

Holy Trinity CofE Primary School, Sunningdale Profile



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Church Road, Sunningdale

Ascot, Berkshire, SL5 0NJ

Telephone: 01344 620716

Children's Service Authority:	RBWM
Age range:	4-11
Number of pupils:	189
Head teacher:	Mrs Sarah J. Thorpe. M.Ed
Chair of governors:	Mr Richard Pelly

What have been our successes this year?

This report is for the year 2005-2006.

Both SATs results were very good with KS2 SATs outstanding in all core subjects. We were placed 2nd in the LA.

We held a brilliant Christmas performance of Scherazade at school with all the KS2 children as well as a enjoyable Harvest Festival. KS1 children took part in the lovely nativity.

During the summer term, the school held a creative arts week, with many different visitors including an actor, an artist, a puppeteer and also a writer. The work that the children produced from all these activities was of a very high quality. We launched 'Big Writing' after Christmas, which has been a success.

Our PTA had a very good year, holding many different events. The summer picnic had a wonderful community feel to it.

The year 6 children went on a residential visit to the Isle of Wight to take part in outward bound activities. Children in other parts of the school participated in day visits.

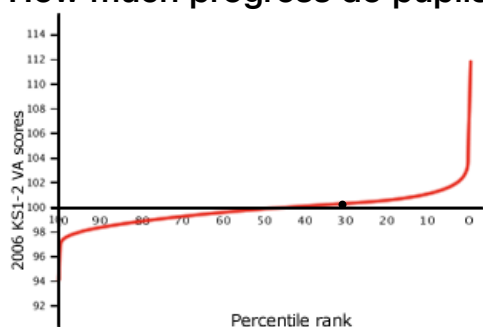
The ICT suite was refurbished and IWBs were installed in all of the classrooms. These two initiatives have made a great difference to our ICT teaching. The introduction of the Golden Rules throughout the school has ensured very good behaviour. Our Ofsted inspection recognised that our self evaluation was very accurate.

What are we trying to improve?

Our plan for improving the school includes the following:

- Developing a new curriculum which is relevant to today's children, including different planning, pace and progression of all children as well as new resources and equipment to deliver the curriculum.
- Embed Assessment for Learning throughout the school.
- Strengthening the role of subject leaders, including embedding monitoring as part of their role.
- Continuing with 'Big Writing' to improve writing. This is having a good impact on the standard of writing throughout the school.
- The problem solving aspect of mathematics
- ICT curriculum. We need to integrate ICT into our new planning.
- Developing a new PSHCE programme throughout the school.
- Working towards the Healthy School award
- Developing the new Performance Management strategy
- Strengthening our tracking programme
- The outside school environment with play equipment for the children.
- Personalised learning
- Continue with the self evaluation programme.
- Produce a travel plan.
- Produce a new prospectus.
- Develop more independent learning throughout the school.
- Engage children in dialogue as to the development of the school.
- Continue to identify and plan for the gifted and talented children.

How much progress do pupils make between age 7 and 11?



The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

- Our school

Our Key stage 2 SATs results in 2006 in all subjects indicated that children made very good progress between 7-11. The Family Fisher trust data, shows that most children made as good as or better than expected progress between the two key stages.

Our tracking system and more effective target setting has enabled children with particular needs to be identified at an early age so that support can be given if needed.

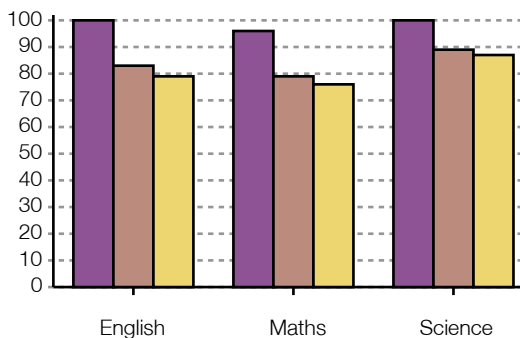
The information from Raiseonline indicates that progress has been made in the last three years overall taking into account progress from KS1 to KS2. In 2004 the school CVA was ranked at percentile 54, at percentile 60 in 2005 and at percentile 12 in 2006. This means that in 2006 Holy Trinity CE School was in the top 12% of schools. We were ranked 2nd in the LA for our KS2 results last year.

Significant progress was made in writing as well as Science.

Although boys' progress was good, it was not quite as good as the girls. This is an area will investigate further.

Children who were registered on the special needs register also made good progress.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2006. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

Our results for KS2 in 2006 were as follows:

English L4 -100% L5 - 39%

Mathematics L4 96% L5 -48%

Science L4- 100% L5 -74%

These were excellent results and placed the school as second in the LA and well above the national level. Our results have improved since the previous year, which were an improvement from 2004.

Children who were on the special needs register achieved significantly well.

How have our results changed over time?

From Raiseonline, our CVA shows that in 2006 our children in key stage 2 were placed in percentile rank 12, which is a significant improvement when we were placed 60 in 2005 and 54 in 2004.

In English the CVA percentile rank for 2006 was 13, for mathematics it was 27 and for science it was 8. For all subjects the data shows a significant improvement. All groups of children scored well on the CVA data. However boys were not quite as good as the girls.

There has been an improvement from the last four years in all subjects in Key Stage 2.

In the KS1 results, all subjects were at least in line with national results. However, there was a dip in

results for all subjects.

Over the last five years overall results in KS1 have been slightly more variable with children achieving well in 2003 and 2005 particularly. Results have always been above the national average.

The picture is consistent whilst looking at reading, writing and mathematics. Children achieved better in these subjects in 2003 and 2005.

Children continue to achieve well in mathematics in KS1.

Our baseline screening reflects the pattern of results in KS1.

How are we making sure we are meeting the learning needs of individual pupils?

We are certain that the needs of all children are met by ensuring that planning is differentiated for the different abilities. Individual education plans for those children on the SEN register are taken into account whilst planning.

We have also begun to track children from the foundation stage, making assessments each half term as well as setting end of year targets for all the children. Discussion take place about the results and then we make adjustments to teaching or staff allocation if this is necessary. Children from year 1 are identified if they have a specific need.

Our more able children are given opportunities to attend masterclasses etc. This year children have attended masterclasses in sports and mathematics.

Our P/T SENCO works with individual children on a weekly basis and discusses progress with staff.

We have introduced AfL and targets in Literacy, which are helping children to self assess and see their next steps.

We have improved the use of tools such as Family Fisher Trust material and Raiseonline to identify groups of children who are not performing as expected and improved use of other agencies. There is a new system of IEP's to clearly pinpoint targets for individual children.

How do we make sure our pupils are healthy, safe and well-supported?

- We have regular questionnaires for all pupils with regard to bullying thus children know they are being listened to. Children say that there is little bullying. We take part in anti bullying days each year.

- Our 'Golden Rules' are embedded in school practice so children feel safe as well as knowing what is acceptable and what is not.

- Racist comments taken seriously and followed up immediately.

- SEAL material introduced and used in classes

- Buddies introduced so children know there is someone to go to.

- New curriculum will include improved PSHCE curriculum

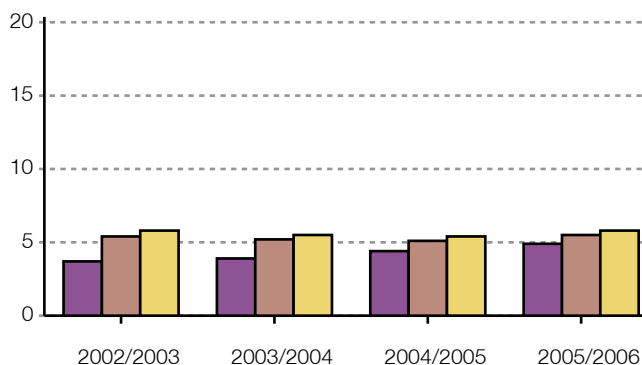
- Discussions with pupils re meals in school council which have been followed up by the caterers.

- Healthy meals in school- more children are taking these

- Healthy snacks and fruit are enjoyed by children. Fruit available for all KS1 children

- There is a wide range of physical activities for children to participate in during school time and after school including netball, football, tag rugby, rounders and swimming.
- Child Protection arrangements conform to the national requirements
- Target setting in literacy .
- A travel plan has been produced and we should have our cycle racks shortly.
- New playground equipment has enabled children to play more actively.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

- Our absence rates are lower than the LA and also national absence levels
- Our absence rates have risen slightly in the last three years.
- New absence codes will help us analyse the reasons for children's absence so that we can investigate the rise in more detail.
 - We have set a target of..... which we feel is achievable for the next academic year.
 - The EWO is involved quickly for children who are absent for a length of time without notification. She visits the school on a regular basis and is happy about the absence rates at the school. She has not had to visit parents re concerns with absence.
 - The vast majority of children are punctual each day and are therefore able to access the curriculum from the start of the day.

What activities are available to pupils?

This year children have sung in our newly formed school choir. A light being the Choir Festival at the Hexagon in Reading, which was a fantastic experience for all.

Recorders are learnt by children in several classes. Progress has been wonderful for all children, who performed in front of all the school. We have increased the number of instruments that children can learn at school. These now include; keyboard, flute, guitar, violin, drums. One class learnt the cello for a term. Older children also learnt the African drums and became very competent at them.

We are fortunate to have many sporting activities at school and were awarded the Active Mark. Children of all ages have participated in a variety of activities including; tennis, netball, football,

multisport, cricket and tag rugby. Teams from the school participated in competitions at the local secondary school i.e. basketball and tag rugby. These were very successful and enjoyable for the children.

A craft club and a revision club have also taken place. Older children enjoyed the computer club and produced some excellent presentations.

A residential visit took place to the Isle of Wight for year 6. This enabled the children to learn new skills in abseiling, archery and climbing.

How are we working with parents and the community?

There are two parent interviews a year so that parents know about their child's progress and how they can support them at school. A detailed report is given to parents at the end of the summer term, which parents can comment on.

At the end of the summer term there is a walkabout evening so we can celebrate the children's work through the year and parents and children can visit their next teacher.

We send out questionnaires to ascertain parent's views on different aspects of the school such as homework.

The HT has a surgery when required. We have an 'open door' policy so that parents feel welcomed and have their questions answered quickly. Parents work throughout the school at different activities which is welcomed by all staff.

Four times each year we have church services that are well attended by parents and friends of the school.

There is a strong group of governors that are known by the school community, many of them are attached to the church. The HT reports to the PCC on school issues each year.

There is a strong PTA who fundraises and do social activities for the children and parents.

Children attend village events such as the carnival and Christmas lights.

The Vicar and his team take assemblies each week.

What have pupils told us about the school, and what have we done as a result?

Children have told us that they enjoy coming to school and like learning at school.

They have also told us that they think that bullying is not a problem at school and that mostly they have good friends at school. The older children think that it has helped the younger children when they play with them or act as playground buddies.

The children have thought about having a house system at school and this will be implemented in the summer term. The children have thought of lots of names for the houses and will vote on these.

Children enjoyed the residential visit to the Isle of Wight and would like to do more of these visits. We have arranged for the year 5 class to visit Norfolk to do some work about coasts. We have increased the number of visitors to the school and also visits to different places. All the children enjoyed the opportunity to meet Ashley Cole, the England and Chelsea player!

The children thought about play equipment for both playgrounds and decided on what type of equipment they would like. As a result two trim trails and a stage were purchased, which are used by all the children.

The school council also discussed school meals with the caterer - the food they liked and also what they didn't enjoy and why.

What do our pupils do after leaving this school?

Most children transfer to the local secondary school, which has good links with our school. Each week a member of staff will work with children who may find transition difficult. This is a link that children can access when they start at the school. Members of this school also work at the end of the year on the core subjects with the year 6 children. This work is continued at the secondary school when the children start.

Some children go to the CE secondary school in Bracknell. Members of staff from this school will discuss each child with the class teacher.

Some children go to independent schools.

What have we done in response to Ofsted?

We have continued to develop the 'Big Writing' throughout the school, which is still ensuring children enjoy writing. Children in all areas of the school are making good progress in the various aspects. We have also introduced AfL. Children are now self assessing their writing and thinking about their next steps so are setting their own targets for development. Assessments and tracking are now more thorough.

We have continued with our priorities which were agreed by Ofsted. These have taken place throughout the year. We had an inset to help us to rewrite our curriculum, so that it more exciting and more challenging for all the children, especially the more able. This will be a lengthy process but will ensure that we integrate ICT into it also. We aim to ensure that creativity plays an important role.

Subject leaders have continued to develop this year. All staff have had training on coaching and this will be an integral part of our development.

We have also started to develop target setting in Literacy, which is ensuring that children know where they need to develop.

There has been a focus on teaching and learning in KS2. Support has been given to staff who require this and a new member of KS2 has been appointed.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01344 620716

Our website
