

# Leatherhead Trinity School and Children's Centre

Woodvill Road, Leatherhead, Surrey KT15 1TE

**Inspection dates** 30–31 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior staff and governors have worked effectively to improve the school since the previous inspection and their efforts are successful. They have a clear understanding of what needs to be done to take teaching and achievement even further forward.
- Pupils achieve well in the Nursery and most pupils make good progress as they move up the school. Standards at the end of Year 6 are close to national averages and are improving.
- Teachers have high expectations of what pupils can achieve. Pupils respond enthusiastically and take a pride in their achievements.
- The school environment is safe and welcoming. Pupils' behaviour is good and older pupils take on responsibility willingly. They are highly enthusiastic learners.
- The quality of teaching is largely good, and improving; teachers plan learning activities together and support each other and careful monitoring and appropriate training help them to improve.

### It is not yet an outstanding school because

- Although most teaching is good, and there is much outstanding practice, there are some areas where teaching requires improvement, especially in the teaching of mathematics, and in giving pupils more opportunities to improve their writing.
- Teachers track individual pupils thoroughly, but the data on pupils' progress are not recorded in a form which easily allows the progress of groups to be analysed and monitored.

## Information about this inspection

- Inspectors held meetings with senior and middle managers, other staff, groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- A wide range of documentary evidence was examined, including the school improvement and development plans, records and policies relating to safeguarding, data on pupils' progress and attainment, the school's reports on the quality of teaching and reviews of the school's performance by governors and the local authority.
- Inspectors observed 21 lessons, three of these jointly with senior staff. Shorter observations took place in lesson times and at break and lunchtime. Groups of pupils met inspectors with their work and talked about the progress which they had made. The work of pupils of a range of ages and abilities was sampled.
- Pupils' reading was reviewed by listening to pupils read and by observing phonics (letters and the sounds that they represent) sessions and individual reading support given by helpers and teaching assistants.
- Parents' views were assessed through informal discussions at the start of the school day, the school's own surveys and 69 responses to the on-line Parent View questionnaire.

## Inspection team

John Worgan, Lead inspector	Additional Inspector
Peter Hare	Additional Inspector
Moyra Hadley	Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils eligible for the pupil premium (additional government funding, including for those eligible for free school meals) is broadly average.
- The proportions of disabled pupils and those with special educational needs supported at school action, school action plus and with statements of educational need are well above average.
- The school has specially resourced provision for 29 pupils with special educational needs for speech and language difficulties placed by the local authority.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school does not use alternative provision for its pupils off site.
- The school has the International Schools, Healthy Schools and Investors in People awards.

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

- Increase the proportion of outstanding teaching in all subjects, but especially in mathematics, by using the skills and expertise of outstanding teachers to:
  - help all teachers to plan and deliver learning of high quality in every lesson
  - share ideas and methods which challenge and support pupils of all abilities to improve their progress
  - ensure that pupils have opportunities to develop their writing skills in all subjects.
- Improve the analysis and presentation of data on pupils' progress and attainment so that the information can be used more easily to track the progress of all groups of pupils so rapid action can be taken to remedy any underachievement.

## Inspection judgements

### The achievement of pupils is good

- Most children join the school with skills and knowledge below those typical for their age. They make good progress in the Nursery, especially in personal and social development.
- In Reception and Year 1, progress accelerates because of good teaching, which matches activities to pupils' levels of ability. By the end of Year 2, pupils are close to national standards in reading and mathematics, although still below them in writing, which the school is working to improve but has not yet gained the improvement intended.
- Standards of reading are high. Pupils make good use of letters and sounds when reading and read widely. They read to inspectors with confidence and enthusiasm. Reading records are thorough and show that parents support their children's reading well. Pupils were above average in the national screening test in Year 1.
- Standards in Year 6 have fluctuated, but there has been a trend of improvement and data showing the current Year 6 pupils' progress confirm this improvement is continuing. Previous weakness in mathematics, which has been a focus for improvement throughout the school, has largely been resolved, but teaching of this subject is not consistently good in all classes.
- The progress of disabled pupils and those with special educational needs is monitored carefully and they receive appropriate extra support which helps them make good progress. Inspectors observed several well-planned and effective support sessions in which pupils were growing in confidence and making excellent progress.
- The few pupils who speak English as an additional language make good progress in using the language. They are able to follow subject work with confidence.
- The average point scores of Year 6 pupils eligible for free school meals, supported by the pupil premium, show that the gap in attainment in English and mathematics between these pupils and others is closing. This improvement is because of effective actions by the school to provide a range of extra help for learning. For example, the school has correctly identified mathematics as an area where these pupils are in particular need of extra help. Progress data show that extra help is effective in improving progress.
- Pupils in the speech and language unit make very good progress from a wide range of starting points because the work they are given is well planned according to their individual learning needs.

### The quality of teaching is good

- Teaching overall is good and inspectors observed several outstanding lessons. Pupils and parents agreed that teaching was good and were particularly complimentary about the way in which teachers catered for individuals' needs.
- In the Nursery and Reception classes, teachers plan exciting activities. For example, outstanding teaching in Reception enabled one group of children to write captions for a space photograph whilst others worked purposefully in groups, inside and outside the classroom. Progress in each lesson is carefully recorded and assessed.
- Active learning was seen in many lessons. For example, in a Year 4 history lesson, pupils dramatised life on the deck of a Tudor ship before reflecting on the question, 'Was Francis Drake a hero or villain?' In Year 2 mathematics, pupils were encouraged to estimate the mass of a range of objects before weighing them – a demanding task that interested all abilities.
- In discussion, pupils said that they knew their National Curriculum levels and explained how teachers helped them to make progress. Assessment of the standards at which pupils are working is thorough and targets for pupils to achieve are set, reviewed and adjusted as pupils progress.
- Teaching is carefully matched to pupils' abilities. In a Year 6 mathematics lesson, pupils worked

in pairs to complete a puzzle which combined skills of manipulating shape and space and rounding numbers. More-able pupils were given a challenging task which they found 'hard but fun', whilst other pupils worked with teaching assistants who encouraged independence in learning by skilful questioning.

- Although there is much good teaching of literacy and mathematics, the best practice is not shared fully across the staff. In particular, not all teachers plan learning activities well to provide for all abilities in mathematics. Excellent examples of teaching, especially in mathematics, are not shared enough to help all teaching to reach outstanding quality.
- Good examples of extended writing were seen, but pupils do not always have opportunities to use their writing skills in subjects other than English.
- Teachers mark books regularly and thoroughly. Usually this marking gives pupils helpful guidance on how to improve their work.
- Teaching assistants are highly skilled and they are used very effectively to support pupils in classrooms, small groups and one-to-one sessions. The school environment is particularly well planned for this, with many areas where small groups and individuals can work.
- Pupils' spiritual, moral, social and cultural education is carefully planned through the range of subjects taught and other activities. In a particularly impressive assembly, pupils acted out Joshua's destruction of the walls of Jericho, which they enjoyed immensely, as did their audience. Good teaching to support pupils' personal development is reflected in an international award and links with Japan, Uganda and France. Pupils receiving the pupil premium are given effective extra support which helps them to gain confidence and to make progress.
- The majority of teaching in the speech and language unit is of a very high quality because it is based on careful assessment of how well pupils are progressing and meticulous planning of learning.

### **The behaviour and safety of pupils are good**

- Pupils behave well and are keen to help each other to learn. They show respect and courtesy and take a real pride in their school. Older pupils respond well when given responsibility.
- In the playground and around the school, pupils are considerate and sensible. Behaviour in assemblies was particularly impressive, as pupils sang enthusiastically, participated well and listened attentively to teachers and to other pupils.
- Pupils understand and respect the school's 'traffic light' system to manage behaviour. Teachers of younger pupils work hard to establish standards and routines which encourage them to take responsibility for their own behaviour.
- Parents in discussion and in the Parent View questionnaire were strongly positive in their view of behaviour in the school. Inspectors received several letters praising the care and support which had been given. As one said, 'We are so lucky to have such a fantastic team of teachers who go out of their way to help the children.'
- Pupils from different groups said they felt very safe. As one pupil said, 'I feel at home in this school as it is safe and caring.' Bullying is rare and pupils said that when it does occur it is dealt with quickly and effectively. Pupils have a good understanding of different forms of bullying, including those involving the internet and mobile phones.
- Pupils' views are listened to through the school council, questionnaires and informal discussions. Pupils feel comfortable in confiding in teachers and other adults when they have problems.
- Attendance has improved markedly since the last inspection and is now above average.

### **The leadership and management are good**

- Since the last inspection, the headteacher has made good use of support from the local authority to strengthen and improve the quality of teaching. This action has been successful and the local

authority representative said that lighter touch support is now appropriate as the school's capacity to improve has strengthened; an evaluation endorsed by inspection findings.

- Pupils' progress is monitored very carefully and support is quickly provided for those who fall behind to help them to catch up. The progress of disabled pupils and those with special educational needs is tracked carefully, so any difficulties can be quickly tackled – enabling them to make good or better progress.
  - The management of teachers' performance is robust. Teachers are set clear targets to achieve, based on the progress pupils make. Review of these targets is regular and progression on the teachers' pay scale is linked closely to pupils' success. Governors monitor the system effectively. Consequently, the quality of teaching is good, but the very best practice in the school, for example in the teaching of mathematics, is not fully shared across the staff to raise teaching quality to outstanding.
  - Improvements since the last inspection, highlighted in the Ofsted monitoring visit in January 2010 and sustained since then, have been achieved through careful self-evaluation. Areas of weakness are identified and appropriate action is taken to remedy them, showing the school is capable of doing even better.
  - The range of subjects and topics taught is well planned, offering a range of activities. Pupils said that they particularly enjoyed project work and were aware of the links between subjects which it involved. Pupils enjoy a wide range of after-school clubs and activities.
  - Teachers, leaders and managers track pupils' progress thoroughly at individual and class levels. However, the school's data management system does not allow them to compare the progress of groups easily. Therefore, action to tackle any areas of weakness in the progress pupils are making cannot be as rapid as it could be.
  - Safeguarding policies are comprehensive and are applied and checked carefully. Staff are well trained in child protection issues and offer the highest level of care to pupils. All safeguarding requirements are met. Discrimination is not tolerated and equality of opportunity for different groups is promoted well.
  - The school works effectively with other schools and with the local authority to share good practice to ensure that assessments of pupils' attainment and progress are accurate.
  - The speech and language unit is well led and managed, with careful assessment of pupils' learning and progress and thorough planning of activities which enable pupils to make good progress.
  - **The governance of the school:**
    - Governors have an excellent understanding of the strengths and weaknesses of the school and hold leaders to account for its performance. They balance their rigorous approach with appropriate support. They understand what the quality of teaching is and make sure that staff promotion and increases in salary are linked to the quality of teaching and pupils' progress. The governors make sure that the school recruits staff of high quality. They understand the data available on pupils' progress and attainment, but the weakness in the school's data management system are unhelpful to their more detailed awareness of the progress of all identifiable groups in the school. Governors' allocation of pupil premium funding and the checking of its use are thorough and are reviewed regularly, so governors are sure that eligible pupils make the good progress intended. Governors' skills are used effectively, and the governors undertake appropriate training to keep their skills and knowledge up to date and of benefit to the school. Their communication with parents is regular and information gathered is used constructively.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135009
<b>Local authority</b>	Surrey
<b>Inspection number</b>	406581

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miranda Virgo
<b>Headteacher</b>	Alison Walsh
<b>Date of previous school inspection</b>	28–29 September 2010
<b>Telephone number</b>	01372 813615
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