

Holy Trinity Church of England Primary School

Inspection report

Unique Reference Number	125139
Local Authority	Surrey
Inspection number	381054
Inspection dates	December 2011
Reporting inspector	Julie Sackett

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair	Tim Clay
Headteacher	Jon Hills
Date of previous school inspection	15 January 2007
School address	Benner Lane West End Woking GU24 9JG
Telephone number	01276 858297
Fax number	01276 855853
Email address	info@holy-trinity-pri.surrey.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors. The team observed 24 lessons taught by 16 teachers. Discussions were held with senior staff, teachers, members of the governing body, parents and carers and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, policies and records of pupils' progress and attainment. The inspection team considered 200 questionnaires from parents and carers, as well as questionnaires from staff and pupils.

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

- The extent to which developments in teaching, including improvements in assessment and tracking procedures, are ensuring that learning is consistently matched accurately to individual pupils' needs so that pupils' progress is maximised.
- The impact of the school's provision for guidance and support on pupils' personal development, attendance and their behaviour overall.
- The effectiveness of developments in the Early Years Foundation Stage and the impact on children's learning, progress and attainment.
- The degree to which leaders and managers at all levels have ensured continuity and ongoing school improvement following recent changes in staffing.

Information about the school

Holy Trinity is a larger-than-average school. The proportion of pupils eligible to receive free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities is also below the national average. The majority of pupils are of White British heritage. A very small proportion of pupils speak English as an additional language. The proportion of pupils who join or leave the school part way through their education is below the national average. Awards achieved by the school include Eco Schools (silver) award and Healthy Schools status.

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 is a good school. It has a number of outstanding features. It offers outstanding care and a strongly inclusive environment, underpinned by a strong ethos. This successful ethos is reflected in the school's aims: 'Nurturing, inspiring, empowering children within a caring and Christian community'. The school is successful in meeting the needs of its pupils, including those whose circumstances make them vulnerable. Adults know individual pupils very well, so that pupils feel valued. For example, one parent's comment reflects the views of many when she said: 'My child happily attends school every day. What more can I say? It is a happy and secure environment in which children can learn and develop.' Pupils are courteous and polite and behave well. Their confidence in the school is reflected in the fact that they feel exceptionally safe.

The headteacher has been very successful in maintaining and building on the school's existing strengths and achievements, ably supported by senior leaders, including the governing body. For example, in a relatively short space of time, the physical environment of the school has been greatly enhanced, including improved safeguarding arrangements. Opportunities for creativity within the curriculum have been increased so that learning is more meaningful and pupils are inspired to do their best. Recent staff changes have been managed very well and morale is high. Despite its consistent success, there is no sense of complacency in the school, with staff eager to play their part in the school's drive to improve even further. Self-evaluation is accurate and well informed. As a consequence, school leaders, including the governing body, have a clear understanding of where the school is now and of the priorities that need to be addressed to maintain improvements. Consequently, the school's capacity for sustained improvement is good.

New leadership in the Early Years Foundation Stage has rapidly developed the quality of provision, including the introduction of more opportunities for children to develop confidence and independence. Good provision means that children settle quickly and make good progress. As they move up through the school, pupils continue to make good and sometimes outstanding progress, in a range of subjects, including mathematics and English. However, there is slight unevenness in the progress pupils make across different year groups. The school is very much aware of this variation and is actively addressing the issue, although the impact of the measures they are taking is not yet fully evident. By the end of Year 6 pupils' attainment in English and mathematics is high. This picture has been sustained over the past five years and this, combined with pupils' very positive attitudes to learning and their excellent

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

attendance, makes an outstanding contribution to pupils' economic well-being. Pupils' mature understanding of how to lead a healthy lifestyle is reflected in their enthusiastic participation in sports clubs and in the school's recent success in the achievement of 'Healthy School' status.

The success of the school's push to improve the quality of teaching even further is apparent in the increased proportion of good and outstanding lessons observed in the school's own monitoring. Expectations are high and lessons are typically well paced and interesting with good opportunities for pupils to apply their basic skills in different subjects. Good use of marking to help pupils to identify what they have done well and how they can improve has been developed, although this is not consistently used across the school, so that some opportunities to guide pupils are missed. Systematic monitoring and tracking procedures have been established and staff are held accountable for their pupils' progress and attainment. However, pupil tracking data are not yet used fully by all teaching staff to consistently match activities and learning accurately to pupils' individual needs.

Holy Trinity is a very cohesive community with strong links within the local area. A detailed and comprehensive audit of provision has been used well to identify planned actions to develop community links further, including the introduction of more opportunities for pupils to learn about the diverse cultures and beliefs that exist in the United Kingdom and beyond. Some steps have already been taken. For example, during the inspection pupils talked excitedly about links with a school in Norfolk and enjoyed taking photographs of their school to send to their new friends. However, developments such as these are still at an early stage.

What does the school need to do to improve further?

- Improve the consistency of pupils' progress across all year groups through increasing the proportion of outstanding teaching by:
 - ensuring that pupils' progress information is used fully and consistently by senior leaders and class teachers to closely monitor pupils' performance and accurately match learning to individual needs, so that progress is maximised
 - ensuring that teachers consistently check pupils' learning and understanding regularly during the course of lessons in order to modify activities in response to pupils' differing needs.
- Extend the existing good strategies to promote community cohesion by:
 - increasing the range and number of opportunities for pupils to develop their understanding of, and respect for, the diversity of cultures and beliefs represented within the United Kingdom and beyond.

Outcomes for individuals and groups of pupils

1

Children enter school with skills and understanding that vary but which are broadly in

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

line with those typical of their age. As they move through the school, the very large majority of pupils make at least good progress, particularly in reading, and some make outstanding progress. There are no significant variations in the rates of progress made by different groups of pupils, including potentially higher-attaining pupils and those with special educational needs and/or disabilities. School data indicate that consistently high attainment in English and mathematics is likely to be sustained in 2012.

Pupils cooperate and work very well together and demonstrate respect for adults and for their peers. For example, in a good Year 5 lesson, pupils made good progress in their understanding of sound while working together to consider the potential advantages of different materials to protect the ears from loud noise. Pupils' behaviour is exemplary when moving around the school and between classrooms. In lessons pupils behave well, although occasionally pupils become fidgety and lose concentration, particularly where the learning is not matched accurately to their needs and abilities. Pupils' spiritual, moral, social and cultural development is good and pupils show great respect for opportunities to reflect. For example, pupils watched, listened and participated in an assembly during which the school Christmas tree was decorated with enthusiasm and maturity, and many appreciative 'oohs' and 'aahs' when the lights were switched on. Pupils respond positively to a good range of opportunities to contribute to the school community. For instance, pupils take their roles as eco-warriors very seriously, eagerly seeking out any litter in the school grounds. Their enthusiasm for taking care of their school is reflected in the school's 'Eco School' status. Plans are underway to establish a school council in the new year, so that pupils are more able to represent the views of others and to make decisions about developments in different aspects of school life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
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	2
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	1
Taking into account:	
Pupils' attendance ¹	1

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

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

The extent of pupils’ spiritual, moral, social and cultural development

2

How effective is the provision?

Positive relationships and good subject knowledge are key strengths of teaching. Incisive questioning often gives pupils opportunities to think about their work and to apply their knowledge to real-life situations, while well-paced activities successfully capture pupils’ interest and grab their attention. For example, in an outstanding Year 1 lesson, pupils made excellent progress in the development of literacy skills when they were asked to write a letter to Father Christmas. Skilful questioning by the teacher meant that pupils were successfully supported to identify why a letter, which was displayed on the interactive whiteboard, would be a successful way of communicating, with one pupil commenting: ‘It works because it isn’t just a list but it’s a proper letter’, while another successfully applied his well-developed phonics knowledge to write: ‘Please could I have a little computer. Please could you give me a surprise too, because I love surprises!’ The school is already working to ensure that teachers more regularly check pupils’ knowledge and understanding during lessons in order to modify activities in the light of pupils’ needs.

The curriculum is good, with much recent improvement. Learning is more memorable and engaging, with planned links between different subjects providing pupils with opportunities to reinforce their learning and develop their skills through interesting topics such as The Second World War. The impact of the revised curriculum is already evident in pupils’ enjoyment of school and in their relish for learning. One pupil said: ‘I love school, especially literacy. I especially enjoy writing stories and using my imagination to work out what’s going to happen. It’s cool!’

Care, guidance and support are skilfully targeted where pupils are vulnerable or at risk so that pupils are very successfully enabled to benefit from all the school has to offer. One parent’s comment sums up the views of others: ‘The staff take great care to help the children to grow and develop into independent, responsible and well-mannered individuals.’ The position of teaching assistants has been enhanced so that they play a confident and active role in most lessons. Sensitive support ensures that pupils are able to work independently, with help readily on hand if needed. The school works closely with external partners such as medical specialists to support pupils and their families and exclusions are rare.

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	1

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

How effective are leadership and management?

The headteacher, with close support from the governing body and staff, has developed the role of senior and middle leaders and sharpened the focus on key priorities. These improvements have led to a rigorous approach to monitoring and a greater awareness of the path the school needs to follow to sustain and improve performance. Systematic monitoring has led to improvements in teaching and, consequently, to more rapid progress in lessons. The headteacher has carefully consulted with parents and carers, who are appreciative of recent improvements to the school environment such as the expansion of the library and new computers for the classrooms. The promotion of equality and approaches to tackling any form of discrimination are good. The school's collection of detailed data is beginning to help staff identify the needs of individual pupils at different stages of their learning and eliminate inconsistencies in teaching.

The governing body has developed its role well since the last inspection, with an improved committee structure and greater responsibility and accountability. The governing body readily challenges the school's work and continues to strengthen its monitoring role. In the past there has been occasional slippage in the review and update of policies. However, a monitoring timetable is now addressing this, so that policies and procedures are systematically reviewed and updated. Attention to pupils' safety is integral to the school's work and safeguarding procedures are effective and securely established.

Community cohesion is strongly promoted within the school and in the local community; the focus now being on extending the opportunities further in the United Kingdom and international diversity. Parents and carers are very supportive of the school and play an active part in school events, such as the recent 'Christmas shopping' evening. Parent workshops successfully help parents and carers to understand and support their children's learning and the current project to roll out a 'virtual learning platform' across the school is further enhancing engagement.

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	2
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	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	2

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

The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Caring staff have successfully established a calm, attractive environment in which children are nurtured from the start. Strong relationships and good induction arrangements mean that children settle quickly and make good progress. Children demonstrate a firm awareness of their own safety and that of others through their good behaviour and conduct. Children are eager to learn. They listen attentively and chatter happily and enthusiastically about their work. Activities are carefully planned and based upon observations and assessments so that learning builds securely on children’s knowledge and understanding. Lessons are well paced and adults demonstrate confident subject knowledge. Adults know the children very well, and in the best lessons, questioning is skilfully used to probe children’s understanding and to capture their interest. For example, during one lesson, children were asked to add presents to a Christmas stocking and made secure good progress in the development of mathematical skills. Good levels of challenge and high expectations meant that some children were able to go on to successfully work out more complex concepts, such as ‘more than’ and ‘less than’.

The provision is well managed so that children are safe and secure. The recently appointed Early Years Foundation Stage leader has very successfully developed the two Reception classes as a cohesive Early Years Foundation Stage unit. Increased use of the outdoor area has created more opportunities for children to develop social and independence skills. The school has effective plans in place to extend the use of the outdoor area further so that it fully reflects the high quality of the indoor learning environment. Close links have been developed with parents and carers so that they are able to support their children’s learning and well-being. One parent commented: ‘The school has been outstanding in its approach since our son joined Reception. We have been well informed and engaged and teaching has been excellent. I am impressed by the staff, the facilities and the school’s leadership.’

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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

The proportion of Ofsted questionnaires completed was above the national average. Of these, most parents and carers who returned questionnaires were very happy with the school. Most considered the school to be well led and managed, felt that the school dealt well with disruptive behaviour and expressed confidence in the quality of teaching. They agree that the school keeps their children safe and helps them to develop a healthy lifestyle. A very small minority of parents and carers felt that their children did not make enough progress. Inspection evidence indicates that pupils make good progress overall but recognises that there is slight unevenness in the progress pupils make across the school. The very small number of constructive parental concerns, for example about the quality of behaviour, was followed up during the inspection as part of the general gathering of evidence. Inspectors found behaviour to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Church of England Primary 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 200 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	128	64	64	32	1	1	0	0
The school keeps my child safe	146	73	48	24	0	0	0	0
The school informs me about my child's progress	91	46	92	46	10	5	0	0
My child is making enough progress at this school	105	53	76	38	7	4	2	1
The teaching is good at this school	117	59	73	37	1	1	0	0
The school helps me to support my child's learning	109	55	74	37	6	3	0	0
The school helps my child to have a healthy lifestyle	104	52	88	44	0	0	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)	85	43	88	44	1	1	0	0
The school meets my child's particular needs	100	50	76	38	11	6	0	0
The school deals effectively with unacceptable behaviour	80	40	92	46	12	6	2	1
The school takes account of my suggestions and concerns	81	41	85	43	10	5	0	0
The school is led and managed effectively	129	65	58	29	2	1	0	0
Overall, I am happy with my child's experience at this school	132	66	57	29	2	1	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



3 December 2011

Dear Pupils

Inspection of Holy Trinity Church of England Primary School, Woking GU24 9JG

We very much enjoyed our visit to your school. Thank you for making us feel so welcome. This is a letter to tell you about some of the things we found while we were with you. Holy Trinity is a good school. It is a place where you feel very safe and enjoy learning and where adults look after you extremely well. Here are some important things about your school:

- You make good progress in lessons and leave school with results which are higher than most pupils in the country as a whole. This is ensuring that you have an excellent start to your future.
- You have an excellent knowledge of how to keep healthy and enjoy attending the sports clubs.
- You are polite and respectful to adults and each other and behave very well.
- You do your very best to go to school every day so that attendance is higher than in most schools in the United Kingdom.
- You make a good contribution to your school, for example in your roles as eco warriors.

To make things even better for you, we have asked the headteacher and staff to:

- make lessons even better by making sure that teachers and leaders use what they know about each of you to check that learning is not too hard and not too easy
- provide more opportunities for you to find out about people with different backgrounds and beliefs in the United Kingdom and beyond.

You can all help by continuing to work hard. We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now.

Yours sincerely

Julie Sackett
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**