



Be respectful

Do you live our vision?

Holy Trinity School Vision:

'for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.'



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



Holy Trinity CE Primary School
 Believe • Achieve • Inspire •
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Who are we? Our Context:

- Holy Trinity is a voluntary aided primary school built in 1842 located in the rural village of Sunningdale in Berkshire close to the Surrey border. Holy Trinity is a maintained school within the Royal Borough of Windsor and Maidenhead.
- We have children from Reception Class up to Year 6. Most pupils transition to the local Secondary School and some move on to private schools in the local area.
- This voluntary aided primary school has 212 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth alongside pockets of deprivation. It is in the least deprived quintile of all schools nationally in terms of deprivation. However, our catchment is varied and includes areas of local authority housing.
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 94.7% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 12 (5.6%) and is well below the national average (25.7% June 2025).
- 5 pupils (2.7%) have an EHC Plan for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (5.3% Jan 2025).
- 27 pupils (12.7%) are on our SEN register. 22 do not have an EHCP (10.3%). This is below national average for primary school pupils of 14.2% (Jan 2025).
- The gender ratio is boys: 54% and girls: 46%.
- Attendance at the end of 2024-25 was 96.5%. Attendance at the end of autumn first half term was 97.4%.
- We work closely with Oxford Diocese Board of Education (ODBE) and appreciate the support and training provided.
- We have forged close links with [Holy Trinity Church](#). Reverend Jon Hutchinson serves as a Governor, leads worship with the whole school and offers pastoral support to pupils, staff and families. We contribute regularly to the [parish magazine](#).
- The [PTA](#) supports the vision of the school and works hard to raise much-needed funds to provide opportunities for our pupils and further develop our attractive building and grounds.
- We have recently developed a link with a church and school in Sri Lanka along with Holy Trinity Church.
- We have recently been awarded a '[Kindness award](#)' by the national School Of Kindness. Our Gardening Club won runners up for 'Outstanding Kindness – Class/Group'

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher and the two Assistant Headteachers. This structure has been in place since September 2020. There is a middle leadership team who take on the phase group lead roles, subject leadership and TA deployment. The SENCo is part time

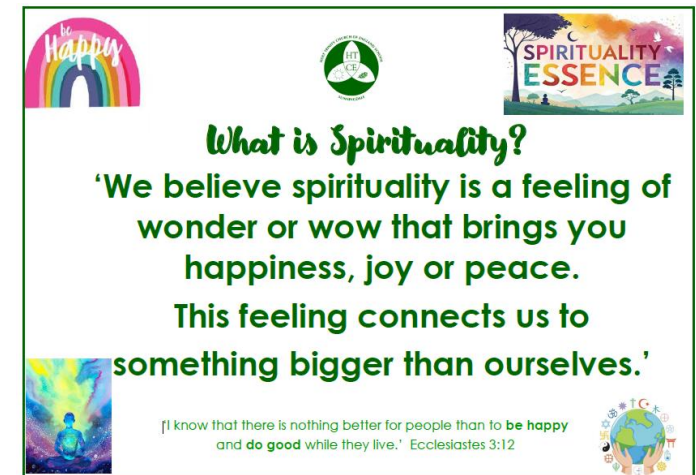
Our Mantra	Our Core Christian Values	Our Termly Christian Values	Holy Trinity Rules
Believe	Forgiveness 	Friendship  Truthfulness 	 Be Respectful
Achieve	Perseverance 	Wisdom  Compassion 	 Be Responsible
Inspire	Respect 	Justice  Responsibility 	 Be Kind  Be Safe

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and holds the national SENCo qualification. All teaching and support staff are involved in curriculum development and each subject is led by a teacher. The support staff team was re-structured in September 2024; we have 9 support staff. There are currently 12 qualified teachers (including part time staff, the Headteacher and SENCo). 25 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*).

What are we doing here?

- Our hope is that you will see our **vision** being lived daily at Holy Trinity by pupils, parents, governors and staff. [Our theologically rooted Christian vision](#) truly shapes our practice and development here at Holy Trinity. The vision was re-worked in November 2024 to truly reflect the needs of the community.
- Our supportive [team of Governors](#) engage in regular **training** with ODBE, AfC and the National College to ensure they are up to date on recent development as a Church school. Governors have allocated roles and responsibilities but all Governors monitor the impact of the vision (See *Governor Visit Reports*). The vision is forefront in decisions made by Governors and school leaders to ensure it is lived and enabled (see *Governor minutes*). We have a majority of foundation appointed governors on our Governing Board appointed by the parish/diocese.
- Leaders understand the context of the school exceptionally well. This is why we know the **vision and values** are right for our community.
- Daily **Collective Worship** takes place for everyone. These are led by the Headteacher, teachers, pupils and Rev Jon. Our pupils take a lead role in Collective Worship (see *Spiritual Leaders*). [Celebration Collective Worship](#) on a Friday plays a significant part in recognising and celebrating pupils, staff and parents who have 'Lived our Vision. Our vision is very closely linked to our [Behaviour Policy](#) and we relish opportunities to inspire all pupils to strive towards truly living our vision. We have recently introduced Spacemakers as part of our Collective Worship offer. Worship is rich with opportunities and experiences for everyone to develop [spiritually](#) – a shared understanding and language for this helps enormously. We have developed the language we use in Collective Worship to ensure it is inclusive to all faiths 'Peace be with you' (as suggested by one of the children) rather than 'Go in the peace of Christ'.
- **Religion and World Views Education** is well-planned and taught weekly by class teachers. We follow Discovery RE and Understanding Christianity. Included is a World View unit from the ODBE scheme. Our RE leader is also one of our Assistant Headteachers and works alongside the Governors to monitor the teaching and learning. The RE leader attends termly RE network meetings led by ODBE to ensure we are kept up to date with developments in the subject.
- The **RE leader** also attends termly ODBE network meetings for Collective Worship and Spirituality.
- We have a SLA with the Diocese.



IQ1	Our vision is expressed through a clear statement (see above) and set of values that are underpinned by the Ecclesiastes Bible quote. This verse was chosen through consultation with pupils, parents, staff, Governors and the Diocese because we have a very nurturing community that has the means to help others. The 'I' in the quote can be God for those of Christian faith or Allah for our Muslim children and families and at its simplest form can be our mother, father, teacher or friend. This ensures that the theologically rooted vision is fully inclusive of all. Our vision is at the centre of all we do at Holy Trinity. It gives us all a clear and shared purpose. It shapes our curriculum choices, our policy choices and our ethos. Governors and school leaders monitor the vision effectively on their visits and in their discussions with stakeholders. This ensures leaders at all levels have a clear understanding of the impact our vision has on all. We know our vision enables us to flourish as it is so closely linked with our Behaviour Policy and approach to learning – pupils reflect on actions and choices including the impact these have on others and make direct links to our vision. Leaders see the impact in the great progress and attainment of our pupils and in their excellent, nurturing behaviour. (See our Ofsted Report). We also see the impact of our vision in our very stable staff – we prioritise their wellbeing and happiness in their vocation.
IQ2	We created the Holy Trinity Curriculum to reflect the needs of our pupils and enable our vision to be fulfilled (each subject details how leaders will enable the vision to be fulfilled. Mathematics example here). We adapt our teaching and learning opportunities to ensure inclusivity for all. Our residential visits in Y4, Y5 and Y6 are designed to inspire our pupils to respect each other and promote independence and have fun! We provide a wide range of extra-curricular activities throughout the year to enable all pupils to flourish. We ensure disadvantaged pupils are included and provided for. Vulnerable pupils are exceptionally well provided for in our curriculum and in our

	nurturing environment that is driven by our vision. Spiritual development is planned throughout the curriculum in 'wow' moments, in our Forest School , in trips and visits and in providing opportunities for pupils in a range of experiences. We have begun to use Spacemakers to teach breathing exercises to teach pupils to appreciate the moment. Our attainment data is one way we can measure the positive impact of our vision. Along with the behaviours displayed by our pupils and staff and what they pupils tell us about their experiences in Holy Trinity.
IQ3	Our daily Collective Worship is fully inclusive, invitational and inspiring. We gather together as a whole school, in Key Stages or in our class groups. Our termly plans follow the church's liturgical year and our values and vision and Fundamental British Values are mapped in. Themes and materials are carefully selected to make sure pupils understand the work of Christians and the church locally, nationally and globally and how this reflects the teaching of the Bible and example of Jesus in the New Testament. Our pupil Spiritual Leaders play an active role in planning, leading and evaluating our worship. Worship is led by pupils, staff, the Headteacher and Rev Jon. We all enjoy and benefit from the very close link we have with Rev Jon and Holy Trinity Church often visiting the church for our end of term services and supporting the church's food bank. We are exploring spirituality through Spacemakers and other planned opportunities. Our school prayer is fully embedded in our Collective Worship. We invite members of our community to share their faith and beliefs with us in Collective Worship and through the school year. We actively celebrate cultural differences in our community (e.g. Culture Week) and we're in the initial stages of creating a link with Child Action Lanka (along with the church).
IQ4	Our vision drives all policies and decisions. This can be seen in the strong cultural ethos of treating each other with respect and love. Pupils' behaviour is excellent and respect is experienced by all stakeholders towards each other. Our pastoral and nurturing provision and ethos is a strength. We prioritise wellbeing for pupils and staff alike. Workload is carefully considered by school leaders. We provide real opportunities for pupils to be involved in our school including Y6 and Reception Class Buddies who show real care and play a big part in teaching our newest family members to live our vision. Our SEND provision is very successful and we all strive to provide the best academic and pastoral support our most vulnerable pupils need. We ensure our disadvantaged pupils have access to extra-curricular opportunities. Our Attachment Aware Award and ongoing work including parents is testament to our commitment to be truly 'inclusive' and 'inspirational'.
IQ5	Children at Holy Trinity have many opportunities to take on leadership roles that help improve our school, provides opportunities for them to communicate effectively with adults and their peers and provides them with a vehicle to be agents of change. We support many charitable causes chosen by pupils and adults. The local foodbank at Holy Trinity Church, wider local and national charities and we have just begun to forge links with a community in Sri Lanka along with the church. The children learn about the positive impact their support has for example pupils who were inspired by a Geography topic to raise awareness for their peers and money for the charity 'Surfers Against Sewage'. Our 'Living the Vision' award has been awarded to many pupils for raising funds and acting in a way that shows them truly living our vision. Whilst raising funds is important, we also recognise that pupils and adults are inspired to live our vision by acts of kindness. Our Eco Warriors inspire their peers to take care of our school and environment and the wider world. One pupil sought out the owner of a lost wallet in the park; one pupil made her own lemonade stand outside her house to raise funds for the PTA; I often have nominations for our converted 'Bee Badge' showing that pupils often think of others' happiness. Our Kindness Ambassadors are enabled to be agents of change in a thousand small ways – e.g. they are 'Kindness Spies' seeking out acts of kindness and celebrating them.
IQ6	We call our RE 'Religion and World Views Education' . We follow Discovery RE and Understanding Christianity and include a World View unit from ODBE. We have strong links with the Diocese to provide training for our RE Leader who in turn disseminates to staff and Governors. Diocesan staff also directly provide CPD for staff and Governors. We have created our own Knowledge Organisers to support pupils retention of the Essential Knowledge in RE. We incorporate World Views (from the Diocesan scheme of work) into our RE Curriculum to ensure it is inclusive and accessible to all. RE is monitored regularly by school leaders including Governors. The SDP prioritises RE. Our focus on Global Christianity provides opportunities for the children and adults to be able to relate to and understand the curriculum. Assessment in RE is robust and regular. Data is monitored and analysed by school leaders and shared between colleagues to highlight gaps and barriers. Our RE leader collaborated with Diocesan colleagues to write the new scheme of work for UKS2. Governors attend Diocesan training regularly. Visits to places of worship inspire and cement children's understanding.
IQ7	The quality of teaching in RE is high. We know this because school leaders monitor it closely (lesson observations, book scrutiny and pupil voice). Teachers use Big Question assessment tasks half termly which in turn are used to address any misconceptions and plan next steps. At the end of 2024-2025, 81% of our pupils across the school had achieved expected standard. With 21% achieving greater depth. We compare this figure favourably with national KS2 SATS achievement. Behaviour for learning in RE is high – pupils are curious and make thoughtful links between their learning. We value the pupils individual RE books and the RE Big Books that collates evidence of learning. Every class enjoys at least 1 hour of RE per week in line with the Statement of Entitlement.
We believe Holy Trinity CE Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish.	