

Leatherhead Trinity School

Inspection report

Unique Reference Number	135009
Local Authority	Surrey
Inspection number	341595
Inspection dates	28–29 September 2010
Reporting inspector	Paul Canham

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	The governing body
Chair	Dr John Swanson
Headteacher	Alison Walsh
Date of previous school inspection	26 September 2007
School address	Woodvill Road Leatherhead KT22 7QT
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Age group	3–11
Inspection dates	28–29 September 2010
Inspection number	341595

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group 3–11
Inspection dates 28–29 September 2010
Inspection number 341595

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons, observed 16 teachers and held meetings with governors, staff, and a group of pupils, and talked with pupils in lessons. They observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, school development planning, the governing body minutes and pupils' work. Inspectors also scrutinised the 79 questionnaires received from parents and carers, as well as those from staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The extent to which higher expectations are increasing the level of challenge.
- The degree to which developments to assessment have improved monitoring and extended the accountability of staff and governors.
- The extent to which the strengthened leadership team, and the governing body, are influencing the school's direction and performance.

Information about the school

Leatherhead Trinity is larger than most other primary schools. The very large majority of pupils are from families of White British heritage. Other pupils come from a wide range of minority ethnic backgrounds. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is almost twice the average, and in some year groups, as high as 49 ♦ 51%. The range of special educational needs includes moderate learning difficulties, speech, language and communication, and behavioural, emotional and social needs. A support unit for pupils with a statement of special educational needs for speech, language and communication is located within the school. The proportion of pupils who arrive or leave partway through their primary school education is above that found in most other schools.

There have been a significant number of staff changes since the last inspection and the school moved to its present purpose-built accommodation in September 2009.

The children's centre, located a short distance from the school, is managed by the school's governors. This centre includes provision for 0 ♦ 3-year-olds. Children enter the Early Years Foundation Stage into Nursery and Reception classes. These have flexible arrangements to meet the particular needs of parents and carers.

The school has achieved Activemark, Investors in People status and the International Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory education for its pupils in challenging circumstances. It has a number of good features which include the caring and supportive environment. The school is successful in enhancing pupils' self-esteem, developing their confidence and strengthening personal qualities. An outstanding strength is the school's exceptionally good practice that ensures the safety of its pupils. The school is particularly effective in supporting pupils who arrive or leave partway through their education and whose circumstances make them vulnerable to underachievement. As a result, their attendance levels often improve sharply during the short time they are in school. However, this success is not reflected in the overall attendance levels, which are low. Pupils have a good understanding of healthy lifestyles and keeping safe. Parents and carers are supportive of the school and the particularly good links it has established with the children's centre. One parent's comments sum up the views of others: 'I believe that the school does its utmost to keep my child safe and healthy....and gets the benefit of strong community links.'

Now that the school is firmly established in new accommodation, having moved from other sites, the senior leadership team is well placed to focus on the urgent need to address the levels of underachievement that have featured in the school's recent history. The work of this team, along with the close support of well-informed and knowledgeable governors, is the key factor in driving improvement. A systematic approach to monitoring has already seen improvements to teaching and rigorous tracking systems have been established. Middle leaders and other staff are held accountable for standards in their subject areas. The school's awareness and vision are now well informed by an increasingly accurate self-evaluation and, as a consequence, the school is soundly placed to move forward.

The drive for highly effective teaching is evident in the continual review of classroom practice. As a result, the quality of teaching is now good, which is reflected in the recent improvement in pupils' progress. ♦ Previous underachievement has been successfully overcome and overall progress is now satisfactory. Pupils' attainment remains low, but is rising in response to the increasing pace of learning and quickening rate of progress across the school. Pupils are progressing well in lessons that are well managed and include interesting activities that capture the pupils' interests and hold their attention. On occasion, however, planning is not used as well as it could be to consistently match activities to pupils' differing needs and ensure that the tempo of learning is always brisk enough. The curriculum places a strong focus on literacy and numeracy, although the school recognises that it has to provide more opportunities for pupils to strengthen their skills in English and mathematics in other subjects.

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Intervention work, including well-tailored support for individual pupils, is successfully supporting pupils with special educational needs and/or disabilities and others from minority ethnic backgrounds.

Clubs and sporting activities are popular and provide pupils with good opportunities to strengthen confidence and develop performance skills. The school's strong community and international links provide pupils with good opportunities to appreciate and value people's different backgrounds and experiences.

What does the school need to do to improve further?

- 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.

Outcomes for individuals and groups of pupils

3

There are demonstrable signs that the school's determined efforts are making a difference, resulting in pupils making better progress. Children join the Nursery with below expected starting points and make good gains through to the end of Reception. In Years 1 to 6, pupils' enjoyment of learning, as seen particularly in their eagerness to become involved in stimulating and well-paced activities in English, mathematics and physical education, is characteristic of lessons.

These features underpin the satisfactory, and sometimes good, pace of learning across the school. ♦ Behaviour is generally good. ♦ Pupils thrive on success and mostly work well in small groups and independently of the teacher. Pupils also show great satisfaction in completing tasks and explaining the reasons behind their answers, in mathematics for example. Pupils with special educational needs and/or disabilities make good progress as a result of the focused support.

Attainment is low, as indicated by the results of the most recent national tests and assessments for pupils in Year 6. However, learning and progress are satisfactory, and they are improving securely and quickly. School tracking data show that pupils in Year 6 are currently reaching higher levels of attainment than last year's cohort, especially in reading.

Pupils say they feel safe, like coming to school and enjoy participating in the wide range of clubs and sporting activities. Despite the school's success in substantially improving the attendance levels of individual pupils, many of whom arrive or leave partway through their education, attendance is low. Pupils talk appreciatively of the supportive and caring environment within the new school. They are well aware of dangers in and out of school. Pupils' good levels of understanding of living healthily are reflected in the way they talk

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about the importance of eating different kinds of food and the need for regular exercise. Pupils are considerate towards each other and willingly take on responsibilities to help the school run smoothly, thereby enhancing their leadership qualities. Pupils' views are well represented through the school councils. Pupils are also much involved in fund-raising events within the local community and in support of a number of national charities. Strong links have been established with schools in other parts of the world, including Uganda. Helped by the school's innovative projects to encourage enterprise, such as making and selling biscuits, pupils' personal skills are developing into important assets for future life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Effective classroom management, clear learning intentions, and questioning that probes pupils' understanding are particular strengths. Support given by teaching assistants is typically well targeted. Topics, such as those that encourage pupils to write creatively and for different purposes, successfully capture pupils' interest and hold their attention. Pupils are enthusiastic and willingly become involved in their learning. However, on occasion, the pace of learning is not as rapid as it could be and some activities do not always expect enough from pupils. Assessment is used well to guide planning. Marking is supportive and relates progress to pupils' individual targets. ♦

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The school is currently working on a curriculum that provides a carefully constructed balance between basic skills in English and mathematics and the development of pupils' performance and creative skills. The teaching of French already adds an additional positive dimension. The school recognises the need to give pupils opportunities to reinforce their learning and develop skills in literacy and numeracy through topics that link different subjects. The school has rightly started to plan a programme to improve pupils' writing skills further, building on the current strengths in reading. The curriculum is supported by a well-planned programme for personal, social and health education. Pupils' learning experiences are further enriched by a number of popular clubs, visits to places of interest, and the use of subject specialists.

The good support for pupils' personal development and pastoral care is recognised and valued by parents and carers. Attention to pupils' health and well-being is reflected not just in opportunities for physical activity, but also in the provision of healthy school meals. With the help of a range of outside agencies, individualised programmes of support are made for pupils whose circumstances make them vulnerable to underachievement, covering a broad range of personal and learning needs. Pupils' progress is closely monitored through detailed tracking of their attainment. Where necessary, this leads to timely interventions, which successfully reinforce pupils' literacy skills, build confidence and lift attendance levels.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the last inspection, the headteacher, with close support from governors, has substantially strengthened the senior leadership team and sharpened the focus on key priorities. These changes have led to a systematic and rigorous approach to monitoring and a greater awareness of the road the school needs to follow to address past underachievement. The school's strong collective leadership is developing a school that is committed not only to strengthening each pupil's self-esteem, but also to raising achievement. Secure systems ensure that this ethos can be maintained even through staff changes. Improvements are already evident, with more rapid progress in some lessons and year groups. Monitoring has already led to improvements in teaching, which is now good. The promotion of equality and approaches to tackling any form of discrimination are satisfactory. As a result, groups of pupils make similar progress, although those with special educational needs and/or disabilities make good progress as a result of the additional support. ♦

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Governance is satisfactory. In the recent past, governors were supportive but did not do enough to challenge the performance of the school. There have been a number of changes to the governing body and members have benefited from training. Governors are highly visible in the school and their good grasp of data and knowledge about pupils' progress now provides the information needed to challenge the school's work. Their determination to lift achievement is reflected in systematic monitoring and evaluation procedures. Attention to pupils' safety and safeguarding is integral to the school's work and excellent quality assurance and risk assessment systems have been established. Local services and agencies are used effectively to enhance the well-being of pupils experiencing difficult circumstances and those with special educational needs and/or disabilities.

Community cohesion is strongly promoted within the school and in the community. The school demonstrates a thorough understanding of local needs and challenges. Links with the international communities are acknowledged in the International Schools Award. However, the school knows that it must do more to help pupils understand about people's backgrounds and communities in other parts of the United Kingdom. Parents and carers are supportive of the school. They usually play an active part in school events. However, the school is aware of the need to improve the levels of communication, through its website for example.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	66	24	30	3	4	0	0
The school keeps my child safe	40	51	39	49	0	0	0	0
My school informs me about my child's progress	34	43	37	47	3	4	2	3
My child is making enough progress at this school	38	48	32	41	6	8	0	0
The teaching is good at this school	39	49	31	39	4	5	0	0
The school helps me to support my child's learning	35	44	37	47	6	8	0	0
The school helps my child to have a healthy lifestyle	35	44	37	47	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	38	30	38	8	10	0	0
The school meets my child's particular needs	31	39	38	48	6	8	0	0
The school deals effectively with unacceptable behaviour	25	32	38	48	9	11	1	1
The school takes account of my suggestions and concerns	26	33	41	52	3	4	0	0
The school is led and managed effectively	37	47	31	39	4	5	3	4
Overall, I am happy with my child's experience at this school	45	57	26	33	7	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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