

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School, Sunningdale

Vision

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

We want our community to 'Believe, Achieve and Inspire'.

As the quote from the Old Testament book Ecclesiastes states, 'I know there is nothing better for people than to be happy and do good while they live.' (Ecclesiastes 3:12).

Holy Trinity Church of England School, Sunningdale is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school is a deeply caring community in which pupils and adults are known as individuals. As a result, they flourish and are committed to the flourishing of others.
- The vision, values and mantra by which the school lives are clearly understood and enthusiastically followed by pupils and adults across the school. This means that they apply them to their interactions and strive to live the vision.
- Leaders and adults are passionate in their care for pupils at the school, particularly those who are deemed to be vulnerable. As a result, pupils experience a real sense of belonging at Holy Trinity, fostered by many shared experiences.
- Older pupils enjoy the responsibilities they have as leaders and supporters of their younger peers. This generates an atmosphere of kindness that is a hallmark of the school and contributes to pupils' wellbeing.
- The school takes many opportunities to promote pupils' spiritual development. As a result, pupils show a growing awareness of themselves as spiritual people.

Development Points

- Embed the changes to the religious education (RE) curriculum, particularly around religious and non-religious worldviews. This is to develop the knowledge of pupils over time.
- Develop systematic opportunities for pupils to learn about justice. This is to enable pupils to reflect on this within their lives and enhance their understanding of the difference they can make.



Inspection Findings

Vision and Leadership

Holy Trinity's vision addresses the needs of the school. It is a carefully crafted response to the school's context by leaders and governors following consultation with pupils, staff and parents. The vision emphasises both the commitment to enable pupils and adults to flourish and the importance of members of the school to 'do good'. It is supported by a simple, memorable mantra: 'believe, achieve, inspire', and clear Christian values that are prominently displayed. As a result, the vision is deeply ingrained in the life of the school. Pupils thrive at Holy Trinity because the vision addresses their concerns and resonates with their own sense of what is important. They want to 'live the vision'. Adults equally are committed to the school vision. They greatly value belonging to the school community and see the school contributing importantly to their own wellbeing. Parent, staff and student surveys further confirm to leaders that the vision is promoting the flourishing of members of the school.

Vision and School Culture

A culture of kindness is absolutely central to the life of the school. This is the result of leaders' commitment to living out the Christian vision and supporting the school community to do the same. School policies prioritise kindness, with pupil ambassadors empowered to notice and reward kindness among their peers. The school's behaviour code, based on Holy Trinity's 'four bees' is simple and easily understood. It is grounded in personal responsibility and care for others. Structures such as the buddy system make acts of kindness a daily reality. Pupils take pride in both noticing the kindness of others and being recognised for their own caring acts. At Holy Trinity, pupils and adults know that they are valued as individuals. Those who are vulnerable or who are going through difficult times are supported with carefully considered, discrete and bespoke interventions. For example, leaders go to exceptional lengths to provide material support to those pupils whose families would otherwise struggle to make ends meet. This promotes their wellbeing and dignity. Mental health is given a high priority and both pupils and adults know that they will be heard and supported in times of difficulty. Overwhelmingly, the impact of the school's outworking of its Christian vision is to create a culture in which people treat each other well.

Vision and Curriculum

Inspired by the vision, leaders offer a rich and diverse curriculum that demonstrably prepares pupils effectively for the next stage in their education. Learning is enriched by a comprehensive programme of visits and extra-curricular activities. Among these, the gardening club is notable for its contribution to the wellbeing of its members and other pupils at the school. Additionally, adults make imaginative use of its forest school across the curriculum. It offers valued opportunities for pupils and adults to experience wonder and enjoy the beneficial effects of learning outdoors. The school has a shared understanding of spirituality and adults actively seek opportunities to draw out the spiritual dimension in pupils' education. Leaders are committed to ensuring that pupils who are deemed to be vulnerable or disadvantaged get full access to all that the school has to offer. Practical assistance with residential trips and extra-curricular clubs ensures that pupils thrive by being included irrespective of parents' ability to pay. Adults take great care to ensure that support for pupils with additional learning needs and disabilities is comprehensive. They monitor these pupils' progress and wellbeing closely to ensure that they thrive.

Worship and Spirituality

Daily collective worship supports the flourishing of adults and pupils. It explores the school's Christian values systematically over the course of the year and celebrates important Christian festivals. It is greatly enhanced by the partnership with the parish church. Clergy led acts of worship give valuable underpinning to the school's understanding of its values by careful exploration of biblical texts. The parish church is used for major school and Christian celebrations and is valued by adults and pupils for the sense of awe that it brings to these



occasions. Pupils value collective worship. They confirm that it helps them to develop a spiritual awareness through which they learn to understand themselves and the world. The exercise of stillness and being present in the moment is a regular element in collective worship. As a result, pupils and adults reflect on their personal experiences through a lens of their own spiritual understanding.

Vision, Justice and Responsibility

Pupils' deep understanding of the 'four bees' enables even the youngest to grasp the importance of their responsibility to others, which is the heartbeat of the school's behaviour code. This is made real in pupils' experience by the way the buddy system operates, pairing older pupils with younger ones. Pupils respond with enthusiasm to opportunities to provide support to those within school whose needs they can meet. The school has a well-established partnership with the local parish church in operating a food bank. This helps pupils broaden their understanding of their own responsibilities to those beyond the school gates. Pupils show a real desire to alleviate hardship and do good where they can. This is demonstrated by their enthusiastic engagement with residents of a local care home and the many individual charitable activities initiated by pupils. School leaders support and encourage these activities. However, the framework to make an understanding of justice a routine part of school life is not developed. This limits pupils' ability to see themselves as agents of change.

Religious Education

RE is given a high priority by leaders including governors. The curriculum is well-sequenced, challenging and diverse, covering world faiths and non-religious worldviews with an appropriate emphasis on Christianity. The importance of the subject is emphasised by visits to places of worship and whole day events on particular religious themes. Teachers' professional learning is prioritised by leaders including governors, who also quality assure the effectiveness of the curriculum.

Teachers plan lessons carefully to enable pupils to make effective progress in RE. Regular assessment focuses on ensuring pupils develop a secure understanding of topics covered and individual feedback helps them improve their work. Pupils take great pride in the quality of their written work, which is of a high standard. A worldview module in each year broadens pupils' understanding of the subject by investigating big questions from a wide spectrum of worldviews. Pupils find this challenging and engaging, and it contributes importantly to their enjoyment of the subject. Pupils characteristically apply their learning beyond the classroom. They appreciate the importance of exploring their own views and being curiously respectful of the views of others. In this way, RE contributes importantly to pupils' religious literacy and spiritual development. However, changes to the RE curriculum are new. This means that some pupils do not understand the complex way in which religious and non-religious worldviews influence people's lives and behaviours.

Information

Address	Church Road, Sunningdale, Berkshire SL5 0NJ		
Date	10 November 2025	URN	110018
Type of school	Voluntary Aided	No. of pupils	212
Diocese	Oxford		
Headteacher	Jo Griffith		
Chair of Governors	Jo Steel		
Inspector	Andrew Wilcock		