

Holy Trinity Church of England Primary School

Church Close, Lower Beeding, Horsham, RH13 6NS

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils thrive in this happy and welcoming school. The supportive atmosphere helps them grow in confidence and feel safe.
- Pupils make good progress because their differing needs are well met. From broadly average starting points, attainment is above, and sometimes significantly above, average at the end of Year 6.
- Teaching is mostly good and there is some that is outstanding. There are many interesting lessons which pupils enjoy. They are involved with 'whole-school' topics that capture their imagination and these are successfully used to improve their literacy and numeracy skills.
- Pupils' behaviour is exemplary. They are very keen to learn and work very well together.
- The headteacher provides good, purposeful leadership. Her high expectations are shared by staff, who enthusiastically plan and collaborate effectively together, such as with the 'whole-school' focus topics.
- Governance is good, ensuring that the headteacher and staff are held to account and that the school is on a secure financial footing.
- Parents have full confidence in leaders and teachers. They all report that their children are happy, feel safe and enjoy school.
- Pupils' experience outstanding spiritual, moral, social and cultural experiences which enhance the day-to-day learning and support their personal development very well.

It is not yet an outstanding school because

- Teaching is not yet outstanding in all lessons. Occasionally, work is not set at a high enough level to enable pupils to learn new skills at a rapid pace.
- Standards in reading, writing and mathematics at the end of Year 2 have been declining over the past three years from above average to average standards in 2012.

Information about this inspection

- The inspector observed five teachers and visited six lessons. In addition, a number of short visits were made to lessons. The inspector listened to pupils read in Key Stages 1 and 2.
- Meetings were held with the Chair and Vice-Chair of the Governing Body, and a representative of the local authority, and discussions took place with pupils and staff. The inspector took into account the views of the 23 responses to the online questionnaire (Parent View) and also responses to a similar questionnaire circulated by the school.
- The inspector looked at pupils' work and the school's own data about current pupils' progress.
- Documents relating to behaviour, safeguarding, attendance and school improvement were looked at.

Inspection team

Juliet Ward, Lead inspector

Additional Inspector

Full report

Information about this school

- Holy Trinity is a much smaller than average-sized primary school.
- The majority of pupils are of White British heritage. Over the last two years the proportion of pupils from minority ethnic backgrounds joining the school has increased and is now close to that found in schools nationally.
- The proportion of pupils known to be eligible for the pupil premium is lower than found nationally.
- The proportion of pupils supported at school action is below average, but is rising, as is the proportion supported at school action plus or with a statement of special educational needs.
- Pupils are taught in four classes: Reception children have their own class, with others being of mixed ages.
- Attainment on entry to Reception varies from year to year. In the last three years the attainment on entry has been below or at that expected for children of this age.
- The school meets the government's floor standard, which sets the minimum expectations for attainment and progress in English and mathematics.
- The school has Healthy School status.

What does the school need to do to improve further?

- Improve teaching by making sure that:
 - activities introduce new skills at a rapid enough pace in all lessons and give pupils opportunities to apply them to their independent work
 - pupils do not spend too long on the carpet at the start of sessions, but become actively involved in their learning quickly.
- Raise standards at Key Stage 1 in reading, writing and mathematics, and sustain the above-average standards being achieved at Key Stage 2 by making sure that:
 - group activities enable pupils to build on their reading, writing and mathematical skills more rapidly in the Reception, Year 1 and Year 2 classes.

Inspection judgements

The achievement of pupils is good

- When pupils leave at the end of Year 6 they have achieved standards that are above the national average in reading, writing and mathematics. These high standards have been sustained over the last three years, and progress in Key Stage 2 continues to be good. Again, this year, pupils are expected to reach levels in both English and mathematics that are higher than those found nationally.
- Children join the school in Reception with varying levels of ability. Most have secure personal, social and physical skills, but their communication, reading and writing skills range from above- to below-expectations for their age. Children settle confidently into the Reception class; they learn to play happily together in purposeful activities that develop their skills in a fun way.
- In Key Stage 1 most pupils make expected progress from their starting points but this has not been rapid enough to maintain the previously above-average standards. Teachers have taken effective action to halt this downward trend and pupils are now making more rapid progress, both in Reception and in Years 1 and 2.
- Teachers ensure that pupils develop a range of strategies to improve their reading and writing, including the sounds that letters make (phonics). They give them lots of opportunities, such as in small-group activities, to refine these skills. Pupils in Years 1 and 2, for example, when exploring Antarctica produced some very well-formed sentences about what the people in photographs might have been doing. However, there are occasions when pupils' progress slows because activities are not set at quite the right level, or the lessons start slowly with overlong introductions.
- Effective assessment and tracking systems help staff to identify more-able pupils and those likely to fall behind. Consequently, equality of opportunity is promoted well because tasks are focused to meet pupils' different needs, and gaps in learning are closing. Pupils supported through pupil premium funding, disabled pupils and those with special educational needs have additional support from a wide range of interventions, including one-to-one teaching and in-class support. The majority make enough progress over time to catch up with their peers.
- Pupils achieve well across a wide range of subjects. Work in history, information and communication technology and design and technology is particularly strong.

The quality of teaching is good

- The majority of teaching is good and some is outstanding. Teachers get to know the pupils very well, take account of their interests and needs, and usually plan activities effectively to build on previous learning.
- Most lessons keep pupils actively involved and provide good opportunities for investigation and solving problems. For example, pupils in Years 5 and 6 planned ditties to favourite music to remember the properties of quadrilaterals. Children in Reception measured the length of the dragon footsteps that had appeared in their class overnight, using cubes and putting them in order of length. The most-able children could identify the correct numeral to pair with each set of cubes.
- Some lessons really inspire and motivate pupils. A group of pupils in Years 1 and 2 were excited by a game in their phonics session which engaged them in sorting words according to the sounds and blends they made.
- In the most effective lessons teachers give very clear explanations and provide useful examples so that pupils understand what they are required to learn, and the activities they are expected to complete. Teachers ask questions to probe pupils' understanding and adapt their teaching accordingly, but on occasion explanations and questioning lack such clarity, so that pupils do not always gain such an in-depth understanding of the topic being discussed.
- In the majority of lessons activities provide the right amount of challenge for all groups of pupils

and ensure good progress. Assessment is used well to adapt teaching and make sure pupils, including those who are disabled or who have special educational needs, receive the support they need. Teaching assistants provide good support in class and in small groups.

- Sometimes pupils spend too long on the carpet at the start of sessions, and as a result do not become actively involved in their learning quickly enough. In a few instances, particularly in group sessions which focus on the teaching of specific reading and writing skills, activities are not as well matched with what pupils need to learn. A few pupils are not always placed in the right groups, and the activities become too easy for them. In these situations pupils do not sustain their usual high levels of interest because there is little new learning, and they are not required to think for themselves.
- Pupils' work is marked thoroughly and regularly. The best marking involves the pupils in responding to the guidance provided, and the older pupils are very clear that this helps them know how well they are doing, and how to do even better. However, although pupils are aware of their learning targets, not all are sure of the steps they need to take to improve further.

The behaviour and safety of pupils are outstanding

- From a very early age, pupils develop a real sense of belonging to the school community. The older pupils are extremely mindful of the younger children and their role in helping them settle to school life.
- Pupils encourage each other during lessons, have good attitudes to learning and celebrate their achievements both in and outside of school. They respond extremely well to working independently, as well as collaboratively on group tasks. In this way they make an exceptional contribution to their own learning. The vast majority of parents regard the pupils' behaviour and their care for each other as a real strength.
- Pupils and staff alike have high expectations of behaviour. There is mutual respect among pupils and adults who all get along extremely well together, no discrimination is tolerated, and visitors to the school are made to feel very welcome.
- Pupils also make an excellent contribution to the running of the school, and when raising funds for local, national and international charities.
- Parents and pupils say that the school is a very safe place for pupils to learn. One pupil commented that 'the golden rules are there to keep you safe'. They understand how to keep themselves safe in other environments too. This was clearly demonstrated when pupils talked through ways to keep safe using the internet and when walking to and from school alone.
- Incidences of misbehaviour are extremely rare, but are nevertheless seriously and thoroughly followed up by the headteacher. Pupils learn about different forms of bullying and are confident that there is no bullying in their school, and that if there ever was a problem, an adult would be at hand to help resolve issues.
- Pupils clearly enjoy school and this is reflected in their above-average attendance and punctuality.

The leadership and management are good

- The headteacher provides strong, purposeful and supportive leadership. She regularly checks on the quality of teaching and ensures that actions taken to improve the school are working. She is extremely well aware of the strengths of the school, and the areas that require development. Any weaknesses in teaching are followed up with training and support.
- All staff have leadership roles in this small school and make a good contribution to improve teaching and raise pupils' achievement. They are keen to attend training to develop their skills, and enthusiastically share what they have learned with each other. Some of this is driven by the findings from thorough and consistent performance management; some of it by wider

educational initiatives. Teaching has focused more closely on ensuring challenge in writing for the more-able pupils, with significant success at the end of Key Stage 2; this was an area for improvement at the previous inspection.

- The curriculum is enhanced by, as one pupil put it, 'lots of trips'; Year 6 pupils have a residential visit which all take part in. This broadens horizons and prepares pupils very well for the next stage of their education. It contributes to the pupils' exceptional spiritual, moral, social and cultural development, as do the strong links with the local community and church.
- The support from the local authority has been 'light touch' since the school has maintained the good quality education and standards in the five years since the previous inspection, demonstrating the school's capacity to continue to improve.
- **The governance of the school:**
 - Since the previous inspection, a new Chair has been appointed together with some new members of the governing body, and governors are playing a more central role in shaping the long-term plans for the school. All governors have a thorough training programme and work closely with the headteacher in monitoring performance management. They are very committed to seeing the school continue to improve, for example by leading assemblies, challenging staff on how well pupils are learning, and following how well pupils are progressing compared to other schools. Governors have agreed the use of pupil premium funding to provide one-to-one help and small-group work to ensure that the achievement gap with other pupils is closing.

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

Unique reference number	112295
Local authority	West Sussex
Inspection number	403590

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Mrs Christine Hook
Headteacher	Mrs Tracey Bishop
Date of previous school inspection	31 October 2007
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