

Inspection Data Summary Report

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Holy Trinity CofE Primary School, Sunningdale

Church Road, Sunningdale, Ascot, SL5 0NJ

Release information: Provisional 2019 Phonics, Provisional 2019 KS1, Revised 2019 KS2

Release date: 1 June 2022

URN	110018
LAESTAB	8683322
Local authority	Windsor and Maidenhead
Phase of education	Primary
Type of education	Voluntary Aided School

► [Important information](#)

Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*). For the criteria used to determine the sentences, see the guidance link underneath each section.

Reading

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in reading in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in reading in 2019, therefore no conclusions can be drawn from this data.*
- The key stage 2 three-year average reading attainment score (109.7) was in the **highest 20%** of all schools in 2019.

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard in reading in 2019, therefore no conclusions can be drawn from this data. Key stage 1 attainment of greater depth in reading (45%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.*

Attainment in phonics

- *There is nothing significant or exceptional to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2019, therefore no conclusions can be drawn from this data. There were 7 pupil(s) that were screened in Year 2 in 2019; 6 of those met the expected standard.*

Writing

Progress at key stage 2

- Key stage 2 progress in writing (-2.5) was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- Writing progress has **declined** between 2018 and 2019.

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2019, therefore no conclusions can be drawn from this data.*

Mathematics

Progress at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 progress in mathematics in 2019, therefore no conclusions can be drawn from this data.*
- Mathematics progress has **improved** between 2017 and 2018.
- Mathematics progress has **declined** between 2018 and 2019.

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard (100+) and high standard (110+) in mathematics in 2019, therefore no conclusions can be drawn from this data.*
- The key stage 2 three-year average mathematics attainment score (108.4) was in the **highest** 20% of all schools in 2019.

Attainment at key stage 1

- *There is nothing significant or exceptional to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2019, therefore no conclusions can be drawn from this data.*

Other attainment measures

Attainment at key stage 2

- *There is nothing significant or exceptional to highlight for reading, writing and mathematics achieving the key stage 2 expected standard and high standard in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for the key stage 2 English grammar, punctuation and spelling test achievement of the expected standard (100+) and high standard (110+) in 2019, therefore no conclusions can be drawn from this data.*

- *There is nothing significant or exceptional to highlight for key stage 2 attainment of the expected standard in science in 2019, therefore no conclusions can be drawn from this data.*

Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 56 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 371 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- *There is nothing significant or exceptional to highlight for overall absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *The rate of overall absence (4.3%) in summer 2021 was in the **highest** 20% of schools with a similar level of deprivation. There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in summer 2021 or autumn 2020 when compared with all schools, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.*

Absence for 2018/19 and earlier

- *There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.*
- *There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.*
- *The rate of persistent absence (8.2%) in 2018/19 was in the **highest** 20% of schools with a similar level of deprivation. There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.*

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.*
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2019/20, therefore no conclusions can be drawn from this data.*
- *Across the whole school, there were no suspensions in 2019/20.*
- *There were no permanent exclusions in the whole school in 2019/20. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.*

Pupil groups

Key stage 2

- *No sentences about key stage 2 performance data have been generated for pupil groups.*

Key stage 1

- *No sentences about key stage 1 performance data have been generated for pupil groups.*

Absence

- Persistent absence for pupils whose first language was not English (20.0%) was in the **highest** 20% of all schools in 2018/19.
- Persistent absence in summer 2021 for pupils in receipt of free schools meals (31.8%) was in the **highest** 20% of all schools.
- Overall absence in summer 2021 for pupils in receipt of free schools meals (10.8%) was in the **highest** 20% of all schools. In autumn 2020 overall absence for pupils in receipt of free schools meals (7.3%) was in the **highest** 20% of all schools.
- Overall absence in summer 2021 for pupils with special educational needs (9.7%) was in the **highest** 20% of all schools.

School and local context

School characteristics

	2019		2020		2021	
School number on roll	Close to average	230	Close to average	231	Close to average	238
School % FSM	Below average	11	Below average	11	Well below average	9
School % SEND support	Above average	16	Below average	10	Close to average	11
School % EHC plan	Well above average	2.6	Well above average	3	Above average	2.1
School % EAL	Close to average	5	Below average	4	Below average	4
School % Stability	Below average	82	Below average	76	Below average	78

Trust/LA level information

As at February 2022:

- this school is maintained by Windsor and Maidenhead local authority which maintains 30 primary schools, 2 secondary schools, 2 special schools, 1 pupil referral unit and 3 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Feb 2022, the LA grade profile was:
 - outstanding - 11
 - good - 26
 - requires improvement - 1
 - inadequate - 0
 - not yet inspected - 0

School workforce

- At the time of the November 2020 census, there were no full-time vacant teacher posts in the school.
- *There is nothing significant or exceptional to highlight for staff turnover in 2019/20.*

Local area and school links

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.

Finance

- In 2020/21, the school had a revenue reserve of -£4,854.
- In 2020/21, this school had a negative in-year balance (-£5,816).
- In 2020/21, this school had a per pupil spend of £4,705.
- In 2020/21, this school received £1,082,077 in grant funding, £372,731 less than the national average.

Ethnicity whole school

- This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:
 - 71%: White - British
 - 9%: White - Any other White background
 - 5%: Mixed - Any other mixed background

Year group context

Characteristics 2019

	Number on roll	% FSM	% EAL
Year 1	30	10	3
Year 2	30	7	Above other years 17
Year 3	Above other years 51	16	0
Year 4	30	7	7
Year 5	29	Above other years 28	7
Year 6	30	3	3

Characteristics 2021

	Number on roll	% FSM	% EAL
Year 1	30	Below other years 0	7
Year 2	30	10	0
Year 3	30	10	0
Year 4	31	13	13
Year 5	Above other years 57	14	2
Year 6	30	10	7

Prior attainment 2019

	Reading	Writing	Mathematics
Year 1	Above national	Above national	Close to national
Year 2	Close to national	Close to national	Close to national
Year 3	Above national	Above national	Close to national
Year 4	Close to national	Close to national	Close to national
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Above national	Close to national

Prior attainment 2021

	Reading	Writing	Mathematics
Year 1	No data	No data	No data
Year 2	No data	No data	No data
Year 3	No data	No data	No data
Year 4	Close to national	Close to national	Above national
Year 5	Close to national	Close to national	Close to national
Year 6	Close to national	Close to national	Close to national

SEND characteristics 2019

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 8

SEND support (33)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	2	2	0	1	5
Moderate Learning Difficulty	0	2	2	2	2	3	11
Social, Emotional and Mental Health	0	2	0	1	1	0	4
Speech, Language and Communication Needs	0	3	2	0	0	0	5
Autistic Spectrum Disorder	2	0	0	0	1	0	3
School Support NSA	0	1	0	0	2	2	5
Year group totals	2	8	6	5	6	6	33

EHC Plan (6)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	0	1	1
Speech, Language and Communication Needs	0	2	1	0	0	0	3
Autistic Spectrum Disorder	0	0	0	0	0	1	1
Other Difficulty/Disability	0	1	0	0	0	0	1
Year group totals	0	3	1	0	0	2	6

SEND characteristics 2021

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 9

SEND support (25)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	1	0	0	2	3	6
Moderate Learning Difficulty	0	1	0	3	2	1	7
Social, Emotional and Mental Health	0	0	1	1	2	2	6
Speech, Language and Communication Needs	0	0	0	3	0	0	3
Autistic Spectrum Disorder	0	0	1	0	1	0	2
School Support NSA	1	0	0	0	0	0	1
Year group totals	1	2	2	7	7	6	25

EHC Plan (5)

SEND primary need	Y1	Y2	Y3	Y4	Y5	Y6	Total
Speech, Language and Communication Needs	0	0	0	2	1	0	3
Autistic Spectrum Disorder	0	0	1	0	0	0	1
Other Difficulty/Disability	0	0	0	1	0	0	1
Year group totals	0	0	1	3	1	0	5

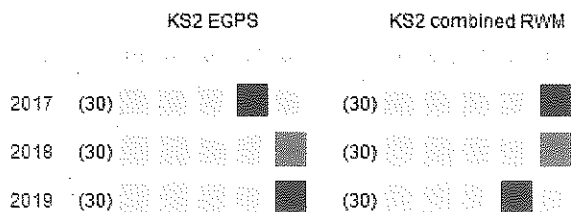
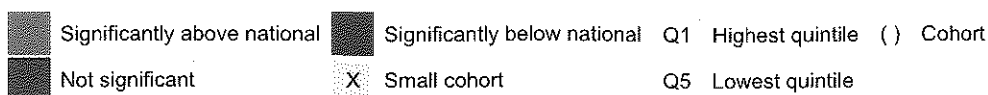
Progress and attainment trend

Reading, writing and mathematics three-year trend

	Significantly above national		Significantly below national	↑	Markedly higher than the previous year (progress only)
	Not significant	X	Small cohort	↓	Markedly lower than previous year (progress only)
Q1	Highest quintile	()	Cohort		
Q5	Lowest quintile				

			KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2017	(28)		(30)	(30)	(49)
	2018	(28)		(30)	(54)	(28)
	2019	(30)		(30)	(29)	(30)
Writing	2017	(28)		(30)	(30)	
	2018	(28)		(30)	(54)	
	2019	(30)		(30)	(29)	
Mathematics	2017	(28)		(30)	(30)	
	2018	(28)		(30)	(54)	
	2019	(30)		(30)	(29)	

Other attainment measures



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