

Holy Trinity CofE Junior School

Inspection report

Unique Reference Number	102991
Local Authority	Sutton
Inspection number	355296
Inspection dates	15–16 February 2011
Reporting inspector	Brian Evans

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair	Mr Nigel Warwick
Headteacher	Mrs Shirley Gruffydd
Date of previous school inspection	15 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 19 lessons and parts of lessons and observed 14 teachers. Meetings took place with the Chair and Vice-Chair of the Governing Body and a number of staff, parents and carers and groups of pupils. The inspection team observed the school's work and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curriculum planning and samples of pupils' work. Inspectors analysed the results of 154 questionnaires completed by parents and carers, and took account of the views expressed in pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of the provision for the more able.
- How well subject leaders contribute to sustaining school improvement.
- The impact of the multicultural strategies begun by the school.

Information about the school

In this larger-than-average junior school about three-quarters of pupils are of White British heritage, with the rest from a range of minority ethnic groups. The proportion of pupils speaking English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is above average. Mainly these relate to specific learning difficulties, to speech, language and communication needs and a few behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below average. Staffing is now stable but there has been a high staff turnover in the last few years. The school has achieved Healthy Schools Status and the Activemark 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?

2

The school's capacity for sustained improvement

2

Main findings

Holy Trinity Church of England Junior is a good school. It has some excellent features. Pupils' attainment is above average and has been so over the past five years. Pupils' behaviour is outstanding, which is a key factor in the good progress they make. Pupils feel very safe and are extremely knowledgeable on health related issues. This is reflected in the school's national awards. Their attendance is broadly average but procedures for following up on absenteeism are very robust. Parents and carers fully support the direction in which the school is moving. A parent wrote, 'a super school ? welcoming, growing stronger each year since the new headteacher has taken over'. The good care, support and guidance for individual pupils and close partnerships with external agencies contribute strongly to pupils' learning and support their good achievement throughout the school. Safeguarding procedures and their impact are excellent on a site that has had a great deal of recent and continuing building work.

The very effective headteacher, senior leaders and some able subject leaders work hard together to provide equal opportunities for all pupils. Members of the governing body play a full part in the life of the school and, together with the School Improvement Partner, provide good challenge and support to senior managers and staff. Self-evaluation is very thorough and honest and identifies the following key weaknesses.

- Pupils' basic skills are not developed as consistently in Years 3 and 4 as they are further on. In Years 5 and 6 pupils do not always have sufficient opportunities to show greater independence, initiative and creativity.

These are now priorities for the school. The school's effective self evaluation and success in bringing about improvements indicate that it has a good capacity for sustained improvement.

Consistently good teaching, supported by individual withdrawal sessions and in-class support, helps accelerate pupils' progress well. The school's assessment and tracking systems are used effectively to monitor individual performance closely. This information is used effectively by teachers to plan appropriate interventions for more-able pupils. As a result, pupils of all levels of ability, including those who have special educational needs and/or disabilities and the few who have English as an additional language, are making good progress.

The school effectively promotes pupils' understanding and respect of local communities.

- The promotion of community cohesion at the national and global levels is underdeveloped. Senior managers have an action plan to identify more clearly the diversity of populations within the United Kingdom and internationally in order to address this issue.

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What does the school need to do to improve further?

- By September 2012:
- ensure that in Years 3 and 4, pupils are given more opportunities to develop their basic skills so that pupils in Years 5 and 6 learn independently take initiative in lessons and be more creative.
- extend the opportunities for pupils to understand and respect the diversity of communities and cultures within the United Kingdom and those internationally.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good and has steadily risen in English and mathematics over the past five years. Pupils who have special educational needs and/or disabilities make good progress because there is good practice in setting tasks that match their learning needs. A parent commented, 'School is very good for children who need a little bit of extra help.' In an outstanding Year 6 English lesson, the task effectively built on pupils' prior learning on non-chronological report writing. All pupils knew what they were trying to achieve and understood what they must, should or could do during the lesson. Excellent use of information and communication technology (ICT) included a clip from David Attenborough's nature programme and motivated pupils very well. The task generated very good pace, leading to rapid progress, with pupils clearly learning much from each other. There is good consistency in learning styles across the school because of the strong monitoring and support of teachers by senior staff. Pupils do always have sufficient opportunities to develop independent learning, initiative and creativity. Most pupils enjoy their learning as illustrated by the spontaneous applause for the teacher who had composed her own poem on her 'goal in life'.

Pupils demonstrate their good spiritual, moral, social and cultural development in assemblies. This provision raises pupils' self-esteem and has helped build their confidence to speak at these and other events. Pupils enjoy singing and respond thoughtfully to opportunities for reflection. Pupils speak very highly of the support they receive and are polite and well mannered in welcoming visitors to the school. A key element in their excellent behaviour is the way in which the headteacher and senior leaders seem to be 'all seeing' throughout the school. The pupils' rising achievement in basic skills, including in ICT, is ensuring they are well prepared for the next stage of their education. The school council contributes in many ways to the life of the school, for example, they are consulted about changes and have ideas for improving the school and are suggesting more equipment for lunchtime play. Pupils state that any bullying or name-calling is dealt with very quickly, and due to their outstanding behaviour, pupils also say that they feel extremely safe in school.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account:	
Pupils' attendance ¹	3
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?

Teachers' subject knowledge is good and pupils at all levels of ability are challenged at a brisk pace. Pupils know what they have to do. Teaching assistants make a strong contribution to learning either by withdrawal or by in-class support. In the best examples, work is carefully matched to pupils' learning needs and is based on accurate assessment of pupils' progress. Marking is constructive and pupils routinely respond well to the comments which help them to move forward. In an excellent Year 5 English lesson following up on the tales of Odysseus, the tasks were highly engaging and well designed to enable all pupils to make good progress. Pupils understood the importance of assessing their own work and that of others through the 'talking partners' routines. They evaluated their learning and progress at the end of the lesson.

The curriculum is good and developing well. Leaders recognise that although a positive start has been made, there are not always sufficient opportunities for pupils to apply their literacy, numeracy and ICT skills creatively across the curriculum. Nevertheless, the school's topic-based approach motivates and engages pupils well. Participation levels are very high in the many and varied extra-curricular activities. For example, the lunch hour the 'hip-hop' club was enthusiastically supported by over 20 pupils. All pupils enjoy numerous visits and visitors that make learning meaningful. Pupils facing more challenging circumstances experience success because of carefully matched individual learning programmes and the good partnership with external agencies that contributes to their

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good achievement. Teachers and support staff provide good care, guidance and support and work regularly alongside parents and carers to improve their children's attendance and emotional health. Pupils happily turn to a member of staff when they have a problem. Administrative staff on reception greet parents, carers and visitors with sensitivity and understanding and are a very important link between them and the teaching and support staff.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

As a result of robust monitoring of teaching and learning by senior leaders, teaching quality is at least good and good practices are successfully reinforced.

The headteacher is a very strong, motivating force throughout the school and is very successful in taking all staff with her when driving improvement. The senior leaders work very closely with her and have complementary strengths. The impact of their leadership can be seen in the good progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. Statutory duties are reviewed regularly and meet requirements, including the excellent procedures relating to safeguarding. The protection of children is embedded in all aspects of school life. Policies and their impact on child protection are reviewed and updated regularly to ensure that they reflect the best practice and are followed consistently by all staff. Concerted action to promote equal opportunities and tackling of any discrimination leads to harmony across all ethnic groups and has improved the performance of all pupils and especially those who need additional support.

Senior staff are taking highly effective steps to drive up the quality of teaching. Very careful monitoring of teaching and learning has identified relatively weaker aspects which are quickly followed up and supported. Professional support and staff training days are regularly used to raise awareness of teaching and curriculum issues. Relationships and morale throughout the school are excellent. The school has an outstanding partnership with parents and carers. They are exceptionally well informed and strongly engaged in their child's learning. Governors carefully examine the impact of policies on the school's work and effectively hold the school to account for its performance. The promotion and impact of community cohesion has some excellent features in terms of the local community. Pupils also study and understand that communities and cultures in other parts of the world can be different. The diversity of lifestyles within the United Kingdom and internationally is not as well developed and this is one of the priorities in the school development plan.

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

These are the grades for leadership and management

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

Views of parents and carers

Almost half of the parents and carers returned questionnaires. The overwhelming majority state that their children enjoy school and feel very safe. They were also very positive about the school and its impact on their children's well-being. The quality of pastoral care, the curriculum and opportunities for extra-curricular activities were highly praised. The inspectors confirmed these positive aspects. In their comments, a very small minority of parents and carers expressed concern about behaviour and believed that the school did not meet their child's particular needs. The inspection found pupils' behaviour was excellent and that there were clear procedures for parents and carers to approach the school about their children's work and particular needs and how they could support them. The headteacher is always available at the school gates to talk to parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity C of E school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 357 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	45	79	51	5	3	1	0
The school keeps my child safe	92	60	61	40	1	1	0	0
My school informs me about my child's progress	58	38	90	58	4	3	2	1
My child is making enough progress at this school	47	31	94	61	10	6	1	1
The teaching is good at this school	58	38	88	57	5	3	0	0
The school helps me to support my child's learning	54	35	92	60	7	5	1	1
The school helps my child to have a healthy lifestyle	61	40	90	58	1	1	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)	46	30	89	58	5	3	0	0
The school meets my child's particular needs	49	32	88	57	15	10	0	0
The school deals effectively with unacceptable behaviour	43	28	94	61	9	6	2	1
The school takes account of my suggestions and concerns	42	27	93	60	5	3	0	0
The school is led and managed effectively	79	51	66	43	5	3	0	0
Overall, I am happy with my child's experience at this school	73	47	70	45	10	6	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 February 2011

Dear Pupils

Inspection of Holy Trinity C of E Junior School, Sutton SM6 8BZ

I am writing to let you know how much we enjoyed our visit to your school. You gave us a lot of good information to help us judge that your school is good. It has some outstanding features. These are the main findings of our inspection.

- We found that your behaviour was excellent.
- You have an excellent understanding of how to live a healthy lifestyle and are very safe in school.
- You told us personally and through your questionnaire responses that you enjoy school. We could see this in your enthusiastic approach to learning and the good progress you are making in the classroom and around the school.
- The partnerships between the school, your parents and carers and yourselves are excellent.
- Teaching is good, as well as some that is outstanding.
- The leadership of the headteacher is very strong.

Over the past two years you have made good progress in English, mathematics and science. We have asked the school to give pupils in Years 3 and 4 more opportunities to use their skills in literacy, numeracy and information and communication technology so that pupils in Years 5 and 6 can learn independently, show initiative and be even more creative in their work. Teachers will also be making sure that you have a wider knowledge and understanding of other communities and cultures outside of your local area, in parts of the United Kingdom and abroad.

You can help too by continuing to work with your teachers and all adults in the school and by trying to maintain your enthusiastic approach to learning.

Yours sincerely

Brian Evans Lead inspector

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