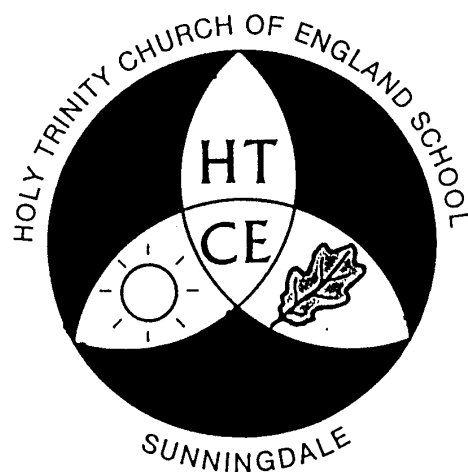


# HOLY TRINITY C.E. PRIMARY SCHOOL SUNNINGDALE



## School Prospectus

## **VISITING THE SCHOOL**

Parents are welcome to visit the school. Please contact the Headteacher Mrs Thorpe who will be pleased to give you more information and show you round the school during the working day.

*Dear Parents,*

*As Chairman of the Governors, I welcome you to Holy Trinity Church of England School. I do hope that you will soon feel part of all that goes on. The school is, after all, made up of a team - children, parents, staff, governors, Local Education Authority, and the Diocese of Oxford. You are a very important part of that team.*

*"Church of England School" means that the Church built the school originally and still owns it: but now, in return for free education, the state pays for a large part of its maintenance. The most important aspect of the Church foundation is that a special emphasis is placed on the spiritual side of the children's education. Everything we do in Holy Trinity is based on a Christian foundation.*

*I do hope that your child will benefit to the full here at Holy Trinity, and enjoy the Christian fellowship which its founders intended.*

*RC Pelly  
Chairman of Governors*

## ***Welcome to Holy Trinity School***

*If your child is to join us for the first time, I welcome you and look forward to a happy and successful association during the coming year. If your child is already a pupil I am pleased to renew the links.*

*This booklet provides information about Holy Trinity School, its aims and activities. Confidence in a school develops from a knowledge and understanding of what is happening within it. I hope that you will feel welcome to extend your knowledge of the school by frequent visits and discussions with myself and members of staff.*

*If you require information regarding our school or activities, please telephone me on 01344 620716.*

*Sarah Thorpe  
Headteacher*

## **OUR MISSION STATEMENT.**

We aim to provide the highest quality of teaching and learning for all our children. We seek to create a Christian environment that is open, stimulating, safe and caring. We strive to value each individual and encourage attitudes of self respect, responsibility and tolerance. We endeavour to foster the wonder and enjoyment of discovery and teach our children to learn.

### **WE VALUE**

- The unique gifts and potential of every person.
- Working together and including everyone.
- Keeping safe, happy and healthy
- Trust in God through the Christian faith.
- Our school buildings, grounds and equipment.

### **THE AIMS OF HOLY TRINITY CHUCH OF ENGLAND PRIMARY SCHOOL.**

We aim to:

- Create and maintain a happy, safe and stimulating environment.
- Provide excellence in teaching and learning
- Set high standards and celebrate success.
- Develop independent, confident children who can think for themselves, ask questions and evaluate their own work.
- Make time for reflection.
- Listen and work co-operatively with parents, church and community
- Develop and cherish the whole person- mind, body, emotions and spirit.
- Show respect and good manners to everyone
- Grow in the understanding of our Christian faith
- Encourage respect and empathy for other world faiths.

## **THE SCHOOL**

Holy Trinity School celebrated its 150th Anniversary in 1992. The site was given to the Trustees by St John's College, Cambridge in 1842. The original building, which looks onto Church Road, is now the Hall and Dining Room and an ITC suite. Another Victorian building was built in 1883 and since then the school has been extended, in 1929, 1960 and 1998.

The school is closely associated with the Parish Church of Holy Trinity, Sunningdale. The children visit the Church at least twice a term and for major festivals. Although Holy Trinity School does not limit its pupils to Church members, parents are reminded that the Christian religion is a major influence in the life of the school.

### **Accommodation**

There are seven teaching classrooms, an ITC suite and a Library. The Hall is used for Collective Worship, PE, Drama and school productions. Food is prepared and cooked in our own kitchens and children eat in the dining room. Within the school grounds are hard surfaced playgrounds and a large playing field with an 'environmental area' which includes a pond.

### **Catering**

Pupils may bring a packed lunch or purchase a school lunch. The catering contractors offer a varied selection daily. They change the menu options frequently and issue menus to parents so that they may guide their child's choice. Families in receipt of Income Support, Income Based Jobseekers Allowance, Child Tax Credit, Guaranteed element of State Pension Credit, Support under part VI of the Immigration & Asylum Act 1999 may be entitled to free school meals. Further details are available from the secretary.

## **ADMISSIONS CRITERIA approved by Governing Body on 2<sup>nd</sup> March 2009 for academic year starting September 2010.**

The Admission Number (AN) is 30.

The Governing Body, acting through its Admissions Committee, will decide\* on the allocation of places for admissions during the academic year starting September 2010. All applications received by a particular date\* will be considered. Decisions will be advised in accordance with the coordinated admissions scheme\*. Offers will only be made in writing. These will ask applicants to confirm in writing their acceptance in accordance with the coordinated admissions scheme. All decisions will be based solely on information provided on the Common Application Form and Supplementary Information Form (where applicable). Decisions on applications received at any time for places in years other than Reception will be determined using the same criteria below.

The school is part of the Royal Borough of Windsor & Maidenhead (RBWM) coordinated admissions scheme. In order to apply to the school it is necessary to complete a Common Application Form and the school's Supplementary Information Form (where applicable). The school operates an equal preference scheme.

Children whose date of birth falls on or between 1 September 2005 and 31 August 2006 will be considered for entry in 2010/11.

**\* Dates and process of application will be in accordance with the coordinated admission scheme, details of which will be as published in the RBWM's composite booklet on admissions.**

**This only gives the key points of the Admissions Policy. It is essential that you also read the Guidance Notes printed in the prospectus available from the school.**

Children with a Statement of Special Educational Need naming Holy Trinity CE Primary School, Sunningdale in the Statement will always be admitted to the school.

### **Over Subscription Criteria:**

In the event of there being a greater number of applications for places than there are available, then the Governing Body, through its Admissions Committee, will admit children in the following category order:-

1. Looked after children (these are children looked after by a local authority).
2. Children resident in the ecclesiastical parish of Sunningdale (map available in School) who have a brother or sister who will be attending Holy Trinity School during their first term.
3. Children resident in the ecclesiastical parish of Sunningdale whose parents have strong connections<sup>†</sup> with Holy Trinity Church Sunningdale or another Anglican church.
4. Children resident in the ecclesiastical parish of Sunningdale.
5. Children who have a brother or sister who will be attending Holy Trinity School during their first term, whose parents have strong connections<sup>†</sup> with Holy Trinity Church Sunningdale or another Anglican church<sup>†</sup>.
6. Children who have a brother or sister who will be attending Holy Trinity School during their first term.
7. Children of parents who have strong connections<sup>†</sup> with an Anglican church.
8. Other applications.

Places will be allocated first to those in category 1, next to those in category 2, and so on. Beyond this, if there is insufficient space within any one category then the places will be allocated to those who live nearest to the school as measured by radial distance, from the main school gate in Station Road using an Ordnance Survey map (scale 1:10,000) held in the school office.

**† Church connections will be considered to be strong if a parent is an active member of Holy Trinity Church Sunningdale or another Anglican church. Active is defined as attending a service of worship twice a month as well as being involved in at least one other activity organised by the**

church for a minimum of a year. Details of involvement are required on the supplementary information form and must be supported by the clergy.

## **SCHOOL ORGANISATION**

There is one class for children of each year group.

### **Secondary School**

Details of Secondary Schools and their catchment areas are available from the school.

Staff from the secondary schools visit Holy Trinity and arrangements are made for pupils to visit their secondary school. There is also regular liaison between the Headteacher and secondary school staff to discuss curricular matters.

### **The School Day**

Parents are welcome to bring their children into the playground but they should not arrive before 8.30 a.m. at the earliest. Children are to remain in the playground until the bell rings at 8.55 a.m., or are invited in by a member of staff. They are expected to enter school quickly and efficiently to hang up their coats so that there can be a prompt start to the day. Registration is followed by collective worship. At 9.30 Children return to their classrooms. Morning break is fifteen minutes; lunchtime is 1 hour. During these times the children are supervised in the playgrounds and dining room. They are not allowed in classrooms or other areas unsupervised. The school day ends at 3.15 p.m. and parents are welcome to wait in the playground near their child's classroom. If parents are unavoidably delayed they should telephone the school and we will ensure that the child is supervised until collected.

### **Curriculum**

Taught lesson time is 21½ hours weekly for Early Years and 23¾ hours weekly for Key Stage 2 excluding registration, collective worship, lunchtime and playtime. The curriculum for Key Stage 1 and Key Stage 2 includes the nine subjects of the National Curriculum and RE. Children whose 5<sup>th</sup> birthday is before 1<sup>st</sup> September follow the Foundation Curriculum. Each child receives teaching according to their age, ability and needs. The majority of teaching is by the child's class teacher, although at certain times a member of staff with a special knowledge or interest will teach a group. Teaching methods vary according to what is most appropriate; they include class teaching, ability group teaching and individual teaching.

# Curriculum Areas for Key Stage 1 and Key Stage 2

## English

Language provides the main instrument of communication and learning throughout the school. We build on children's early experience giving them opportunities to develop their knowledge of English through speaking and listening, reading and writing. We have fiction and non-fiction libraries, which the children are encouraged to use and enjoy.

## Mathematics

Our school policy provides every child with a structured mathematical experience. It is formulated to extend understanding and awareness at an appropriate level within the National Curriculum.

Mathematical experiences will be wide and varied using a variety of resources. Methods of working include individual, group and class. Mathematics is an important part of everyday life. It is a powerful and meaningful method of communicating. We aim that our pupils appreciate the enjoyment of mathematics as well as its practical value.

## Science

Through first hand experiences and the exploration of science, children will develop investigative skills, knowledge and understanding. They will be encouraged to work with others and to communicate their ideas in a variety of ways: orally, written, charts and diagrams.

Children will appreciate science in everyday life and develop a responsibility for the care of living things and the environment.

## Art

Our pupils experience a balance of art, craft and design activities working with a variety of media. We aim for them to appreciate styles of art from both Western and non-Western cultures.

## Geography

We aim to stimulate interest, foster wonder, develop informed concern and enhance a sense of responsibility for the earth and its peoples. Through project and topic work the children will develop some knowledge and understanding of their immediate locality, region, country, Europe and the wider world.

During their early years much of their knowledge and understanding, investigative and recording skills will be developed within the context provided by the school and immediate vicinity, but later the children will learn how their locality relates to the wider region. Mapwork, fieldwork, visits to places of geographical interest, using quantitative data and new technologies, plus the practical activities of model making will all feature in their acquisition of geographical skills.

## **History**

Our aim is to arouse interest in the past, to give pupils a sense of identity, to learn about the origins and story of their family, of their community and country.

In the early stages, history will be based on the pupils' own personal histories and that of the localities and the adults around them. Pupils will be encouraged to acquire a sense of time, to look for visual clues to life in the past in their own local area and to learn about authenticity and how to make deductions from their clues.

As the children progress they will study history through topics or themes which stretch through centuries and so encourage chronological understanding. At this stage, by linking the themes to local, national and world history the pupils will have the opportunity to work with a wide variety of resources and so develop a wide range of skills.

## **Information Technology**

Computers enhance, enrich and extend learning throughout the curriculum. Children will develop skills, which will give them confidence and pleasure in using IT.

## **Music**

Our aim is to encourage every child to the fullest enjoyment and appreciation of music as possible. This involves developing an awareness of a responsiveness to music. This can be seen to be operating in three specific areas: listening, composing and performing.

Listening skills are developed and enhanced through various musical activities, as are other musical skills and concepts. Composition includes the use of different sound sources, including percussion instruments. Performance can be sharing with a small group or with a large audience. We hope that music will offer each child another vehicle of expression and means of communication.

Extra-curricular music activities also take place in the school: choir, recorders, violin, cello, brass instrument and keyboard.

## **Physical Education**

Children play netball, football, rounders and other ball games. The older children have the opportunity to go to a deep-water swimming pool in Bracknell. We have a variety of climbing and PE apparatus in our hall. In the summer term the children take part in various athletic award schemes.

## **Religious Education**

The children are taught by their class teachers using material drawn from the Bible, the Agreed Syllabus, current affairs and appropriate material. Parents have the right to withdraw their children from these lessons and collective worship.

## **Sex Education**

Sex education is part of the curriculum at Holy Trinity School and is taught with regard for moral consideration and the value of a caring family life. It is not taught as a separate subject. It is introduced from the first year by studying such related topics as families, myself, pets, homes, growth and development throughout the school. Material is

presented to the children in a careful and sensitive manner, taking into account age and maturity.

## **FOUNDATION CURRICULUM**

Children in the Foundation Stage of their education make progress towards and sometimes beyond the early learning goals in six areas of learning. Each of the six areas of learning includes several aspects of learning. These are listed below

### **Personal, social and emotional development**

- 1 Dispositions and attitudes
- 2 Self –confidence and self esteem
- 3 Making relationships
- 4 Behaviour and self-control
- 5 Self-care
- 6 Sense of community

### **Communication, language and literacy**

- 1 Language for communication
- 2 Language for thinking
- 3 Linking sounds and letters
- 4 Reading
- 5 Writing
- 6 Handwriting

### **Mathematical development**

- 1 Numbers as labels and for counting
- 2 Calculating
- 3 Shape, space and measures

### **Knowledge and understanding of the world**

- 1 Exploration and investigation
- 2 Designing and making skills
- 3 Information and communication technology
- 4 A sense of time
- 5 A sense of place
- 6 Cultures and beliefs

### **Physical development**

- 1 Movement
- 2 A sense of space
- 3 Health and bodily awareness
- 4 Using equipment
- 5 Using tools and materials

### **Creative development**

- 1 Exploring media and materials
- 2 Music
- 3 Imagination
- 4 Responding to experiences and expressing and communicating ideas

## UNIFORM

The school colours are bottle green and yellow. Most items can be bought at the school uniform shop which is open on Wednesday afternoons between 3.15pm – 3.45pm in the main hall. Items not available from the school shop (trousers, skirts, grey shorts, shirts and dresses) are available from department stores. We ask that our children wear the correct uniform as detailed below. Children may wear summer uniform at the beginning of the autumn term until the weather changes; usually at the end of September.

### **Girls Uniform Winter**

Grey or green skirt/  
pinafore dress/  
trousers  
White blouse  
School tie  
Grey or green cardigan/v-neck sweater or  
school sweat shirt /sweatshirt cardigan  
Green school fleece (if required)  
Green or grey woollen tights  
Or white socks

### **Boys Uniform Winter**

Grey trousers long or short  
White or grey shirt  
School tie  
Green v-neck sweater or  
School sweat shirt  
Green school fleece (if required)  
Grey socks

### **Girls Summer Uniform**

Green/white or yellow/white  
Stripe or check dress  
White Socks

### **Boys Summer Uniform**

Grey trousers long or short  
White polo shirts  
Grey socks

Shoes should be in a dark colour suitable and safe for school – no trainers are allowed. For health and safety reasons if you wish your child to wear sandals during the summer we ask that 'closed toe' sandals are purchased.

### **PE Girls & Boys**

Green shorts  
Green PE skirt for girls in years 3-6 only (to be worn over shorts / cycling shorts)  
Yellow polo shirt  
Plimsolls  
Strong shoes or football boots will be required during the winter.  
Green tracksuit for outside games.

Gymnastics is done in bare feet.

**PE Bags and book bags in the school colours can also be bought at the uniform shop along with the school baseball / legionnaires caps for summer.**

## **Special Educational Needs**

The progress of all our pupils is continuously assessed. Parents are consulted regularly. When there is a concern regarding progress, parents are alerted and with their permission the appropriate action taken. Other agencies may become involved:

Educational Psychologist  
School Health  
Education Psychiatrist  
Behavioural Management Team

It may be necessary for a child's needs to be assessed by a number of professionals and a Statement of Special Educational Provision made. If this occurs it is the responsibility of the LA to meet these needs.

## **Requests for Leave of Absence from School on Annual Holiday During Term Time**

The Education (Schools and Further Education) Regulations 1981, Regulation 12, states as follows:

- (i) In pursuance of arrangements made by the Governing Body of a school, on application made by the parent or other person having charge of a pupil he/she may be granted leave of absence from the school to enable him/her to partake of an annual family holiday or to go away on an annual holiday.
- (ii) Save in exceptional circumstances a pupil shall not in pursuance of this Regulation be granted more than 2 weeks leave of absence in any year.

Forms requesting such leave of absence are available from the Secretary and should be forwarded to the Headteacher before the absence.

## **Absences**

If your child is absent from school, please inform the school giving the reason for the absence. Any absence, which is unauthorised, is regarded legally as truancy.

## **Unauthorised Absences 2008 - 2009**

The percentage of pupil sessions (half days) missed through unauthorised absence is 0.1%.

## **Behaviour**

At Holy Trinity it is recognised that good discipline and good standards of behaviour are essential if our pupils are to develop into useful citizens and if effective teaching and learning is to occur. Good discipline and behaviour are based on the Christian principle of respect and care for each other. Staff exercise the kind of control over the pupils that would be used by a careful and reasonable parent. Should a pupil's behaviour concern the teachers, the parents are always consulted. Parental concerns about behaviour or bullying should be immediately discussed with the Headteacher.

## **COMMUNICATION**

The Headteacher and staff are pleased to meet parents to discuss their children. Parents are reminded that teachers may well be teaching, leading extra-curricular activities or attending meetings and courses and may not be immediately available. It is suggested that contact be made with the Headteacher by letter or telephone call so that an appointment may be made at a mutually convenient time.

There are opportunities for Parent/Teacher consultations throughout each term.

## **Newsletters**

The school Newsletter is the main, regular form of written communication with parents. These are printed on white paper and contain a variety of important information. They are sent home with the eldest child in the family. Parents are requested to respond by returning pro-forma. It helps our administration if these are returned promptly. Please allow your child to return forms, letters and monies to their class teacher themselves. This encourages responsibility.

## **Voluntary Contributions**

We frequently organise visits to support the curriculum and therefore there can be no compulsory charge. All children can take part in these visits. However it is necessary to finance these enterprises and a "voluntary contribution" is requested from the parents. If the income generated is insufficient the visit may be cancelled. For security reasons it is preferable that contributions be made by cheque (payable to 'RBWM').

It should be in a secure envelope clearly marked with the pupil's name, class and purpose of the money. This is handed to the class teacher by the pupil at morning registration.

# SCHOOL SAFETY

## Fire and Emergency Procedure

When the alarm bell sounds all persons are to vacate the school by the nearest convenient door. This must be done silently and calmly. The emergency assembly area is the large playground where persons should face the field. There is regular instruction to the pupils in emergency procedures and a fire drill is held at least once a term.

## Car Parking

The car park has 14 places and is for the use of school staff and daytime visitors to the school. There is insufficient space for parents' cars at the start and end of the school day. Children are not allowed in the car park unless accompanied by an adult. **Parents are reminded not to park on the yellow zig zag lines outside the main gates or in any place which would cause danger to our children or nuisance to our neighbours.**

## Medicines

Pupils must not have medication, other than Asthma Inhalers, in their possession. If it is essential that children receive medication during the school day please complete a Medical Administration Request form available from the secretary. The medication must be clearly labelled with the child's full name and exact dosage and given to the secretary at the start of the school day. The administering of medicines is a voluntary service offered by the school.

## Security

All external classroom doors are fitted with security closures. All visitors to school must enter by the main entrance and report to the office.

# COMPLAINTS PROCEDURE

Complaints may be divided into two categories; complaints about the curriculum which the governing body and LEA have a statutory duty to consider under an approved procedure and other complaints which are not subject to the statutory requirements but will be dealt with under the Education Departments general complaints procedure. The complaints

process should start with the Headteacher. Many complaints can be resolved through discussion. If the complaint is unresolved the Headteacher will provide the complainant with any relevant documents explaining the complaints procedure.

## **POLICIES**

### **Policy for Homework**

#### **Introduction**

Homework is anything that children do outside the normal school day, in response to guidance from the school, which contributes to their learning.

Homework encompasses a whole variety of activities initiated by teachers to support children's learning. While homework is important, it should not prevent children from taking part in after school clubs and other activities.

#### **Aims & Objectives**

The aims and objectives of homework are:

- To promote a partnership between home and school in supporting each child's learning;
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons to maximise progress in their academic and social development;
- To help pupils develop the skills of a responsible and enthusiastic independent learner;
- To help children develop good work habits for the future.

#### **Types of Homework**

A variety of homework activities are set. In the Foundation Stage and at Key Stage 1 we encourage the children to read to parents and carers from school reading books, library books or books from home. This reading is recorded in a Reading Record Book. We give children in Key Stage 1 spellings and sometimes number facts to learn as part of their homework. Sometimes children are asked to talk about a topic at home prior to covering it in school.

At Key Stage 2 we continue to give the children literacy and numeracy homework activities but we expect them to do more tasks independently.

When we ask the children to study a topic or research a particular subject, we encourage them to use a wide variety of sources such as the school and local library, the internet and CD roms.

#### **Amount of Homework**

We increase the amount of homework that children are given as they move through the school. We expect Key stage 1 children to spend approximately one hour a week doing homework; this includes reading with a parent or carer. We expect children in Years 3 and 4 to spend approximately 10-15 minutes each night on homework activities and children in Years 5 and 6 to spend 20-30 minutes each night.

Children in Years 4-6 are given a Homework Diary in which homework is listed. This diary should be checked daily and signed weekly by parents and carers. This book may also be used to send messages regarding homework between home and school.

#### **The Role of Parents and Carers**

Parents have a vital role to play in their child's education and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing.

## **Home School Agreement**

Parents are asked to sign a Home School Agreement when their child starts school. The Agreement is also signed by the Headteacher and pupils in KS2.

### **We the School Staff will**

- encourage your child to reach their best potential
- provide a broad and balanced curriculum within the resources available
- inform you, the parent or guardian about your child's progress and performance
- encourage children to respect each other and others in the community
- encourage children to take care of their surroundings and of school equipment
- care for the safety and well being of your child

Signature of Headteacher.....

### **I/We the Parents/Guardian will**

- ensure my child attends school regularly and on time
- support the school's policy on behaviour
- arrange for my child to wear our school uniform correctly
- ensure that the school is informed of any significant concern which may affect my child's learning or behaviour
- support my child in homework and other opportunities for home learning
- attend parents evenings
- be aware that holidays taken during term time are detrimental to my child's education and are discouraged
- comply with school safety regulations
- park or stop in permitted areas only and in accordance with the Highway Code
- treat all individuals with consideration and respect, setting a good example to our children

Signature of Parent/Guardian.....

### **As a Pupil I will**

- arrive at school on time, wearing the correct uniform, prepared and organised for the day
- be honest, friendly and show respect for other pupils and adults
- take care of the school buildings, grounds and equipment
- be polite to staff and follow their instructions
- do my best to be attentive, understand and learn
- do the homework set
- abide by the safety rules and be aware of the safety of others

Signature of Child.....

Parents are welcome to read our school policies on all curricular and non-curricular areas and the National Curriculum documents. These are available for reading in the school entrance area.

## **SCHOOL STAFF**

### **Headteacher:**

Mrs S Thorpe M.Ed

### **Teaching Staff:**

Mrs M Fallon

Mrs P Grear

Mrs E Kilbane

Mrs J MacPherson

Mrs R Morrison

Mrs C Petersen

Miss E Gale

Miss S Harding

Mrs S Knight

Mrs V Maillard

Mrs S Parsons

Mrs J Phelan

### **Learning Support Assistants:**

Mrs T Avalos

Mrs A Bond

Miss T Duncan

Miss C Henshall

Mrs S Hooper

Mrs R Hunt

Mrs Y Hunter

Miss E Lacey

Mrs J McBride

Mrs P Scott MA

Mrs D Marriner

### **Lunchtime Controllers:**

Mrs T Avalos

Mrs A Bond

Miss T Duncan

Miss C Henshall

Mrs S Hooper

Miss E Lacey

Mrs J McBride

Mrs P Scott MA

Mrs D Marriner

**School Administrator**

Mrs L Downs

**Finance Officer**

Mrs W Poulter

**School Caretaker**

Mrs S Hill

**SCHOOL GOVERNORS**

**Vicar**

Rev David Uffindell (P) ( Ex-officio)

**Diocesan Foundation  
Governors**

Mr R Pelly (Chairman)  
Mrs S Mossman

**Foundation Governors**

Mr S Dick  
Mr M Edsall  
Mr M Klincewicz (P)  
Mrs V Lees (P)  
Mr B North  
Mr T Wade

**LA Governor**

Mr G Thompson (P)

**Parent Governor**

Sir Julian Crofton (P)  
Mr D Davy (P)  
Mrs C Fraser (P)

**Teacher Governor** Miss S Harding  
**Staff Governor** Miss C Henshall  
**Headteacher** Mrs S Thorpe (Ex-officio)  
(P) Indicates Governors with children at the school.

**LEA:** Royal Borough of Windsor & Maidenhead  
Town Hall  
St Ives Road  
Maidenhead  
Berkshire  
SL6 1RF  
Tel: 01628 798888

**DIOCESE:** Oxford Diocesan Board of Education  
Diocesan Church House  
North Hinksey  
Oxford  
OX2 0NB  
Tel: 01865 200442/244566

The information in this handbook is accurate at the time of publication and meets the requirements of the Education (School Information) Regulations of 1981

### COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 30

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	0	10	55				35	0	0
	Girls	0	10	50				40	0	0
	Whole School	0	10	53				37	0	0
	National	2	11	65				21	0	0
Reading	Boys	5	0		10	10	30	45	0	0
	Girls	0	10		0	20	30	40	0	0
	Whole School	3	3		7	13	30	43	0	0

	National	3	13		13	22	24	25	0	0
Writing	Boys	5	10		20	30	25	10	0	0
	Girls	0	20		10	20	30	20	0	0
	Whole School	3	13		17	27	27	13	0	0
	National	5	15		22	27	19	12	0	0
Mathematics	Boys	5	0		0	35	15	45	0	0
	Girls	0	0		10	20	30	40	0	0
	Whole School	3	0		3	30	20	43	0	0
	National	2	8		16	25	27	21	0	0
		<b>W</b>	<b>1</b>	<b>2</b>	<b>2C</b>	<b>2B</b>	<b>2A</b>	<b>3 or above</b>	<b>U</b>	
Science	Boys	5	5	50				40	0	
	Girls	0	10	60				30	0	
	Whole School	3	7	53				37	0	
	National	2	9	67				22		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.  
U represents children for whom it is not possible to determine a level.

### COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2009) and nationally (2008) as a percentage of those eligible for assessment.

The number of eligible children is: 31

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009 and NATIONAL 2008										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	School	0	0	0	6	35	55	0	0	3
	National	0	1	4	16	49	30	0	0	0
Mathematics	School	0	0	0	16	29	52	0	0	3
	National	0	1	4	16	46	33	0	0	0
Science	School	0	0	0	3	42	52	0	0	3

	<b>National</b>	0	0	2	12	47	38	0	0	0
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<b>TEST RESULTS 2009 and NATIONAL 2008</b>							
		<b>Percentage at each level</b>					
		<b>Below level 3*</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Pupils not entered<sup>#</sup></b>	<b>Pupils absent</b>
<b>English</b>	<b>School</b>	0	6	39	52	0	3
	<b>National</b>	6	13	51	30	0	1
<b>Reading</b>	<b>School</b>	0	3	10	84	0	3
	<b>National</b>	6	6	38	49	0	1
<b>Writing</b>	<b>School</b>	0	10	68	19	0	3
	<b>National</b>	6	26	48	20	0	1
<b>Mathematics</b>	<b>School</b>	0	16	29	52	0	3
	<b>National</b>	5	15	47	31	0	1
<b>Science</b>	<b>School</b>	0	3	26	68	0	3
	<b>National</b>	2	8	44	44	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# represents pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.



Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by DCSF's Chief Statistician.

**DCSF may also disclose individual pupil information to independent researchers** into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of DCSF's Chief Statistician. DCSF's powers to pass data to researchers are derived from The Education (Individual Pupil Information) (Prescribed Persons) (England) Regulations. These Regulations restrict the researchers who may receive data to 'persons conducting research into the educational achievements of pupils and who require individual pupil information for that purpose'.

**Pupil information is also used for ContactPoint**, which is an online directory available to authorised staff who need it to do their jobs, enabling the delivery of coordinated support for children and young people. It is vital to help safeguard children; and to ensure that the right agencies are involved at the right times so children do not slip through the net. Information about ContactPoint is available at [www.dcsf.gov.uk/ecm/contactpoint](http://www.dcsf.gov.uk/ecm/contactpoint) and the link there to *Information for Young People, Parents and Carers* gives more information on what data is held.

**Pupils, as data subjects, have certain rights under the Data Protection Act**, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young (under 12) to do so themselves. If you wish to access the personal data which DCSF hold about your child, then please contact them direct.

As the law allows pupil data can be sent to the following third party organisations. A brief description of the purposes the information is used for is set out below, along with a web address if you want to know more about what they do and how to contact them:

**DCSF of Health (DH)** uses aggregate information (at school year group level) about pupils' height and weight for research and statistical purposes, to inform, influence and improve health policy and to monitor the performance of the health service as a whole. The DH will base performance management discussions with Strategic Health Authorities on aggregate information about pupils attending schools in the PCT areas to help focus local resources and to deliver the Public Service Agreement target to halt the year on year rise in obesity among children under 11 by 2010, in the context of a broader strategy to tackle obesity in the population as a whole. DCSF of Health will also provide aggregate PCT level data to the Healthcare Commission for performance assessment of the health service. [www.dh.gov.uk](http://www.dh.gov.uk)

**Primary Care Trusts (PCT)** use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require the PCTs to maintain details of pupils' names for this purpose for a period designated by DCSF of Health following the weighing and measuring process. PCTs may also provide individual schools and LAs with aggregate information on pupils' height and weight.

<http://www.nhs.uk/England/AuthoritiesTrusts/Pct/Default.aspx> or [www.berkshire.nhs.uk](http://www.berkshire.nhs.uk)

**Ofsted** uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of their assessment of the effectiveness of education initiatives and policy. Ofsted also uses information about the views of children and young people, to inform children's services inspections in local authority areas. Inspection reports do not identify individual pupils. DCSF will also provide Ofsted with pupil data for use in school inspection. Where relevant, pupil information may also be shared with post-16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans. [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The **Learning and Skills Council (LSC)** uses information about pupils for statistical purposes, to evaluate and develop education policy and monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only. The LSC or its partners may wish to contact learners from time to time about courses, or learning opportunities relevant to them. [www.lsc.gov.uk](http://www.lsc.gov.uk)

The **Qualifications and Curriculum Authority (QCA)** and the **Joint Council for Qualifications (JCA)** uses information about pupils to administer the national curriculum assessments portfolio throughout the Key Stages. This includes both assessments required by statute and those that are optional. The results of these are passed on to DCSF to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved. [www.qca.org.uk](http://www.qca.org.uk) and/or [www.jcq.org.uk](http://www.jcq.org.uk)

<sup>A</sup> Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained Schools

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