



**Holy Trinity Church of England Voluntary Aided Primary School**  
**Church Road**  
**Sunningdale SL5 ONJ**



Type of school	Primary
Status (VA, VC or Foundation, CTC or Academy)	Voluntary Aided
Diocese	<b>Oxford</b>
Local Authority	RBWM
Date of inspection	22 <sup>nd</sup> April 2009
Date of last inspection	2 <sup>nd</sup> October 2006
School's Unique reference number	110018
Name of Headteacher	Mrs Sarah Thorpe
Name of Chair of Governors	Mr Richard Pelly
Inspector's name and NS inspector's number	Mrs Janet Wiggins NS141

### Context

This popular church primary school serves the parish of Sunningdale on the eastern side of Berkshire. The school has been oversubscribed for several years. The majority of pupils come from advantaged socio-economic backgrounds and have good parental support.

### The distinctiveness and effectiveness of Holy Trinity Primary as a Church of England school are good

The caring and inclusive Christian family ethos is reflected in all aspects of school life and is supported by the close links with the church and local community.

### Established strengths

- The school believes that the spiritual development of pupils is paramount
- There is a close and productive partnership with the parish church and church team
- Strong leadership by the headteacher is supported by an effective governing body and staff

### Focus for development

- Closer liaison with the church team on the planning, delivery and evaluation of worship in order to enhance and affirm the worship experience for pupils
- Introduction of clear assessment and monitoring procedures for religious education
- Identified priorities reflected in the new School Improvement and Development Plan

### The school through its distinctive Christian character is good at meeting the needs of all learners

Pupils are welcomed into a warm and inclusive Christian environment where all pupils are encouraged and supported in their academic achievement and personal development. The school has made clear improvement in enriching the spiritual development of all pupils, which is now good. This has been achieved through staff training, embracing opportunities in the wider curriculum, good religious education, worship and the strength of the school/church partnership. Pupils are very well behaved and support their "Golden Rules". They talk with pride about their school, the links with the church and the community. Good displays and Information around the school affirm the school's Christian status. Through the school council and house meetings pupils enjoy the opportunity to play a part in the school decision making process. Parents appreciate the care and consideration shown by older pupils in their role as Playground Helpers. Pupils have a growing knowledge of how to stay healthy and keep safe. Participation in events of a community and charitable nature ensures that pupils have a growing understanding of the needs and lives of others. They have a good awareness of other cultures. A wide range of school clubs, visits and activities enrich the pupils' experience, learning and development. A good working relationship with the local pre-schools and secondary schools ensures that pupil induction and transfer procedures work smoothly.

### **The impact of collective worship on the school community is good**

The impact of worship and pupils' spiritual development is strengthened by the regular leadership of the church team and services held at the parish church. The team are popular visitors and seen by pupils as an integral part of school life. Pupils enjoy worship and are well behaved and responsive. They sing well and show reverence during times of prayer and reflection. They speak of the youth workers "making learning about God real fun". Pupils enjoy opportunities given for interaction and also leadership of services held in the church. Parents are enthusiastic participants at these popular services. Through close links with the church pupils have a good understanding of Anglican tradition and practice. The headteacher is worship co-ordinator and clear planning systems have been set up to deliver complementary themes for worship. This aspect of worship would benefit from closer liaison with the church team in the planning, delivery and evaluation of worship in order to enhance and reinforce the planned experience for the pupils.

### **The effectiveness of the religious education is good**

Standards in religious education are in line with other curriculum areas. With the introduction of a new agreed syllabus the school has made significant improvements to the planning and informal assessment of religious education. It is now taught as a dedicated subject and not integrated into a topic. This has raised the quality of lesson planning/assessment by clarifying lesson content and outcomes. Links with worship and the wider curriculum are identified. Assessment is at an early stage of development. The experienced co-ordinator monitors all planning and samples pupils' work, but the monitoring and evaluation of teaching/learning is not yet embedded. The teaching in both key stages that was observed was good or very good and featured clear opportunities for spiritual and moral development. Teachers use a variety of teaching strategies and activities to stimulate interest, learning and participation. In the key stage two lesson about the Easter story, pupils were asked to reflect and share their feeling on times in their own lives when something had been lost and found. They were able to relate this to the emotions felt at the crucifixion and resurrection of Jesus. Key stage one pupils had good knowledge of the story of Noah and how "Like us, Noah had to trust and obey God". Evidence of spiritual development was demonstrated in their lovely prayers thanking God for the Springtime. Religious education is supported by the church visits and acts of worship. Resources are now good. In the light of the teaching/learning observed, there are good opportunities within the school to share good practice. The school has identified a need for staff training in the assessment element of the new agreed syllabus.

### **The effectiveness of the leadership and management of the school as a church school is good**

Under the strong Christian leadership of the headteacher, governors and staff share a distinctive Christian vision for the school. The well established partnership with the church supports this vision and effectively promotes the school's Christian identity to the wider community. The school has reviewed the mission statement, aims, policies and practice. They now clearly express the Christian principles which underpin school life and celebrate its church school distinctiveness. Governors are well informed and are becoming increasingly more involved in the day to day life of the school. Self-evaluation is being successfully developed in the school and this aspect of governance will maintain a high priority in the next School Improvement and Development Plan. Staff awareness of what it means to work in an aided church school has been raised through presentations at school. Staff are valued and well supported. There is a high priority put on their training needs and the school takes advantage of the training and advice opportunities offered by the diocese. Parents are supportive of the school and see it as a great advantage that their local school is a church school. They appreciate the "open door" policy, the weekly surgery and the opportunity to attend joint governor/parent meetings. The views of parents and pupils are often sought through questionnaires with the results and relevant action reported to all. Pupils are proud of their church school and parents appreciate the "seamless" church links. They feel that each child is valued and that Christian values and teaching are integral to all aspects of school life. Parents' monthly prayer meetings are held in the school, and regular pupil services in church and school are very well attended. Initiatives such as the church Holiday Bible Club have resulted in new church attendance and affirmed the school/church partnership. The active and successful Parent Teacher Association organises many excellent fundraising and community events.