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13 January 2012

Mrs A Walsh
The Headteacher
Leatherhead Trinity School and Children's Centre
Woodvill Road
Leatherhead
KT22 7BP

Dear Mrs Walsh

Ofsted monitoring of Grade 3 schools: monitoring inspection of Leatherhead Trinity School and Children's Centre

Thank you for the help which you and your staff gave when I inspected your school on 12 January 2012, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. I would be grateful if you would pass on my thanks to the pupils and staff for their friendly reception and to the time the members of the governing body gave.

Since the previous inspection, there have been no significant contextual changes.

As a result of the inspection on 28 and 29 September 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements.

Achievement of pupils at the school

The results of the 2011 Key Stage 2 national assessment tests indicate that increasing numbers of pupils achieved nationally expected levels in both English and mathematics. Pupils' expected progress in English and mathematics was broadly in line with the national average. The work seen, from lessons and the school's analysis of assessment information suggests that pupils' attainment continues to rise across the school and that their progress is increasing. The school has robust systems for early identification of pupils who require additional support. Pupils' literacy, including reading, and numeracy skills are improving. The school's success in addressing this area for improvement from the previous inspection can be seen in the way that pupils now use these skills within a wide range of different subjects. Pupils in Key



Stage 1 are making at least expected progress in reading and mathematics. Although improving, the school recognises that pupils' standards of writing have been low in previous years. The enthusiastic adoption in the autumn term of 2011 of a commercial scheme for the entire key stage has proved beneficial to both the quality of pupils' work and their attitudes towards writing. Pupils who are disabled or who have special educational needs continue to make satisfactory progress, as they did at the last inspection.

The quality of teaching

The quality of teaching has improved since the last inspection. The number of lessons that are well taught over the last 12 months has risen rapidly. Senior leaders and middle managers are unremitting in their focus on improving the quality of lessons. As a result, there is a high level of consistency in how teachers plan lessons, clearly express learning intentions and match work to pupils' different abilities and needs. Successful behaviour management strategies ensure that pupils can learn in a productive and stimulating environment. Senior leaders are aware of the small number of lessons where the quality of teaching does not match the best practice in the school. Where these lessons occur, teachers overdirect pupils, hindering them from making as much progress as they are capable of, especially the more able. Informal feedback to groups and individuals is not provided to help pupils identify their next steps for improvement. Appropriate plans are in place to improve the quality of teaching even further.

Behaviour and safety of pupils

Attendance has significantly improved to be above average, exceeding the local authority's target. The school has developed effective strategies for encouraging attendance to be taken seriously by most pupils and their families. These strategies include a 'zero tolerance' towards unauthorised absence, robust systems to monitor attendance rates, and regular messages and celebrations regarding attendance in assemblies and newsletters. The school has developed a productive working relationship with external agencies, particularly the education welfare service. Pupils behave well around the school and in lessons. Incidents which disrupt learning are rare and pupils say any incidences of bullying are extremely rare. There are positive relationships across the school community. Pupils respond well to adults and are enthusiastic about their learning.

The quality of leadership and management of the school

The senior leadership team, including the governing body, have tackled the areas for improvement from the previous inspection effectively. The headteacher and her committed team of leaders have ensured a common purpose across the whole school. There are secure plans for improvement which are closely monitored against measurable and specific targets. The monitoring of the quality of teaching is accurate, effectively focusing on how pupils develop their application of basic skills in

different subjects. Frequent meetings aligned to rigorous performance management targets ensure teaching staff and learning support assistants are held to account for the progress pupils make. Staff are clear about the school's priorities such as reducing absence and in providing greater challenge in lessons. As a result, their professional development is clearly defined to match the school's needs. A good example of this is the development of middle managers' roles with regard to the analysis and monitoring of assessment information. The governing body has a clear understanding of what the school does well and what the priorities for improvement are. Governors provide challenge and support in equal measure leading to continued improvement, particularly in improving attendance and quality of teaching. Precise and accurate self-evaluation, and an upward trend of standards, supported by an ambitious senior leadership team, ensures that the school is well placed to continue to improve.

The local authority provides effective support through regular monitoring visits and specialist advice from literacy, numeracy and Early Years Foundation Stage consultants.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

John Seal

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2010

- Improve attendance and, by July 2011, meet local authority targets by:
 - building on existing links with outside agencies
 - working more closely with the parents and carers of those children who do not attend regularly.

- Improve teaching by ensuring staff always provide challenging tasks that are well paced and pitched at the right level.

- Ensure that pupils are given sufficient opportunities to practise and develop their literacy and numeracy in subjects and contexts other than English and mathematics lessons.