

Inspection of a good school: Holy Trinity CofE Primary School, Sunningdale

Church Road, Sunningdale, Ascot, Berkshire SL5 0NJ

Inspection dates:

26 and 27 March 2024

Outcome

Holy Trinity CofE Primary School, Sunningdale continues to be a good school.

What is it like to attend this school?

Pupils are proud advocates for their nurturing school. They live up to the school's vision to 'do good and be happy' at all times. Relationships between staff and pupils are supportive and trusting. Pupils know that adults will help them deal with any worries quickly. They always have someone who will play with them at lunchtimes or breaktimes. As one pupil said, 'We welcome everyone here. You will always be met with kindness at our amazing school.'

Pupils rise to staffs' high expectations by working hard and achieving well. They are friendly, respectful and confident citizens. Pupils are delighted to take part in opportunities, such as volunteering at the allotment or helping out at the care home and the church nearby. In addition, they look after others by collecting donations for the local food bank and charities they support. Pupils are excited about participating in the Ascot Bake-off and the Windsor Flower Show. They value the wide range of clubs, which promote their creativity and confidence. This includes fencing, cookery, martial arts and gardening. Pupils relish taking on different roles and responsibilities, such as house captains, Makaton masters, school councillors, librarians and digital leaders.

What does the school do well and what does it need to do better?

Pupils are enthusiastic readers. The school promotes a strong culture of reading for pleasure. Pupils have easy access to a rich and diverse range of books in their classrooms, around school and their library. They look forward to choosing books that spark their interests and stimulate their imagination. Reception children learn to read right from the start. Staff make sure that the books younger pupils read help them practise the different sounds they are learning. Pupils are excited about the stories that staff read and share every day. They talk animatedly about the different themes, plots and characters that they read about.

The school's curriculum is broad, engaging and ambitious. Starting from the early years, the curriculum clearly sets out the essential knowledge that pupils need to learn and

remember well. The key vocabulary that pupils should use and remember in each subject has also been carefully set out. However, sometimes staff's subject knowledge is not consistently strong across all subjects, including in phonics. Where this happens, staff do not check and make sure pupils' understanding is secure and as detailed as it should be. As a result, some pupils have gaps in their knowledge in a few subjects and phonics. This, in turn, has an impact on their outcomes, including in statutory assessments.

Pupils are courteous and well mannered. They look forward to their work and listen attentively. Classrooms are calm, orderly and stimulating areas where learning takes place without interruption. Staff accurately identify the additional needs of pupils with special educational and/or disabilities (SEND). They use a variety of resources and suitable equipment to help pupils to learn the same curriculum as their peers. Pupils with SEND enjoy their learning as much as their peers. The school is working effectively to remove any barriers to learning and helps pupils to flourish over time.

Pupils' attendance is high. Robust and effective systems are in place, including working closely with families and other agencies to ensure that pupils attend school regularly and on time. Consequently, pupils benefit from all that school has to offer.

The school supports pupils' personal development well. Pupils understand the importance of exercise and how it benefits their physical and mental health. They learn how to stay safe. Pupils know, for example, that it is important to tell a trusted adult if they receive a text message from someone that they do not know. Visits to places in the community, as well as visitors to school, develop pupils' knowledge of the area in which they live. Staff take every opportunity to ensure that pupils respect diversity. Pupils understand that it is never right to treat people differently because of who they are or what they believe. As one Year 5 pupil said, 'We don't judge anyone for where they come from or for their lifestyle. We respect everyone because we are all different but equal.'

Governors are determined to ensure that the school continues to go from strength to strength. They bring a wealth of knowledge and skills to their roles, providing effective challenge, as well as guidance and support. School leaders and governors consider staff's well-being and work-life balance. Staff work well together as a cohesive team. For example, they appreciate the opportunity to share resources and other materials to support pupils' learning. Staff feel valued and well supported to fulfil their roles successfully.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, including the teaching of early reading, staff's subject knowledge is not consistently strong. As a result, sometimes pupils, including some of the weakest readers, do not learn and achieve as well as they could. The school should ensure that

staff are equipped with the required subject expertise to deliver the school's curriculum effectively. It should also ensure that staff are expertly trained to check and make sure that pupils have learned and remembered the most important content securely.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110018
Local authority	Windsor and Maidenhead
Inspection number	10296147
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Tim Fettes
Headteacher	Jo Griffith
Website	www.holytrinityschsunningdale.co.uk
Date of previous inspection	19 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is designated as having a religious character. Its last Statutory Inspection of Anglican and Methodist Schools took place in January 2018, when it received an outstanding judgement overall.
- The school is currently using one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics, physical education and geography. For each deep dive, she held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also considered the curriculum and looked at samples of pupils' work in some other subjects.

- The inspector held a wide range of meetings with the headteacher, the other senior leaders and the teaching staff in the school. She met with two governors, including the chair of the governing body. The inspector also met online with two representatives of the local authority and spoke on the telephone with a representative of the Diocese of Oxford. She also spoke on the telephone with the manager of the alternative provision.
- The inspector observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school.
- The inspector considered the views of parents expressed in Ofsted Parent View, Ofsted's online survey for parents. She considered the views of staff during meetings with them and through the staff survey.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

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