Holy Trinity Church of England (VA) Primary School

Believe • Achieve • Inspire •

Self-Evaluation February 2024

SCHOOL VISION

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

"I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12.

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools.**
- we create a culture of vigilance to safeguard all children.

Brief introduction:

Holy Trinity CE School is at least a **good school;** The Headteacher has been in post for 4 years and is further strengthening the school through key objectives that include the systemic nature of intent, implementation and impact of the curriculum. **The 2020 and 2021 lockdowns were successful stress tests of our school values and vision.**

We evaluate the school as at least **Good (2)** for Overall Effectiveness:

- The quality of education is at least good.
- All other key judgements are at least good.
- Safeguarding is effective.

Holy Trinity is a Church of England voluntary aided school located in Sunningdale. We are over-subscribed in all year groups and have a waiting list for all cohorts. Our parents tell us we have a very good reputation locally and we provide the pupils of the local parish and beyond with a good education.

- This voluntary aided primary school has 207 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.3% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 16 (7.7%) and is well below the national average (23.8% June 2023).
- 3 pupils (1.4%) have EHC Plans for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (2.5% June 2023).
- 26 pupils (13%) are on our SEN register. 23 do not have an EHCP (11%). This is below national average for primary school pupils of 13.5% (June 2023).
- The gender ratio is boys: 50.7% and girls: 49.2%.
- Attendance target is 97%
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.

The school remains passionately aspirational and ambitious for every single child – we believe that education can give pupils choice and lead them to opportunity.

Points for Development from Ofsted June 2018 Inspection and Steps Taken

Ensure that the rise in persistent absence is addressed to ensure that no pupils are disadvantaged by poor attendance

Persistent Absence	Current year to date	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	6.5%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	16.2%	19.5%	22.3%	12.1%	11.2%	10.1%

- Persistent absence is tracked termly and reported to Governors.
- Persistent absence (less than 90%) currently: 7.1% (13 pupils)
- Persistent absence is tracked termly and reported to Governors.
- Report includes main reasons for absence including medical, SEMH, and holidays taken.
- Is an agenda item in Heads Team Meetings.
- Is an agenda item at all Governor Meetings.
- Headteacher and Admin Officer work alongside EWO to offer support to families causing concern.
- School works alongside EWO to send letters to families whose attendance is a concern.
- Any pupils on part-time timetables are reported to EWO and reviewed half-termly by Headteacher and SENDCo
- No term-time holidays are authorised.
- Headteacher responds with a letter to all term-time requests.
- Chair of Governors has written to parents on a number of occasions about the importance of good attendance and direct correlation with attainment.
- Headteacher builds good relationships with families causing concern.
- Is included on termly written reports to parents and highlighted if it is a concern.
- Is included in weekly newsletter to parents.
- Worked with LA to ensure new attendance guidance in place by Sept 2023.
- Appointed an Attendance Lead to work closely with families and LA.
- Appointed an Attendance Link Governor.

Next Steps:

- Headteacher to continue to meet with families at or below 90% for current term and expect improved attendance before end of next term.
- Work with Attendance Link Governor to monitor attendance and procedures.
- Governors to discuss process of issuing fines (Fixed Penalty Notices) with LA.
- Continue to track attainment of pupils with poor attendance.
- Track attendance termly of disadvantaged pupils, pupils with SEND, year groups and gender.

Ensure that the school's curriculum is refined to deepen pupils' knowledge, understanding and skills across a wider range of subjects	• Subject Leaders appointed. • CDP for Subject Leads. • SDP focus on 3 subjects per year on a rolling programme to ensure embedded and consistent improvements across the school. • TDMs (Staff Meetings) closely linked to SDP to ensure focus and time for teachers to embed changes. • National Curriculum objectives covered in Holy Trinity Curriculum. Subject Leads choices reflect needs of HT pupils. • Leaders monitor all subjects closely to ensure pupils' skills, knowledge and understanding is planned for and taught consistently across the school. • Subject Leaders provide reports to Governors on a rolling termly programme to ensure Governors are aware of curriculum content. • Our website Curriculum page contains subject specific information regarding coverage of a wide range of subjects at Holy Trinity. • Foundation subjects (especially History and Geography) are linked closely with writing to ensure pupils are experiencing a wide curriculum with deeper understanding. • All subjects' data tracked. • Subject leader monitoring feeds into SDP. • Parent questionnaire states 95.3% agree or strongly agree that a good range of subjects are taught. • Specialist PE provision. • Specialist Spanish in KS2 provision. • KAPOW scheme of work purchased for Art & Design, Design Technology and History • Purple Mash scheme of work purchased and in place for Computing • Charanga scheme of work in place for Music • Subject Association membership for History and Design Technology to support teachers' subject knowledge and planning. • 'Essential Knowledge' for each subject identified by Heads Team to ensure pupil retention and understanding. • 'Holy Trinity Curriculum' designed by Heads Team ensures a sequenced, progressive curriculum that is bespoke for Holy Trinity pupils. • Planned repetition of previous skills and knowledge in Holy Trinity Curriculum to check retention. • Governors Curriculum Workshop to share Holy Trinity Curriculum in detail with subject leads. • Updated the Curriculum information available on our website to reflect the revised Holy Trinity Curriculum. • Curriculum Information Evening for parents. • CPD (training and coaching) for staff on WalkThru project **Next Steps:** • Continue to evaluate assessment practices in foundation subjects. Continue to provide leadership time on a regular basis for all subject leads to monitor their subject purposefully. • Monitor retention of essential knowledge. • Continue to provide CPD for all teachers via WalkThrus project (3 year plan).
Ensure that pupils' progress in writing is further accelerated so that more pupils achieve the highest standard in writing, particularly	• Writing attainment tracked for all and for identified groups. • The Write Stuff approach to teaching writing in place across Y2 – Y6. • CPD for teachers & TAs to deliver TWS. • Resources and training materials funded to deliver TWS. • Catch-up funding used to employ a tutor to focus on delivering additional writing sessions for identified pupils.

middle-attaining pupils and most able.

- Autumn 2023 and on-going, catch-up funding used to employ a teacher to focus on delivering phonic interventions for identified pupils in KS1 and KS2 children.

- Arrange topics in the curriculum in the school year to be able to apply GPS skills taught later on in the year (especially history topic as this offers lots of writing opportunities for application of writing skills)
- Writing is a focus target for Performance Appraisals (on-going).
- Parent workshop provided but take up was poor.

	2017	2018	2019	2020	2021	2022	2023	*2024*	*2025*
KS1 GDS writing	30%	33%	17%	27%	13%	13%	16%	*30%*	*33%*
KS2 GDS writing	17%	27%	13%	13%	14%	10%	10%	*30%*	*25%*

Next Steps:
- Continue to mitigate the impact school closure has had on the progress of writing by providing additional interventions in writing.
- Using the school website, provide parents with information about how TWS is delivered in lessons so that they are confident in supporting their children with writing.
- Continue to track progress of groups in writing.
- Opportunities for extended writing pieces in other curriculum subjects to be able to apply skills taught.

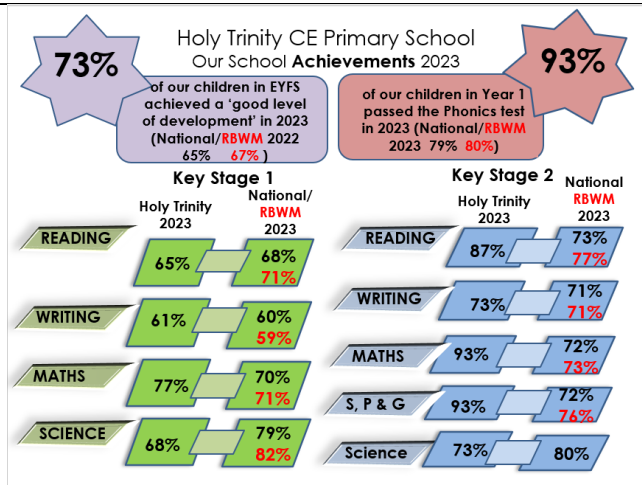
Evaluation schedule (link to full doc here) Grade Descriptors for: **THE QUALITY OF EDUCATION**	**Review of action**	**Evidence to support this evaluation**
Intent: Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.	Throughout Autumn 2022 we reviewed our curriculum to fit the **needs of our pupils and our school vision.** We aim to build upon what pupils already know and ensure differences in learning are addressed. All curriculum subject areas have been reviewed to ensure children experience a broad and progressive curriculum that is knowledge rich. Subject leaders have received training in creating the 'intent' statements for their subjects based on the whole school vision and whole curriculum intent statements. These have been established and agreed by all teachers for each subject.	Our curriculum offer is at least good. The intent of our curriculum is to ensure children achieve well in a nurturing environment to enable them to become responsible and well-educated citizens. Leaders have an accurate, evaluative understanding of current curriculum practice in their subject and have identified appropriate next steps (taking into account any impact of COVID-19) to improve curriculum quality and develop curriculum expertise across the school – see SDP and HUGGS.

The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.		Curriculum plans indicate progression of skills and knowledge expected to be attained each year. This is the basis for planning. They also include essential knowledge to be retained in order to progress to new learning. Curriculum leaders have received training from SENDCo to develop understanding of how the curriculum can be adapted for children with SEND. The wider curriculum is regularly taught, subject coverage and progression planning ensures we **embed our vision** so the learning experience **is coherent and progressive.** *(See Headteacher's Termly Reports for details of actions and impact including Governor's visits).* We are currently working as a staff to develop pedagogy and using WalkThrus as a vehicle for professional development. This is incorporated into weekly Teacher Development Meetings and Performance Appraisal conversations.	Leaders at all levels know the school's curriculum intent- link Governors visit subject leaders, attend whole school curriculum workshops and subjects are reported on cyclically in the Headteacher's Termly Report. Curriculum leaders have opportunities to work alongside other subject leads or experts to ensure their curriculum area is ambitious. Subject Association Membership supports subject leader's and teacher's subject knowledge. Curriculum leaders now present subject overviews to the Governors via the Headteacher's Report and the Curriculum Workshop. Action plans (HUGGS) have been written by curriculum leaders to ensure our curriculum is constantly under review and areas for development are identified and included in the SDP. Leaders have completed progression documents to ensure pupils **know more**, **remember more** and can do more as they progress throughout the school. Holy Trinity Curriculum documents demonstrate the coherent and sequenced nature of planning across the school. Available on our website here. Knowledge organisers are produced for every subject to show the milestones each child is expected to achieve when completing each part of the curriculum. Also published on our website. November 2023 Headteacher was approached by RBWM to host Spotlight on Schools with a focus on Holy Trinity Curriculum and the process we have undergone. Feedback from Headteachers was positive. *(See Headteacher's Termly Reports for details of actions and impact including Governor's visits).*
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.			
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.			
The work given enables pupils to achieve the aims and ambition of the			

curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge. Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.		
Implementation:		
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise Teachers present subject matter clearly, promoting **appropriate** discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	Teachers have the subject knowledge to teach the subjects they teach. Curriculum leaders support teachers through the use of schemes such as Charanga for Music, Kapow, Purple Mash or through coaching. *(See Headteacher's Report for details on CPD)* Leadership time for Assistant Heads 1.5 days per week -released to drive through whole school improvements and ensure **consistency of core subjects**– this includes pedagogy and curriculum knowledge. AHT lead phonics/Early reading, English and assessment. AHT leads English and has supported staff to use The Write Stuff approach to teaching writing across the school. Also, to provide support for parents to use the approach at home. The detailed Holy Trinity Curriculum documents produced by the Heads Team enable teachers to plan sequential lessons which build on what has been taught before and ensure mini assessment tasks are built in to ensure pupils remember and can recall essential knowledge. LA Moderation of writing at KS1 and KS2. Cluster moderation of writing. Implementation of Essential Letters and Sounds (ELS)(Sept 2022) has provided comprehensive training and resources for EYFS and KS1 staff. Staff have also provided support for parents. Y2 resources implemented Sept 23.	Learning walks, with book scrutinies, have been carried out by the Heads Team and Subject Leaders. Feedback has been shared collectively and action taken. Staff meetings / training schedule has been adapted in light of findings. *(See Headteacher's Report for details on CPD)* Current Strengths (through regular monitoring): • Lessons are well thought through and planned in accordance to our principles of pedagogy • Pupils understand clearly what they were trying to learn and how it relates to past and present learning • Children are encouraged to think about learning through paired discussions. • The vast majority of children are eager to learn and show good behaviour for learning. • Classrooms displays are intentionally designed to foster learning. • Learning behaviour is at least good. • Pupil- teacher relationships are extremely strong. • The teaching of Early Reading is systematic and children independently read decodable books at home.

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. Reading is prioritised to allow pupils to access the full curriculum offer.	Assessment analysis and data input tasks by Assessment Lead not class teachers to reduce workload. Use of NTS assessment provides manageable and indicative data. Review of times of school day and timetables. By opening slightly earlier, we are able to use the additional time to provide interventions or ensure essential knowledge is retained. Moving Collective Worship daily has also ensured learning time is being maximised. All curriculum leads and Heads Team have created knowledge organisers for teachers, pupils and parents to use when teaching each subject. Observations show teachers present subject matter clearly. Learning Monitoring by leaders focuses on SDP, WalkThrus focus techniques, school vision and T&L policy. Trips and visits are imperative to our curriculum: these wider experiences, although time consuming for teachers to plan etc. are invaluable in capturing the **joy of learning** and allowed children to apply their knowledge. Children continue to experience these both virtually and in real-life. Standardised assessment program (NTS) used from Y2 to assess what children are committing to long term memory: What had they really learnt? Have they **achieved success?** These assessments take place termly i.e. 3 times a year. Early reading is prioritised and there is a **cohesive** approach to teaching phonics and early reading to ensure pupils become fluent and accurate readers as early as possible. Leaders and teachers are determined that every pupil will learn to read. Younger pupils learn phonics early on and use this knowledge when reading. Teachers give pupils reading books that help them practise the sounds that they have learned. Leaders check that any pupil who is falling behind gets extra support. This closes the gaps in these pupils' phonics knowledge and helps them with their reading. Children take home books to read which are matched to the phonic sounds they have been taught that week. As children progress beyond the phonics scheme, their reading attainment is continually assessed using benchmarking and this is used by teachers to identify	• Reading is now more focused on teaching objectives identified from assessments – closing the gap. • The quality of presentation and pride in books is good. To further improve: • Quantity of work in books- building children's writing stamina after lockdown. • The use of modelling throughout key stage two using The Write Stuff approach. • The use of extended pieces of independent writing across the curriculum to ensure pupils have opportunities to apply writing skills. Medium term planning show sequential lessons based on Holy Trinity Curriculum documents. Standardisation training has ensured teachers are confident that their assessment of work in books reflects those of other schools across all classes. Timetables evidence the full coverage of the national curriculum throughout the week: English and Maths are not always taught in the morning, wider curriculum areas are given equal status. Changes to our approach to teaching writing continue to improve focus learning for more-able children. English lead has observed more opportunities for evaluation and editing of text- improving the quality of writing and enabling children to achieve a Greater Depth standard. Maths: A focus on fluency has developed maths standards particularly in KS2. There has been a promotion of maths reasoning. The vast majority of Reception class and Year 1 parents attended training in 'phonics and how to help your child become an early reader' (September 2022 and September 2023).

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	gaps in attainment and address these through guided reading sessions. This also ensures pupils reading is matched closely to their ability and need. Training delivered by English lead and LA on teaching of writing. Baseline assessments are taken and regularly checked at intervals across the term. Together with spelling ages, this all helps to inform the progress being made by children with **SEND.** The Phonics leader has time to observe and coach teachers of phonics to ensure **high consistent standards,** despite staff changes. Phonological awareness is a priority for children as soon as they begin in Reception class and this has been a focus for staff training and development. Fortnightly TA Meetings have enabled key messages to be shared and TAs have become better equipped to question, manage behaviour, adapt and challenge children's learning. Continue regular monitoring of TA support.	Interventions are now strongly driven by the class teachers and the communication between their TA means that they are better able to deliver quality sessions that enable children to learn with reading. Tracking and assessment of phonics has meant children in Year 2 continue to be taught within the phonics scheme to ensure their knowledge is embedded and they develop fluency when reading. ELS resources for Y2 introduced Sept 23. New teaching of reading resources for Y2 to Y6 introduced Sept 23. RE Leader is part of a Diocesan price of work to re-write the scheme of work collaboratively with RE specialists. WalkThrus are focused on solving learning problems tailored to Holy Trinity. These strategies ensure consistency in behaviour management and pedagogical approaches. This is the start of a 3-year project.
Impact: Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	Internal assessments inform regular Pupil Progress Meetings which enable the Heads Team to pinpoint pupils who need intensive support and are expected to make accelerated progress. Use of summative assessments which are standardised reinforces teachers' judgements and enables gaps in retained knowledge to be identified to inform teaching. The SENDCo meets with class teachers to specifically focus on needs of SEND pupils and review their **progress.** Any pastoral needs are recorded and actioned via DSLs or ELSA support.	

Teacher assessed grades from 2020 and 2021 will not be used to assess impact.	Transition is clearly planned. Home visits for all new pupils to YR. Children in Year 6 were supported by ELSA and various day's transition workshops to their new schools were also provided for all Year 6 children. This ensured that they were **ready for the step up to secondary school.**	 *See Data Pack for further analysis.* *See Termly Data Analysis for tracking groups and 3-year trends.*
Pupils are ready for the next stage of education. They have the knowledge and skills they need Pupils with SEND achieve the best possible outcomes.		
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.		

The Quality of Education Summary
As a consequence of strong curriculum leadership, a coherently planned and sequenced curriculum ensures children meet our vision, flourishing academically and becoming confident individuals.
As a consequence of a clear curriculum intent which prioritises reading, we can meet our vision and ensure children 'do good and are happy'.

Evaluation schedule Grade Descriptors for: **BEHAVIOUR AND ATTITUDES**	**Review of action**	**Evidence to support this evaluation**
The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.	**School vision and values** are used to reinforce good behaviour. *See Headteacher's Report for detailed actions for Behaviours and Attitudes and policy reviews.* The effectiveness of **safeguarding procedures** has been further **strengthened.** The following are examples of action taken; *See annual DSL report to Governors also.* • Introduction of CPOMs to record all Safeguarding concerns and behaviour incidences, hold all records and link behaviour and attendance. • New Induction procedures (and Staff Handbook) are in place for all staff members and **Safeguarding Induction** for new staff is carried out. • Annual safeguarding audit completed with safeguarding Governors. LA safeguarding audit of school taken place September 2023. Termly safeguarding visits from Safeguarding Governors. Outcomes shared with Governing Board. • Where SEND needs have impacted upon individuals' behaviour the Headteacher and SENDCo have worked together to challenge the local authority and support parents in gaining support. • There is an increase in the offer of Early Help support, by the family support workers, before families reach Social Care. • Frequent opportunities are made to support children's understanding of how to keep themselves safe on-line and within the community. Internet Safety is threaded through the curriculum and is a particular focus in Computing lessons and PSHE. See Safeguarding in the Curriculum at Holy Trinity doc. • Senior Mental Health training completed by Assistant Headteacher. • Supervision meetings regularly take place between DSL and deputy DSLs in which all monitoring and open cases are reviewed and the culture of safeguarding in the school is evaluated. **ATTENDANCE** • Attendance Governor link undertaken visits. • Participation in Attendance Network sessions provided by LA. • Termly tracking of various groups (including persistent absence) and reported to Governing Board. • EWO support to advise appropriate actions school to take regarding tackling concerning absences. • Attendance Policy reviewed.	Management of behaviour is consistent across the school -it is constantly reviewed. **Recent Parent Survey (October 2023)** ✓ 96% of parents stated their child enjoys school. ✓ 97% of parents stated the school keeps their child safe. ✓ 94% of parents stated their child feels cared for by the staff at school. ✓ 97% of parents stated the believe there is a good standard of teaching at the school. ✓ 48.5% of parents stated the school deals well with any suspected bullying (47% didn't know). ✓ 97% of parents believe the school has a good reputation locally. ✓ 91% of parents believe the school helps their child to achieve as well as they can, receiving good support for their learning. ✓ 92% of parents are happy with the range of subjects taught (6% didn't know) ✓ 90% of parents are pleased about the information they receive in termly reports, parents meetings, etc. (6% didn't know) ✓ 90% of parents agree the school encourages their child to adopt a healthy lifestyle. (9% didn't know) ✓ 96% of parents feel welcome when they contact the school (3% didn't know) ✓ 92% of parents believe the school respond if they have questions or concerns (3% didn't know) ✓ 94% of parents believe the school is well led and managed (3% didn't know)
Leaders, staff and pupils create a positive environment in which		

bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	The teaching of Christian values through Collective Worship and rewarding values through celebration assembly. Behaviour Policy reviewed and re-written incorporating contributions from staff and pupils. To be ratified by FGB in March. 	Walk throughs demonstrate a calm and purposeful environment. Year 6 buddies have shown considerable care for younger pupils and this was particularly commented on by parents new to the school who reported that their children had been talking about their buddies and felt very confident around the older children in school. Any incidents of bullying have quickly been addressed. Anti-bullying lessons mean children are able to identify and seek support if they witness bullying. The case of bullying was reported by a fellow pupil who said they knew this was bullying because of what they had been taught and they 'mustn't stand by'. CPOMS used to record any serious behaviour incidents and actions as a result. Including communication with parents, Governors and LA.
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.		Values are embedded in the narrative of the school staff, children and parents.
Pupils' attitudes to their education are positive.		

They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.		
Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).		
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.		

Summary of Behaviour and Attitudes

As a consequence of the purposeful use of an approach of 'do good and be happy', strong relationships between pupils, staff and parents have developed; enabling us to meet the school vision and create a safe, nurturing environment, inspiring compassionate, confident individuals.

Evaluation schedule Grade Descriptors for: **PERSONAL DEVELOPMENT**	**Review of action**	**Evidence to support this evaluation**
The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader **development**. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	School **values are embedded** through Collective Worship, class displays, newsletters, lessons and the curriculum. School vision- created and shared with pupils, parents and community. Opportunities for developing cultural capital and becoming more involved in our community is part of subject leaders' curriculum vision documents. Pupils experience a range of trips and visits. *(See Headteacher's Reports for details)*. The children performed for a local adult day-care centre for Christmas. Pupils take on leadership roles supported by staff and have an impact on the school e.g. planting, buddies, playground activities, sporting challenges, inter-house competitions, reviewing and leading collective worship, showing prospective parents around. Our behaviour policy is positive – house points, dojos and continually revisited and refined. Worry boxes enable children to have an opportunity to book time with an adult to share their worries. Assemblies are value-based and develop pupils' understanding and development of values to promote citizenship. Long-term rolling programme of collective worship to teach values and reflect on Christian teaching in the Bible to frame values. PSHE curriculum planning maps out places in which school values are explicitly taught. SCARF and NSPCC workshops impact on pupils' health and wellbeing. Pupils as leaders- Spiritual Leaders, Buddies, Head boy/girl, Digital Leaders, Librarians, House Captains, Eco Warriors, School Council, Makaton Masters & Wellbeing Ambassadors. **Developing our resilience** - Bikeability, participation in sporting and other competitions with other local schools, swimming, public speaking opportunities through church services and assemblies. Our **ELSA provision** includes nurture group and friendship groups and provides a pastoral support programme for pupils in need (measured by Boxall profiles). This is well planned to meet the needs of the children and includes reintegration support. It is supplemented by a qualified children's counsellor (Number 22) to provide support where needed.	Vision and values underpin the way in which children and adults behave across the school. Lesson observations and walkthroughs demonstrate school values on display. 'Living the Vision' awards recognise and celebrate members of our community who 'do good' in our community. Children and staff use the values in everyday conversations in school. Reduction in behaviours relating to discriminatory remarks. Pupils visit numerous places of cultural interest which they or their families have not visited. Pupils can take part in a variety of clubs. Clubs offered include: football, netball, gymnastics, tennis, multi-sports, Zumba, basketball, martial arts, skateboarding skills, guitar, yoga, craft, art, cooking, fencing, French, Spanish, Homework support. Disadvantaged children have been given priority to attend these clubs. Opportunities for pupil roles and responsibilities ensure children are given responsibility and take part in the running of the school. RHSE policy and curriculum is in place - consulted with parents and on website. Changes to school meal provision means children have more choices regarding their own lunches and healthy options are available.

The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.	Annual NSPCC assembly and workshops in all KS2 classes. Annual SCARF sessions for all year groups to promote health and wellbeing learning for all children. Developing links with our local community: • school council fundraising for NSPCC • supporting Children's Society with fundraising at Christmas Services • choir visit to hospice • Ongoing work with Sunningdale Foodbank (both as referrers and collectors) • Links with secondary schools for support/challenge in identified curriculum areas, visits to enrich our curriculum (puppet making, theatre performances, maths challenges, sporting competitions, debating events) • Links with local pre-schools and nurseries to support transition but also to provide links for events such as Nativity and Sports Day. • Links with Sunningdale Council – performing at community events (Christmas Light Switch On) • Entering events and competitions organised by Ascot Race Course (artwork, photography) • Entering competitions run by Windsor Flower Show Open door policy for families ensures good relationships between professionals and parents are modelled. Days such as Sports Day, Class assemblies, services, workshops for parents invite parents into school. Staff model going 'above and beyond' for pupils and their families- driving to food banks, collecting clothes etc. Senior Mental Health Lead and 2 x Mental Health First Aiders trained to support staff and pupils in need of support. Pupils engage with views different from their own: • Diversity explicit links identified and delivered throughout curriculum to ensure exposure and understanding of cultural differences. • Celebration of other cultures through Collective Worship and visits/visitors. • RE curriculum has explicit teaching and learning about cultures and faiths. Growth Mindset approach to learning encourages all pupils to develop their resilience and independence to their learning. Opportunities for pupils' to develop their perseverance, resilience and self-confidence provided when they go on their residential trips in Year 4, Year 5 and Year 6.	Pupils recognised for 'Living the Vision' – doing good deeds for others (charity fundraising, helping those in need) and sharing happiness. *See Siams Evaluation* Eco Warriors (gardening club run by a parent volunteer) won a competition for 'No Dig'. This project also provides enterprise opportunities for pupils to grow and sell produce. See our website here.
The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.		
The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.		
The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.		
The school promotes equality of opportunity and diversity		

effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.		
Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.		
The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.		

Summary of Personal Development
Pupils are offered a range of opportunities to develop their life skills and characters via extra-curricular provision, experiences like competing with peers, activities on residential trips and daily social skills.
Visitors and community members often comment on the 'ethos' of the school, promoting caring and inclusive individuals ready for their next steps in life.

Evaluation schedule Grade Descriptors for: **LEADERSHIP AND MANAGEMENT**	**Review of action**	**Evidence to support this evaluation**
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This	All leaders are ambitious for the children and providing them with a high-quality learning experience. **Our current priority is to embed our Holy Trinity Curriculum so that the learning experience is coherent.** The School Development Plan is ambitious but well matched to the needs of the school.	Evidence of our shared vision: • Parent response in the pandemic • Behaviour policy • Supporting families in the pandemic & beyond

is realised through strong, shared values, policies and practice.	Our vision and values are established. There are **strong shared values** in school, modelled by leaders. The Headteacher works with an external consultant and LA to continually challenge her own practice and seek out the best practice of others. Recovery Premium funding is planned carefully to provide additional tutoring in small groups or individuals incorporating objectives from the Pupil Premium Strategy. Developing curriculum leaders' skills has been central to SDP. **CPD and training** for subject leaders; ensuring they have a path of progression and development *(see Headteacher's Reports for details of CPD)*. CPD is planned to ensure teachers receive focussed professional development linked to their Performance Appraisal and SDP. **Well-being leader** responsible for ensuring workload is manageable for teachers and stress is managed and reduced. Heads Team regularly consider ways of reducing teacher workload. **Staff workload** has been reduced by: • Giving curriculum leaders time to complete subject leadership monitoring – dedicating staff meetings to this • Planning in weekly subject leader time in order to undertake responsibilities • Heads Team overhauled curriculum providing detailed planning for teachers • Heads Team and SENCO inputting assessment data not teachers We liaise with many outside agencies in order to achieve the right support for our pupils including RBWM, Surrey and Bracknell Social Services, CAMHS, paediatrics, Family Support Service, Early Help Hub, NHS Speech and Language. *(See SENCO Annual Report and Headteacher's Report for further detail)*. **Governors challenge** internal data querying any dip in progress and asking how the **curriculum** is improving attainment. Data analysis of identified groups (SEND, Disadvantaged) presented to Governors termly. Link governors meet with curriculum leaders to review subject action plans (HUGGS) and **whether they meet the school's vision.** Leaders have addressed any complaints regarding staff behaviour quickly and effectively to prevent bullying or harassment in the workplace. It is made clear that gossip is not tolerated but an open-door policy is in place for all grievances no matter how minor. A procedure for reporting low level concerns has been put in place.	• Prioritising the teaching of the most vulnerable during the pandemic • Inclusion of all world views and faiths • Holy Trinity Curriculum • Collective worship • Voluntary acts of 'doing good' in the community 3-year project in partnership with WalkThrus commenced Sept 23. This will be a collaborative approach to CPD with and through staff via coaching and monitoring. areas of priority identified and CPD time allocated to ensure its impact is effective in developing teachers' pedagogical skills. The parent questionnaire (October 2023) evidenced the vast majority (94%) of parents agreed or strongly agreed that the school was 'well led and managed'. (3% 'didn't know'). Teachers report feeling well supported by leaders - wellbeing a focus in Performance Appraisal conversations.(Performance Appraisal). The development of mental health first aiders and a Senior Mental Health Lead has supported all staff in their pastoral duties and personal concerns. Feedback from staff questionnaire around workload indicated suggested areas for improvement. As a result we have: • Moved Parent Consultation Meetings to start earlier therefore not finish past 5pm. • Heads Team have completed overhaul of our curriculum to produce Holy Trinity Curriculum. This has significantly reduced workload for subject leaders and teachers.
Leaders focus on improving teachers' subject, pedagogical and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.		
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do		

not allow gaming or off-rolling.	Leaders ensure that the additional funding for physical education (PE) and sport is used to good effect. The funding is used to ensure that pupils have access to high- quality PE teaching and play resources, for sports coaching for pupils and staff, and for participation in sports events and activities, including catch-up swimming. Governors ensure that school meets its statutory duty. A governor is responsible for oversight of Equality and all governors are Prevent and Safeguarding trained. Safeguarding is evident in the culture of the school – online system for record keeping CPOMS (introduced Jan 23). Staff are well trained to spot any changes to pupils' behaviour. They know what to do if they think that a pupil is at risk. Children are taught how to keep safe, signs of abuse and keeping themselves safe online in the PSHE and Computing curriculum. A safeguarding audit (conducted by LA) (voluntarily requested) by the Headteacher demonstrated exemplary practice in safeguarding throughout the school. Early help is sought for pupils and families are well supported by school. We have continued to challenge social care. We have employed our own child counsellor to provided additional support to our ELSA provision. The Health and Safety policy is reviewed annually and all H&S policies are updated. *See Headteacher's Report for details of H&S training.* The governor responsible for health and safety visits the school and also inspects all management of premises documents – reporting this to the FGB.	• Subscription to schemes of work for History, Computing, Music, Art & Design and Design Technology reduces teachers' planning and preparation workload. • Subject leaders in receipt of weekly leadership time to undertake these duties. Staff are trained to keep children safe when considering medical needs. Staff are trained to keep the premises safe and reporting procedures are used to ensure near misses are acted upon so accidents are prevented. The DSLs maintain a register of Open Cases (anonymously shared with the safeguarding governor) to show pupils at risk and how we are supporting them to receive the help they need. DSLs meet regularly to share cases, progress and support/challenge each other. CPOMS has been implemented and has streamlined the reporting and record keeping process in school. LA safeguarding audit evidence of robust safeguarding practices and duties fulfilled. The DSLs continue to regularly attend core groups, child in need meetings and conferences to support our most vulnerable families. ***The school is unrelenting in their demand for safer care of the children***. *See annual DSL report to Governors.* Collection of new records from previous school is following all the appropriate/effective procedures in line with KCSIE.
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.		
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues.		
Leaders protect staff from bullying and harassment.		

Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.		SCR up to date – has been monitored by the safeguarding governors and LA. Health and safety policies are up to date and staff know these.
Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.		
The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.		

Summary of Leadership and Management

- As a consequence of leaders developing and embedding a clear shared vision, there is a drive across the school to provide high quality education to all children.
- As a consequence of ambitious leadership and management there is a thoughtfully constructed curriculum which is evolving to ensure it meets the school's vision of a school that 'is an inspirational place of learning… providing an optimum learning environment.'
- Because of the strong leadership of the provision of pupils with SEND, these children make good progress fulfilling our vision that 'every child can flourish'.
- Because of the redistribution of governance roles, the governing board can be sure the school fulfils its statutory duties and takes into account succession planning.
- Because of the school's shared vision and good communication between school leaders and the governing board, governors are able to hold leaders to account for the quality of education.

However, there have been constraints on opportunities for leaders to monitor their subjects due to staffing absences. Heads Team are aware and have adjusted future CPD and staff meeting time accordingly. This will remain a point of monitoring.