Capital Passport; a collection of co-curricular experiences that every student will have experienced.
- Deliver a curriculum that is inspired by 21st century technology and embraces learning experiences through the lens of tools, including iPads and software such as Microsoft 365.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.
- Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

Broad and Balanced

	English	Maths	Science	Religious Studies	Art	Computing	Drama	Geography	History	French	Music	PE & Dance	REACH (PSE)	Technology
Yr7	8	8	7	2	2	3	2	2	2	4	2	4	2	2
Yr8	8	7	7	3	2	2	2	3	3	3	2	4	1	3
Yr9	7	7	8	3	2	3	2	3	3	3	2	2	1	4

Digital Literacy



- The curriculum will enable students will develop skills with both Apple and Microsoft applications
- These soft skills will provide HTS students with 21st century employability skills

iPads

- This is a core part of our curriculum delivery
- iPads, a basic pen and charger will be issued to all students tomorrow morning, as long as permissions have been signed
- Basic iPad use will be taught to all students during Wednesday's lessons



Artificial intelligence Principles

- Promote the safe, ethical and effective use of AI.
- Support teaching, learning and school improvement.
- Protect students, staff and school data.
- Maintain academic integrity and authenticity.
- Ensure compliance with safeguarding, data protection and regulatory requirements.
- Develop students' understanding of AI and its impact on society.
- Encourage innovation while managing risk appropriately.

Homework

- English, Maths and Science – 30 minutes per week
- All other subjects – 45 minutes per month
- In Year 7 only core subjects set homework for the first term
- All homework will be set on Class Charts.
- Tasks will be purposeful, linked to classroom learning, appropriately challenging, clearly explained and accessible to all students.





CENTURY

Century is an online learning platform that uses AI to personalise learning for each student. It helps ensure that students receive the right content at the right time based on their individual needs.

Century is used for both in school and out of school learning. It tracks every student's progress, including test scores, time spent on task and when the work was complete.

We normally ask students to have spent either 30 minutes on a nugget and/or have achieved at least 70% success rate with the tasks assigned.



CENTURY

English
Maths
Science

Developing healthy relationships and networks

Angela Stylianou – Assistant Headteacher – Key Stage 3

-  Canterbury House
-  Durham House
-  Winchester House
-  York House

PBSM - Pastoral, Behaviour, Support Manager

Key Stage 3

AHT Lead for Years 7,8 and 9 – Mrs A Stylianou

Year 7 2026-27			PBSM – Mr L Watson		
Year Lead – Mr C Simpson-Smith			Senior Tutor – Mrs Sandy Gardiner		
C1	Mrs G Bassey	M2	C2	Miss C Blackman	122
D1	Ms A Ousalem	193	D2	Mrs C Salmon (Tu-Fr) Mrs T Teixeira (Mon)	G16
W1	Mrs M Shamuyarira	150	W2	Mr S Carnell	G44
Y1	Mr A Dudley	M3	Y2	Mr J Mockford	130

Reminder - Contacting staff

First letter of a staff members first name and then their surname, followed by:
@holytrinitycrawley.org.uk

e.g. astylianou@holytrinitycrawley.org.uk
or acook@holytrinitycrawley.org.uk

Website will have staff contact details for teachers

As we work through the presentation, we will naturally mention the types of scenario's where parents and carers might contact the tutor



Holy
Trinity
School

Pastoral Staff Directory 2025-2026

Tutor Group	Year 7 Pastoral Team	Staff Name	Email
7C1	Miss M Smith	Miss M Smith	msmith@holytrinitycrawley.org.uk
7C2	Mr K Vaghadia	Mr K Vaghadia	kvaghadia@holytrinitycrawley.org.uk
7D1	Mrs E Bilge	Mrs E Bilge	EBilge@holytrinitycrawley.org.uk
7D2	Mr S Wynne-Pennels	Mr S Wynne-Pennels	swynnepennels@holytrinitycrawley.org.uk
7W1	Mrs M Shamuyarira	Mrs M Shamuyarira	MShamuyarira@holytrinitycrawley.org.uk
7W2	Miss E Macartney	Miss E Macartney	emacartney@holytrinitycrawley.org.uk
7Y1	Mrs M Richardson	Mrs M Richardson	mrichardson@holytrinitycrawley.org.uk
7Y2	Ms S Tumelo	Ms S Tumelo	stumelo@holytrinitycrawley.org.uk
	Mrs L Diver (Mon/Wed/Thurs)	Mrs L Diver	LDIVER@holytrinitycrawley.org.uk

Pupil report for



Munachiso Eze (8D1)

225 0



REWARD - The 6Rs

Friday 18 July



+1

Munachiso Eze (8D1)

Wisdom awarded by Ms E Macartney.



+1

Munachiso Eze (8D1)

Wisdom awarded in 7N1/Cm1 by Mr K Vaghadia in Room G46.



+1

Munachiso Eze (8D1)

Dignity awarded in 7N1/Cm1 by Mr K Vaghadia in Room G46.

Thursday 17 July

 BEHAVIOUR

 HOMEWORK

 ACTIVITY

 CLASSES

 DETENTIONS

 TIMETABLE

 REWARDS

Arrangements for the start of term

- Year 7 – Welcome breakfast
- Tomorrow (Wednesday 2nd September) – Packed lunch and PE kit
- This week

Arrangements for the start of term:

Tomorrow...

8:45am	Meet on Tennis Courts and Welcome Breakfast
9:10am - 11am	Worship Assembly and Tutor Time
11am – 11:35am	Break – Packed lunch
11:40am	Using your iPad safely
12:40pm	Break-time
13:10pm	Looking after your iPad and log in
14:10pm	PE – PE Kit needed
15:10pm	End of the day

What do the students need?

Breakfast!

- A packed lunch tomorrow and Thursday (FSM catered for) and should have a water bottle. Friday the canteen will be accessible.
- Full school uniform
- Pencil case (equipment) - should bring a reading book (and charged iPad and pen from Thursday)

The whole school

Friday 4th September 2026 WEEK A Friday, Week A Monday 7th September

Start of Teaching for ALL STUDENTS

This will be a Friday Week A timetable

The following week will also be a Week A timetable

Please note that although Bromcom is showing Week B this will be amended during the holidays

08:40

All students will arrive and go to Tutor time followed by timetabled lessons



Faith in
the future

Education for tomorrow's
generation

Welcome to HTS

Preparing students for new routines and expectations

Andrew Cook – Deputy Headteacher

Attendance to school

The link between attendance and attainment is very still strong after the pandemic – even when we account for pupils underlying characteristics

Every extra week counts when it comes to attainment - so keep going

Students **attending 90%** (up to 4 weeks missed) are **half as likely to achieve grade 5 in English & Maths** as students **attending 95% of the time** (up to 2 weeks missed).

	% of <u>all pupils</u> year groups attending nearly everyday (95%+) [FSM eligible]
Y1	51% [33%]
Y2	55% [38%]
Y3	58% [40%]
Y4	58% [41%]
Y5	57% [41%]
Y6	57% [41%]
Y7	54% [35%]
Y8	46% [29%]
Y9	43% [26%]
Y10	43% [26%]
Y11	43% [29%]

Attendance to school

At HTS we look at attendance using a 'bandings' for HTS

- ❖ **85 to 95%** - Our critical banding for HTS in 2025-26. This band of persistently absent and 'approaching' students will have the most focus this year. Tutors and teachers to work effectively with this 'band'.
- ❖ **95 to 100%** - The banding at HTS that we will universally reward and celebrate and praise :)

Attendance to school



Download the Studybugs app for reporting your child's absence

A quick and secure way to report absence due to illness and send messages to school.



Arriving to school

Students must arrive by **8.40**

- At this time, a bell will sound so that you can move to tutor time.
- Tutor time starts at **8.45** - students should be in the classroom at this point after being greeted at the door by the tutor

The back gate!

- **The back gate will be locked every day at 8.40** when the bell sounds.
- If students arrive after this time you will have to walk around to the front of school to enter the site

The 'late gate' :)

The 'late gate'

If you arrive late to school (between 8.45-9.10), Reception will be 'closed'. You must enter via the 'Late Gate' at the Refectory. Students will not be allowed in via reception.

You will not be permitted to go to lessons if when you arrive your uniform is incorrect. One of the following will happen:

- You will be sent home to correct uniform.
- Uniform will be brought in by a parent (you will be in Reflection until this happens).
- You loan uniform from the school

A late student is marked in late on Bromcom and given a restorative conversation for that day.

Punctuality

There is a 'start moving' bell at 8.40am, 11.35am and 1.05pm

You will be recorded 'late' if you are considerably later than the majority of your class and/or interrupt teaching due to lateness.

The language of 'Truancy' at HTS

- **3 minutes**
- 'truancy bell' at 9.13, 10.13, 11.43, 1.13 and 2.13.
- Consequence for arriving after this bell

Uniform

Students must be appropriately dressed in full uniform when arriving to school, to tutor time, moving between P1 and 2, P4 and 5 and at the beginning of every lesson.

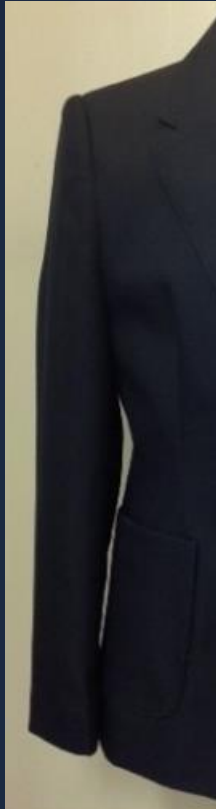
- Blazers should be worn when students **arrive to** and **leave** a lesson.
They may be removed if your teacher allows this during the lesson but should be on the backs of chairs.
- Appropriate footwear (no trainers)
- Trousers are 'straight'
- No PE kit, hoodies or other clothing and additional jewelry not permitted





MISSION STATEMENT: Deeply Christian, Open to All
Our mission is to be a deeply Christian inclusive community which values every individual as a child of God

Uniform



Acceptable Shoes
Must be FULL LEATHER



Unacceptable Shoes
NO Mesh, NO Canvas

Vision Statement

every person in our school community fulfils their potential.

here

Equipment non-negotiables



Mobile Phone Policy

Yr 7s can bring phones to school, they must be **switched off and out of sight** during the school day and when on site.

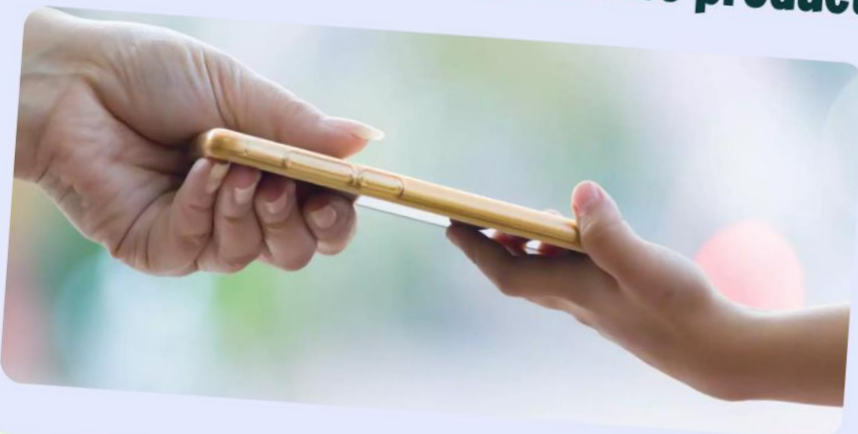
- If a student is seen using their phone and/or accessories between 8.40am and 3.10pm the phone and/or accessories will be confiscated.



We're in an impossible position

Either we...

Give our children an addictive product



Or we...

Risk alienating them from their peers



7%

Far older think
phones are
harmful

It's a lose-lose: for parents, young people & society

PARENTKIND POLL
2024

2024

PARENTKIND POLL
2024



Happy today?

Smartphones:

- Drive the teen mental health crisis
- Steal time through addictive algorithms
- Replace real-world socialising with screen time

3 X

Teens with problematic smartphone-use are twice as likely to have anxiety, and three times as likely to have depression

King's College London, 2024

78%

of children have been exposed to appearance-changing products online that had a negative impact on self-esteem

Children's Commissioner, 2026

500%

increase in eating disorders over the last decade

UCL, 2025

4-6 hours

12-15 year-olds spend between 4 and 6 hours each day on their devices.

Birmingham University SMART Study, 2025



Thriving tomorrow?

Children today spend less time outdoors, less time playing, less time reading, and more time sitting alone than any previous generation

51%

of UK 13 year-olds have seen violent, hardcore pornography online

British Board of Film Classification Report, 2022

94%

of children are exposed to pornography by the age of 14.

59% saw it unintentionally.

NSPCC, 2024

70%

of 16-18 year olds feel worse about themselves after using social media

British Standards Institution, 2025

1in5

16-18 year olds have felt "life is not worth living" due to social media

Royal College of Psychiatrists, 2024



Safe always?

**“Our assessment is clear:
The online environment in
its current form is
not safe for children.
The industry response has
been too slow, while the
problem has been getting
worse.**

Enough is enough”

National Crime Agency (NCA) official response to
UK Government consultation on social media



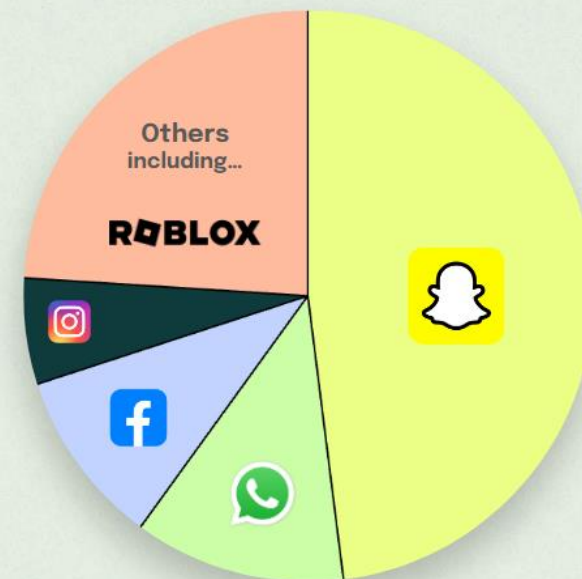
**Snapchat receives
10,000
reports of sextortion
per month**

Snapchat, 2024

**“Snapchat’s harmful design
features create an
environment that fosters
sextortion, sexual abuse and
unwanted contact from adults
to minors”**

US Attorney General Raul Torrez, 2024

**9,000 reported cases of online
grooming per year in the UK**



% of reported grooming incidents

Groomers go where children are

NSPCC, 2024



Genuinely smartphone free schools:



Boost learning

Children at fully smartphone free schools achieve GCSE results 1-2 grades higher¹

¹<https://policyexchange.org.uk/publication/disconnect/>



Protect mental health

When smartphones are removed from the school day, mental health improves² and cyber-bullying is reduced.

²https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4735240



Improve behaviour

Schools that have gone smartphone free have reported a significant improvement in behaviour across their school within weeks.



Reduce Smartphone Ownership

From 90% to 50% to 30% for Year 6 after policy change
Heron Way



Safeguarding

60% reduction in safeguarding incidents outside school
Fulham Boys School

“If we want to truly make a difference to our young people, then we must care about and invest in their lives, both inside and outside of the classroom”

David Smith, Fulham Boys School

“We have reclaimed the school day and have felt a palpable difference in school life”

Luke Roberts, Ashlyns School

“This is about creating space for young people to be the best version of themselves”

David Veal, Hounsdown School

In 2024 headteachers told the Department for Education that when phones are removed from the school day, “the whole culture of the school changes for the better.”

Mobile phones

- Smartphones are banned for our new Y7 students – they are only permitted to bring to school 'brick' phones.
- The existing rules remain for Year 8-13 students – we a **phone free school**.
 - On arrival to school they must be **switched off** and **put away** – **zipped blazer pocket** or **school bag only**.

**“You can’t go back and change
the beginning,
but you can start where you are
and change the ending”**

C.S Lewis



Mobile phones

- Phones will be confiscated between 8.40-3.10.
- **But they still must not be seen outside of those times** – e.g. early in the morning or after school
- There is also a change to the site at the end of the day:
- Students not allowed to remain in the building or the internal perimeter, unless are attending a supervised activity (e.g. restorative conversation/intervention).
 - All must keep moving towards front/back gate rather than 'loiter' in Beith Court or outside Young Building etc.
 - **In the interests of safety given we are a building site.**
 - **If you loiter or are on your phone students will be walked off site.**

Year 7 students

If a brick phone is seen out of a school bag or zipped blazer pocket at any point it will be confiscated (regardless of whether it is being used). The confiscated item(s) will be placed in a secure location in school. This behaviour will be logged in line with the school's behaviour policy via Class Charts.

First time phone/accessories are confiscated:

- Student collects item(s) from the Year Detention Room at the end of the day after attending a Restorative Conversation.

Second time phone/accessories are confiscated in a half-term:

- As above

Third time phone/accessories are confiscated in a half-term:

- Parents/carers are requested to collect the item(s) at the end of the day and sign the log to say they have collected it. If parents/carers are unable to collect the item(s) it will be kept securely on site.
- Students will be required to sit an SLT detention.

Further offences of phone/accessories confiscated in a half-term:

- Students will be set an internal suspension. Parents/carers are requested to attend a meeting. The item will be kept until this meeting has happened and collected at the end of this meeting. If parents/carers are unable to collect the item(s) it will be kept securely on site.

If a smartphone is seen at any point there will be a more serious sanction, as these are not permitted to be brought into school.

First time smartphone is confiscated in an academic year:

- Parents/carers will be required to collect it at the end of the day.

Second time a smartphone is confiscated:

- The smartphone will be kept by the school for the remainder of the week from the date of confiscation. Parents/carers will then be required to collect it.

Third time a smartphone is confiscated:

- The smartphone will be kept by the school for the remainder of the half-term from the date of confiscation. Parents/carers will then be required to collect it.

Further smartphone confiscations in an academic year:

- The smartphone will be kept by the school for the remainder of the term.
- Students will be set an internal suspension. Parents/carers are requested to attend a meeting.

Where parents/carers are required to collect a smartphone, it does not need to be collected immediately – this can be done at a parent/carer's convenience and before school reception closes at 4.30.

If parents/carers are unable to collect the smartphone at any time, it will be kept securely on site.

Mobile phones cont...

Parents are asked not to contact students during the school day
– phone the school office in an '*emergency*'

- If students need to contact home, this should not be done during lesson. Students can speak to a member of their Pastoral Year Team during either break.
- If money is needed on Scopay, students are permitted to phone home . *Only if* students speak to the SLT member of staff on duty outside the Refectory.

A Prayer for Parents and Carers On the First Day of Secondary School

Gracious God,

As this new chapter begins, we lift before you all parents and carers whose children are stepping into secondary school for the first time.

Hold them in your peace as they navigate the mixture of pride, hope, and quiet worry.

Grant them wisdom to guide, patience to listen, and courage to let go.

May their homes be places of encouragement and rest,
where young minds and hearts are nurtured to flourish in your love.

Bless them with the grace to celebrate each small victory,
and the strength to walk alongside their children through challenge and change.

Help them to trust in your presence in every classroom, corridor, and conversation.

And may they know that in your care, no step is taken alone.

Through Jesus Christ, who welcomes all into growth and life,
Amen.