

# Trinity St Mary's Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	101047
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	376505
<b>Inspection dates</b>	29–30 May 2012
<b>Lead inspector</b>	Penny Spencer

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daniel Wiggin
<b>Headteacher</b>	Julie Davey
<b>Date of previous school inspection</b>	16–17 March 2009
<b>School address</b>	6 Balham Park Road London SW12 8DR
<b>Telephone number</b>	020 8673 4166
<b>Fax number</b>	020 8675 8887
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<b>Inspection date(s)</b>	29–30 May 2012
<b>Inspection number</b>	376505



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## Introduction

Inspection team

Penny Spencer

Additional inspector

Peter Stumpf

Additional inspector

Ann Sydney

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 13 lessons taught by 11 teachers. They also observed some sessions led by learning support assistants for small groups of pupils and undertook learning walks. Meetings were held with staff, members of the governing body, parents and carers, and pupils from the school council. Inspectors heard a number of pupils read in Year 1 and Year 6. Inspectors observed the school's work and looked at school evaluation documents, safeguarding documentation, data on pupils' progress and development planning. Responses from 38 questionnaires completed by parents and carers were analysed, as well as those from pupils and staff.

## Information about the school

This larger-than-average primary school serves a diverse population. Although designated as a one-form entry school there are two classes in several year groups as a result of an increased need for places within the local authority. The proportion of pupils who are known to be eligible for free school meals is above average. The majority of pupils come from minority ethnic backgrounds. Approximately a third of pupils are learning English as an additional language, including several at a very early stage. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. The proportion of pupils joining or leaving the school at other than the usual times is much higher than average. The school meets the government's current floor standard, which sets the minimum standards expected for pupils' attainment and progress. The school has achieved the Active Mark, Artsmark and is a UNICEF Rights Respecting school.

Since the previous inspection there have been a number of changes within the leadership team and the appointment of five newly qualified teachers.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The key to the school's good overall effectiveness is the headteacher's drive and determination which have raised teachers' and the governing body's aspirations and improved pupils' academic achievement while maintaining the school's excellent pastoral care. It is not yet outstanding because pupils' achievement and the quality of teaching are not yet outstanding.
- Achievement is good because all groups of pupils, including disabled pupils and those who have special educational needs, make good progress from their starting points. Progress in literacy is sometimes outstanding but progress in mathematics is less consistent, especially in Key Stage 1. Attainment at the end of Key Stage 2 is broadly average but rising. Children in the Reception class make at least good progress from their starting points especially in the development of early literacy skills.
- Pupils' behaviour is outstanding and their attendance is above average. Pupils have very positive attitudes to learning and they work together in a spirit of true cooperation. They know they are part of a caring community and feel safe and secure within it.
- Good teaching overall stimulates the pupils' imaginations, drives learning forward and is the foundation for good achievement. The teaching of literacy, including reading, is a strength; however, the teaching of mathematics is less consistent, especially in Key Stage 1, which slows the progress for some pupils.
- Leadership and management are good and there is a strong capacity for further improvement. The management of teachers' performance is very effective and has been the catalyst for halting underachievement, promoting improvement in pupils' progress and raising attainment.

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## What does the school need to do to improve further?

- By summer 2013, further raise achievement by improving the quality of teaching so that more teaching is outstanding, especially in mathematics and Key Stage 1, by:
  - sharing the outstanding practice that exists within the school especially with less-experienced colleagues
  - ensuring pupils have enough time to respond to teachers' feedback in mathematics
  - increasing the amount of problem solving using real-life examples.

## Main report

### Achievement of pupils

Children join the Early Years Foundation Stage with skills that are below, and sometimes well below, those expected for their age. They make good progress. As a result, by the end of their Reception year most children's skills are in line with those expected for their age, especially in communication, language and literacy. Progress in early mathematics skills is gradually improving.

Pupils continue to make good progress, and attainment in Key Stage 1 is rising, especially in literacy. Although attainment in mathematics has been significantly below the national average it is improving. Achievement across Key Stage 1 is much improved this year and is above average in both literacy and mathematics.

Continued good progress means pupils leave Year 6 with attainment that has been rising steadily. The dip in attainment in 2011 is set to be reversed this year as current data show a steady rise in outcomes for all pupils to above average attainment, including in mathematics. This was shown by lesson observations and scrutiny of pupils' work too. These findings endorse the views of the majority of parents and carers who consider their children are making good progress.

Disabled pupils and those with special educational needs, pupils who speak English as an additional language, and those pupils who might join the school at unusual times make good progress from their starting points because their needs are carefully assessed and work is planned appropriately. Pupils who are known to be eligible for free school meals do well as a result of careful use of the pupil premium to provide additional support and resources.

Pupils who read to the inspectors had a very positive attitude to reading, which was further evidenced during observations in the classrooms. Younger pupils show developing skills appropriate for their age, supported by a regularity of reading at school, and attainment at the end of Key Stage 1 is above average. By the end of

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Year 6 pupils are showing a great deal of sophistication in their reading ability and understanding of different texts and authors. Attainment is good, ensuring they are well placed to move into the next stage of their education.

Pupils have high aspirations and are determined to do well. Their positive attitudes and the excellent way in which they work together contribute significantly to their effective acquisition of knowledge and development of essential skills.

### **Quality of teaching**

The inspection confirms the judgement of almost all parents and carers, that their children are taught well and their individual needs are carefully met.

Children are given a stimulating start in the Early Years Foundation Stage because good, well-organised teaching creates learning opportunities that are personalised for the needs of most children. Children were observed in the outside area playing a mathematical game with their teacher involving subtracting bricks from big towers with obvious enjoyment and good levels of skill. The exciting learning environment both indoors and outdoors allows children to develop good independent learning skills that are supported through appropriate intervention by adults.

Teachers are secure in their assessment of how well pupils are doing and the needs of different groups within their classes. As a result, teachers generally plan activities that are appropriately challenging for different groups of learners by age and ability. The teaching of literacy, including reading, has been a focus for the school and teachers are secure with the successful, well-established systems and procedures. The recent introduction of a numeracy scheme to support and improve the consistency of mathematics teaching is beginning to have a positive impact. This is less secure in a few classes as some teachers, especially in Key Stage 1, are over reliant on the use of worksheets and do not always link tasks with enough real-life situations. Gifted and talented pupils are supported well in small group activities outside of normal lessons

Disabled pupils and those with special educational needs, as well as those who speak English as an additional language do well because learning is carefully tailored to their needs. Very effective deployment of learning support staff allows all pupils to access the curriculum effectively.

Marking of work, especially in literacy, is thorough and challenges pupils to correct their mistakes. Pupils, from a very young age, effectively use a traffic light system to self-assess their understanding and there are lots of opportunities to respond to feedback. These opportunities are less evident in mathematics. The school is currently reviewing the mathematics marking policy to address this.

Teachers use the well-planned curriculum effectively, to ensure pupils have a broad and balanced experience that is supported by frequent trips to places of interest. Pupils in Year 5 used highly developed literacy skills to skim text for important

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information on the Aztecs leading to excellent understanding by the end of the lesson.

The school's Christian ethos is evident in all its work and teachers successfully use every opportunity to promote tolerance and respect for others. These opportunities successfully support the pupils' good spiritual, moral, social and cultural development.

### **Behaviour and safety of pupils**

Pupils from diverse backgrounds get on extremely well together. They are courteous, polite and support one another exceptionally well. Staff model by their actions how relationships can be built on mutual respect and consideration for the feelings of others. Consistency in managing behaviour allows pupils to retain their vibrant character within an atmosphere that is purposeful and caring.

Older pupils take on responsible roles in the school, managing the office at lunchtimes, helping in the dinner hall and as playground helpers. They act as strong role models for the rest of the pupils and contribute effectively to the overall outstanding behaviour.

Behaviour in lessons is excellent. The consistent approach to behaviour management means lessons are very rarely disrupted and pupils who may have difficulties in managing their behaviour are continually supported to succeed. Scrutiny of behavioural records and discussions show this is the case over time too. Pupils make an exceptional contribution to their own learning. They respond very enthusiastically to opportunities to work independently or collaboratively on group tasks. Several parents and carers commented on the quality of care and support that their children received when they joined the school mid-term from abroad, which allowed them to settle in quickly and make friends.

The school has very comprehensive procedures in place to check on and promote attendance. As a result, and because of pupils' very positive attitudes towards school, attendance levels are now above average. Punctuality is consistently good, despite the fact that many families travel considerable distances to school.

Pupils demonstrate a very strong awareness of how to identify risks and keep safe, including on the internet. Bullying in any form was said to be very rare including cyber-bullying and if there is any it is dealt with quickly and effectively. All parents and carers who spoke to inspectors or returned the questionnaires feel the school keeps their children safe and that behaviour is good. As one parent stated in a comment echoed by others, 'My children have loved this school from the first day they arrived. They are happy and can't wait to come every day.'

### **Leadership and management**

Good leadership and management provide the school with a sharp focus on

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improvement and a clear vision for future development. Self-evaluation is accurate and informs good-quality strategic planning that provides clear direction for the successful implementation of the school's aims.

School leaders have developed an environment in which there is a constant drive to raise achievement. The school's strong emphasis on continuing professional development for all staff, is a strength. As a result, new teachers are quickly inducted into the school and can swiftly contribute to the improvement in learning. Secure systems and procedures also allow senior leaders to fill in any gaps that may be caused by unforeseen events, with no adverse impact on the smooth running of the school.

The governing body provides effective strategic direction and is committed to the school's improvement. It provides a good level of challenge to school leaders, informed by regular monitoring of improvement. These features, and the track record of improvements since the previous inspection, underpin the school's strong capacity for further improvement.

The good curriculum is broad, with well-developed provision for the needs of all pupils. It uses a range of technology to enhance learning and builds well on pupils' previous learning and their first-hand knowledge of diversity and other cultures. The take-up of the extra-curricular activities is high and parents and carers are very appreciative of the extra opportunities available for their children, including the recent provision of a breakfast club.

There are strong partnerships with local universities. The school is highly regarded by providers, for the quality of support and learning experiences it offers students. The leadership team works with a small cluster of schools to improve provision across the group and the local authority uses the expertise of the school's advanced skills teachers to support other schools.

Leaders' and managers' impact on pupils' spiritual, moral, social and cultural development is very positive. Through their committed, faith-based ethos they promote a strong climate for pupils to work and play together harmoniously. This good practice reflects the school's rigorous attention to promoting equality of opportunity and tackling discrimination.

School leaders have worked effectively to engage with parents and carers. The majority of parents and carers say that their views are sought and acted upon, and they are kept very well informed of the progress of their children.

The school site is well maintained and arrangements for safeguarding pupils are exemplary; staff have a robust knowledge of procedures to safeguard pupils' welfare and safety.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



31 May 2012

Dear Pupils

**Inspection of Trinity St Mary's Church of England Primary school, London SW12 8DR**

Thank you very much for the friendly welcome you gave us when we visited your school. We enjoyed talking with you and seeing you at work and play in the beautiful weather. We particularly enjoyed talking to you about what it is like to be a pupil in your school, hearing you read and coming to see your lessons. Your parents and carers are very pleased with the school. This letter is to tell you that we found that Trinity St Mary's is a good school. Some of the things that make it good are that:

- you behave extremely well and you are very helpful, thoughtful and polite
- you work hard and you make good progress to achieve well
- you enjoy your lessons and your curriculum topics are interesting and exciting
- you have good school leaders and teachers who make sure you feel very safe.

To help your school to be even better we have asked your headteacher and senior leaders to:

- help you achieve even more highly in mathematics by making more teaching outstanding.

You can help by continuing to work hard and by enjoying everything you do at school.

We send you our best wishes for the future.

Yours sincerely

Penny Spencer  
Lead inspector

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