

Primary Inspection Data Summary Report

Holy Trinity CofE Primary School, Sunningdale	URN: 110018 Laestab: 8683322
Headteacher: Mrs Jo Griffith	Type of education: Voluntary Aided School
Local authority: Windsor and Maidenhead	Phase of education: Primary
Pupils: 231	Academy trust or sponsor:
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Aileen Boaler
Ages: 4-11	School website: http://www.holytrinityschsunningdale.co.uk
Denomination: Church of England	Postcode: SL5 0NJ

Report information [Guidance](#)

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

Release date: 7 June 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to COVID-19, performance related data within the IDSR still relates to 2019. Contextual information has been updated to 2020 as it was collected prior to the COVID-19 outbreak.

Areas of interest [Guidance](#)

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 alongside each section.

Reading

KS2 progress [Guidance](#)

- 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 (all key stages) [Guidance](#)

- 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.
- 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.
- 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.

- Early years foundation stage attainment of the expected standard in the reading early learning goal (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019, as well as in 2018.

Writing

KS2 progress Guidance

- 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 (all key stages) Guidance

- 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.
- 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.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard writing early learning goal in 2019, therefore no conclusions can be drawn from this data.

Mathematics

KS2 progress Guidance

- 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 (all key stages) Guidance

- 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.
- 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.
- There is nothing significant or exceptional to highlight for the early years foundation stage attainment of the expected standard mathematics early learning goals in 2019, therefore no conclusions can be drawn from this data.

Other attainment measures Guidance

- 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.
- There is nothing significant or exceptional to highlight for the percentage achieving a good level of development in the early years foundation stage in 2019, therefore no conclusions can be drawn from this data.

Absence (whole school)

Autumn 2020 absence Guidance

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

- There is nothing significant or exceptional to highlight for overall absence in autumn 2020, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in autumn 2020, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.

Absence for 2018/19 and earlier Guidance

- 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.

Exclusions (whole school) Guidance

- There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for repeat fixed period exclusions in 2018/19, therefore no conclusions can be drawn from this data.
- The 1 pupil with at least one fixed period exclusion in 2018/19 was excluded on more than one occasion but fewer than 10.
- Of the 2 fixed period exclusions in 2018/19, both were for **persistent disruptive behaviour**.
- There were no permanent exclusions in 2018/19. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Pupil groups [Guidance](#)

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- No sentences about performance data have been generated for pupil groups
- Persistent absence for pupils whose first language was not English (20.0%) was in the **highest** 20% of all schools in 2018/19.

School and local context

School level Guidance

		2018	2019	2020	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	231	230	231	■	■	■	■	■
	Nat	281	282	281					
% FSM6 pupils	Sch	10	11	11	■	■	■	■	■
	Nat	24	23	23					
% SEND support	Sch	13.4	16.1	10.4	■	■	■	■	■
	Nat	12.4	12.6	12.8					
% SEND EHC plan	Sch	1.7	2.6	3.0	■	■	■	■	■
	Nat	1.4	1.6	1.8					
% of EAL	Sch	7	5	4	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	81	82	76	■	■	■	■	■
	Nat	86	86	81					

MAT/LA level information Guidance

As at December 2020:

- this school is maintained by Windsor and Maidenhead local authority which maintains 31 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 Dec 2020, the LA grade profile was:
 - outstanding - 11
 - good - 26
 - requires improvement - 2
 - inadequate - 0
 - not yet inspected - 0

School workforce Guidance

According to the November 2019 school workforce census:

- in 2018/19, 38.5% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2018/19, 3.8 days on average were lost to teacher sickness absence compared with a national average of 4.1.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:
 - 68%: White - British
 - 10%: White - any other White background
 - 6%: Mixed - any other mixed background

Local area Guidance

- 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 Guidance

- In 2018/19, the school had a revenue reserve of £27,254.
- In 2018/19, this school had a positive in-year balance (£6,734), following a year in which expenditure exceeded income.
- In 2018/19, this school had a per pupil spend of £4,484, an increase of £13 per pupil from the previous year.
- In 2018/19, this school received £965,952 in grant funding, £327,499 less than the national average.

Year group context 2019 (Primary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	30	NA	NA	NA	10	18	3	21
Y2	30	NA	NA	NA	7	20	17	21
Y3	51	7/8/10	16/26/23	28/17/18	16	24	0	21
Y4	30	4/6/5	16/14/16	9/9/8	7	26	7	21
Y5	29	5/7/6	12/12/13	9/7/7	28	29	7	22
Y6	30	0/2/1	20/19/21	10/9/8	3	30	3	21

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Above	-	Above	-	-	-
Writing	Above	-	Above	-	-	Above
Mathematics	-	-	-	-	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 9

SEND primary need	SEND Support (33)						EHC Plan (6)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	2	2	0	1	0	0	0	0	0	0
Moderate Learning Difficulty	0	2	2	2	2	3	0	0	0	0	0	1
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	2	0	1	1	0	0	0	0	0	0	0
Speech, Language and Communication Needs	0	3	2	0	0	0	0	2	1	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	2	0	0	0	1	0	0	0	0	0	0	1
School Support NSA	0	1	0	0	2	2	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	1	0	0	0	0
Year group totals	2	8	6	5	6	6	0	3	1	0	0	2

Year group context 2020 (Primary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	30	NA	NA	NA	7	18	0	21
Y2	30	NA	NA	NA	10	20	0	21
Y3	30	3/9/3	13/16/18	13/5/9	10	24	13	21
Y4	52	6/8/9	18/26/24	27/17/18	19	25	0	21
Y5	30	5/5/4	14/14/16	10/10/9	3	27	3	21
Y6	30	5/7/5	11/11/13	9/7/7	23	29	7	22

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			Above	Above	-	-
Writing			-	Above	-	-
Mathematics			Above	-	-	-

* Year 1 and 2 prior attainment has not been possible to calculate as 2020 data has not been available.

SEND characteristics Guidance

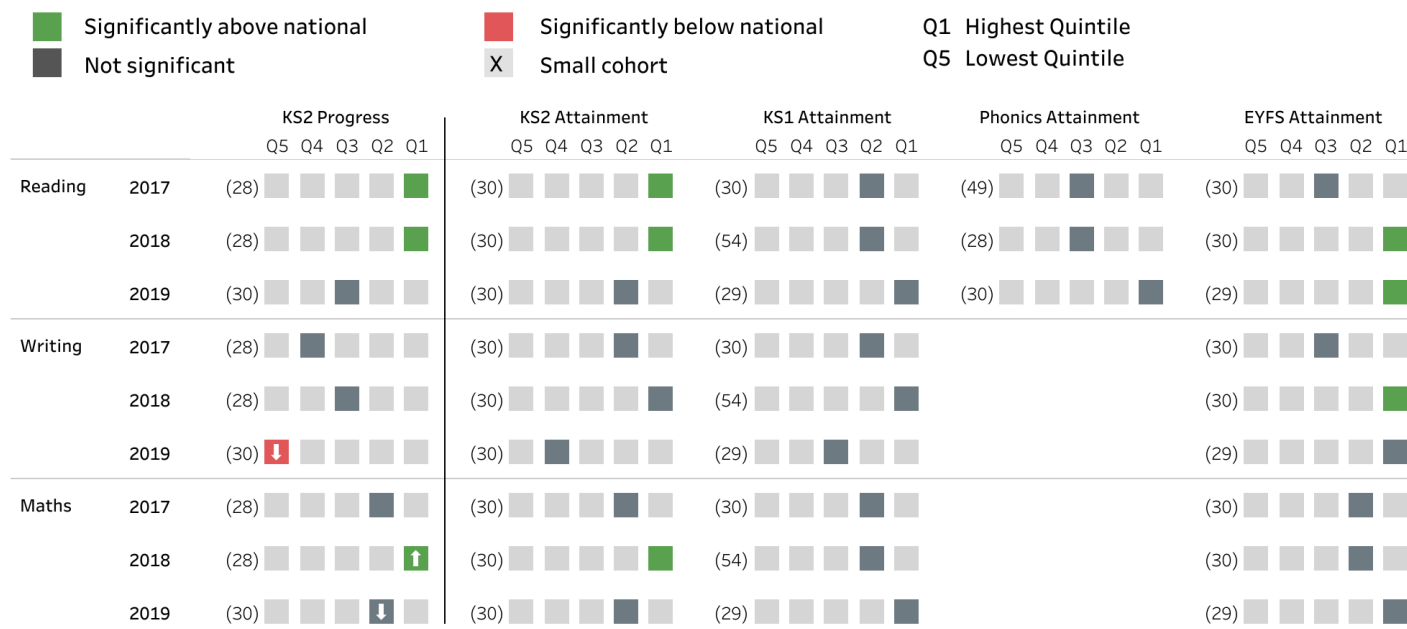
Type of resourced provision:

Number of pupils with SEND who are also disadvantaged: 9

	SEND primary need						SEND Support (24)						EHC Plan (7)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	1	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	1	0	4	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	0	0	3	1	0	0	0	0	2	2	0	0	0	0	1	0	0	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Disorder	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1
School Support NSA	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
Year group totals	2	1	8	4	4	5	0	1	3	2	0	1	0	1	3	2	0	1

Progress and attainment trend

Reading, writing and mathematics three-year trend [Guidance](#)



↑ Markedly higher than previous year (progress only)

↓ Markedly lower than previous year (progress only)

All attainment information relates to expected standard.

() represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.

Other attainment measures [Guidance](#)

