

BETA

This is a new service – your [feedback](#) will help us to improve it.[Home](#) > IDSR

# Holy Trinity CofE Primary School, Sunningdale

Church Road, Sunningdale, Ascot, SL5 0NJ

Release information: Final 2022 Phonics, Final 2022 KS1, Final 2022 KS2

Release date: 7 June 2023

|                    |                        |
|--------------------|------------------------|
| 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*).

**Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools.**



**This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic.

### Reading

## Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in reading in 2022.*

### ► Progress at key stage 2 – 2019 to 2017 (not directly comparable to 2022)

## Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in reading (90%) and the high standard (110+) in reading (51%) was significantly **above** national and in the **highest** 20% in 2022. Of the 59 pupils, 6 did not meet the expected standard.

### ► Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)

## Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard in reading in 2022.* Attainment of greater depth in reading (37%) was significantly **above** national and in the **highest** 20% in 2022.

### ► Attainment at key stage 1 – 2019 to 2017 (not directly comparable to 2022)

## Attainment in phonics - 2022

- *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.* Of the 30 pupils, 6 did not meet the expected standard. There were 1 pupil(s) that were screened in Year 2 in 2022; 0 of those met the expected standard.

### ► Attainment in phonics – 2019 to 2017 (not directly comparable to 2022)

## Writing

## Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in writing in 2022.*

### ► Progress at key stage 2 – 2019 to 2017 (not directly comparable to 2022)

## Attainment at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 attainment of the expected standard and greater depth in writing in 2022.*

### ► Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)

## Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in writing in 2022.*

## ► Attainment at key stage 1 – 2019 to 2017 (not directly comparable to 2022)

### Mathematics

#### Progress at key stage 2 - 2022

- *There is nothing to highlight for key stage 2 progress in mathematics in 2022.*

## ► Progress at key stage 2 – 2019 to 2017 (not directly comparable to 2022)

#### Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in mathematics (92%) and the high standard (110+) in mathematics (39%) was significantly **above** national and in the **highest** 20% in 2022. Of the 59 pupils, 5 did not meet the expected standard. Of these, 4 pupils had a score, with an average scaled score of 93.

## ► Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)

#### Attainment at key stage 1 - 2022

- *There is nothing to highlight for key stage 1 attainment of the expected standard and greater depth in mathematics in 2022.*

## ► Attainment at key stage 1 – 2019 to 2017 (not directly comparable to 2022)

### Other attainment measures

#### Attainment at key stage 2 - 2022

- Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (78%) was significantly **above** national and in the **highest** 20% in 2022. *There is nothing to highlight for reading, writing and mathematics achieving the key stage 2 high standard in 2022.*
- Key stage 2 attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (90%) and the high standard (110+) in the English grammar, punctuation and spelling test (54%) was significantly **above** national and in the **highest** 20% in 2022.
- *There is nothing to highlight for key stage 2 attainment of the expected standard in science in 2022.*
- *There is nothing to highlight for the average multiplication tables check score in 2022.*

## ► Attainment at key stage 2 – 2019 to 2017 (not directly comparable to 2022)

---

### Absence

#### Absence for 2021/22

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

► Absence for summer 2021 and earlier

---

## 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 2020/21, 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 2020/21, therefore no conclusions can be drawn from this data.*
  - *Across the whole school, there were no suspensions in 2020/21.*
  - *There were no permanent exclusions in the whole school in 2020/21. 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

- *For middle prior attainers, progress in reading (3.5) was significantly **above** national and in the **highest** 20% in 2022.*

### Key stage 1

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

## Absence

- *Overall absence for pupils in receipt of free school meals (12.1%) was in the **highest** 20% of all schools in 2021/22. Persistent absence for pupils in receipt of free school meals (50.0%) was in the **highest** 20% of all schools in 2021/22.*
-

## School and local context

### School characteristics

|                       | 2020                 | 2021                 | 2022                 |
|-----------------------|----------------------|----------------------|----------------------|
| School number on roll | Close to average 231 | Close to average 238 | Close to average 240 |
| School % FSM          | Below average 11     | Well below average 9 | Well below average 9 |
| School % SEND support | Below average 10     | Close to average 11  | Close to average 12  |
| School % EHC plan     | Well above average 3 | Above average 2.1    | Close to average 2.1 |
| School % EAL          | Below average 4      | Below average 4      | Below average 4      |
| School % stability    | Below average 76     | Below average 78     | Below average 77     |

### Local authority information

As of May 2023:

- this school is maintained by Windsor and Maidenhead local authority which maintains 28 primary schools, 2 secondary schools, 2 special schools, no alternative providers, 1 pupil referral unit and 3 nursery schools.
- the latest overall effectiveness grade for this school is good.

### Staff absence

During 2020/21:

- *There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (36%) in 2020/21. There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (39%) in 2018/19.*
- *There is nothing to highlight for days lost to teacher absence (2 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

### Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

### Finance

- In 2021/22, the school had a revenue reserve of £28k.
- In 2021/22, this school had a positive in-year balance (£33k).
- In 2021/22, this school had a per pupil spend of £4.9k.

- In 2021/22, this school received £1.1m in grant funding, £380k less than the national average.

## 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.

## Ethnicity whole school

This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:

- 70%: White - British
- 8%: White - Any other White background
- 6%: Mixed - Any other Mixed background

## Year group context

### Characteristics

|        | Number on roll       | % FSM               | % EAL                |
|--------|----------------------|---------------------|----------------------|
| Year 1 | 30                   | 10                  | 0                    |
| Year 2 | 30                   | Below other years 0 | 7                    |
| Year 3 | 30                   | 10                  | 0                    |
| Year 4 | 31                   | 10                  | 0                    |
| Year 5 | 30                   | 13                  | Above other years 13 |
| Year 6 | Above other years 59 | 14                  | 2                    |

### Prior attainment

|        | 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 | No data           | No data           | No data           |
| Year 5 | Close to national | Close to national | Above national    |
| Year 6 | Close to national | Close to national | Close to national |

## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 9

| SEND primary need                        | SEND support (27) |          |          |          |          |          | Total     |
|------------------------------------------|-------------------|----------|----------|----------|----------|----------|-----------|
|                                          | Y1                | Y2       | Y3       | Y4       | Y5       | Y6       |           |
| Specific Learning Difficulty             | 0                 | 0        | 2        | 4        | 0        | 2        | 8         |
| Moderate Learning Difficulty             | 0                 | 0        | 1        | 0        | 2        | 1        | 4         |
| Social, Emotional and Mental Health      | 0                 | 0        | 0        | 1        | 2        | 4        | 7         |
| Speech, Language and Communication Needs | 2                 | 0        | 0        | 0        | 1        | 0        | 3         |
| Autistic Spectrum Disorder               | 0                 | 0        | 0        | 1        | 0        | 1        | 2         |
| School Support NSA                       | 0                 | 0        | 1        | 0        | 2        | 0        | 3         |
| <b>Year group totals</b>                 | <b>2</b>          | <b>0</b> | <b>4</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>27</b> |

| SEND primary need                        | EHC plan (5) |          |          |          |          |          | Total    |
|------------------------------------------|--------------|----------|----------|----------|----------|----------|----------|
|                                          | Y1           | Y2       | Y3       | Y4       | Y5       | Y6       |          |
| Speech, Language and Communication Needs | 0            | 0        | 0        | 0        | 2        | 1        | 3        |
| Autistic Spectrum Disorder               | 1            | 0        | 0        | 1        | 0        | 0        | 2        |
| <b>Year group totals</b>                 | <b>1</b>     | <b>0</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>1</b> | <b>5</b> |

## Progress and attainment charts

## Reading, writing and mathematics - 2022

|                    | KS2 Progress                      | KS2 Attainment                    | KS1 Attainment                    | Phonics Attainment                |
|--------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>Reading</b>     |                                   |                                   |                                   |                                   |
| Significance       | Sig above national (54 pupils)    | Sig above national (59 pupils)    | In line with national (30 pupils) | In line with national (30 pupils) |
| Highest/lowest 20% | -                                 | Highest 20%                       | -                                 | -                                 |
| <b>Writing</b>     |                                   |                                   |                                   |                                   |
| Significance       | In line with national (53 pupils) | In line with national (58 pupils) | In line with national (30 pupils) | N/A                               |
| Highest/lowest 20% | -                                 | -                                 | -                                 | N/A                               |
| <b>Mathematics</b> |                                   |                                   |                                   |                                   |
| Significance       | In line with national (54 pupils) | Sig above national (59 pupils)    | In line with national (30 pupils) | N/A                               |
| Highest/lowest 20% | -                                 | Highest 20%                       | Highest 20%                       | N/A                               |

- Reading, writing and mathematics three-year trend – 2019 to 2017 (not directly comparable to 2022)

## Other attainment measures - 2022

|                    | KS2 EGPS                       | KS2 combined RWM               |
|--------------------|--------------------------------|--------------------------------|
| Significance       | Sig above national (59 pupils) | Sig above national (58 pupils) |
| Highest/lowest 20% | Highest 20%                    | Highest 20%                    |

- Other attainment measures three-year trend – 2019 to 2017 (not directly comparable to 2022)