

# Holy Trinity Church of England (Aided) School

Wethered Road, Marlow, Buckinghamshire, SL7 3AG

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement is outstanding. Pupils continue to make outstanding progress throughout the school, as they did at the time of the previous inspection. A majority usually achieves standards in reading, writing and mathematics that are significantly above the national average.
- Pupils who have disabilities and special educational needs are extremely well supported and make outstanding progress.
- Teaching is outstanding overall. Most lessons are innovative and exciting, with an appropriate level of challenge. Teachers' high quality oral and written feedback helps pupils to make rapid progress.
- Pupils are proud of their school and show great enthusiasm for learning. They benefit from a very broad range of opportunities within a vibrant curriculum. Their behaviour is outstanding.
- Pupils feel safe in school. They have a very good understanding about how to keep safe and are very helpful to one another.
- The leadership of the headteacher and her deputy headteacher is outstanding. They lead with ambition and energy that has helped consolidate pupils' outstanding achievement.
- Staff, parents and pupils work together very well because everyone's contribution is valued by the school, and this helps improvements to continue.
- Subject leaders contribute very well to the school's work. They are very well informed about their subjects. New leaders for English and mathematics have made a good start in their work to check pupils' progress and the quality of teaching.
- The governing body is knowledgeable and supportive. Through robust procedures, governors hold the school to account very thoroughly, especially for pupils' achievement and for the quality of teaching.

## Information about this inspection

- Inspectors worked in partnership with the school’s senior leadership team when analysing information about the school. This included the school’s self-evaluation documentation, development planning, monitoring and evaluation records and also data related to pupils’ progress and attainment. Inspectors also analysed the progress made by different groups of pupils in the school.
- Inspectors scrutinised the school’s policies and procedures, particularly those relating to pupils’ safety. They also analysed a selection of pupils’ work, especially in mathematics and English.
- The inspection team observed 19 lessons. Four were joint observations with the headteacher and the deputy.
- Inspectors analysed the 120 responses to the on-line questionnaire (Parent View). Informal discussions were held with 15 parents. Staff questionnaires were also scrutinised. Results from a pupil questionnaire developed by the school were also considered.
- Meetings were held with staff, a governor and pupils. A telephone conversation was held with a representative of the local authority. A reading conference was held with Year 5 and Year 6 pupils and pupils from Year 3 read to an inspector.

## Inspection team

Sarah Varnom, Lead inspector	Additional Inspector
Kusum Trikha	Additional Inspector
Shahnaz Maqsood	Additional Inspector

## Full report

### Information about this school

- Holy Trinity is a larger-than-average-size junior school.
- The proportion of pupils eligible for the pupil premium (additional funding for children in local authority care, from service families or known to be entitled to free school meals) is below the national average.
- There is a significantly higher than average proportion of pupils supported at school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Most pupils are from a White British background.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The headteacher is currently providing two days a week of leadership support to a local primary school.

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

- Achieve even more outstanding teaching by:
  - ensuring that the key aspects of outstanding teaching evident in the school are fully shared with all its teachers
  - continuing to build on the good work begun by the new subject leaders' by checking the quality of teaching and enhancing it as necessary.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils enter the school with broadly average levels of attainment in English, but with lower levels of attainment in mathematics. Taking account of their different starting points, the proportion of pupils making rapid progress in English and mathematics over time is high compared with national figures. As a result, the majority of pupils usually attain standards that are significantly above average.
- A dip in standards evident in 2012 has been quickly reversed. About a fifth of the 2013 Year 6 cohort has been assessed by teachers as already having reached the standard to enter Level 6 this term, especially in mathematics, the subject that had been a little behind. Level 6 is the standard expected of 14-year-olds. Work scrutinised endorsed this view.
- Achievement in mathematics is outstanding as pupils develop and apply a wide range of skills to great effect. From the slightly lower starting points, the level of progress was as high and for some, even higher, than that in English.
- Disabled pupils and those with special educational needs make very good progress in relation to their starting points due to the high levels of care and support they receive from the school.
- The funding the school receives for those pupils eligible for the pupil premium is used well to offer these pupils extra support with their learning. Pupils have benefited from extra adult support and engagement in a project which helps them to build up confidence and self-esteem to become independent thinkers and learners. This is helping to narrow the gap in achievement between this group and their classmates. In 2012, by the end of Key Stage 2, these pupils had drawn almost level with others in their attainment, being less than one term behind in English and mathematics. Current work shows this small gap is closing.
- Pupils do particularly well in English. They are given opportunities to write for a variety of different purposes and particularly enjoy reading, which is given a high priority in school. Pupils talk articulately and enthusiastically about books and their favourite authors. A visit from the author, Paul Cookson, was a great success in inspiring pupils' reading and writing. Some pupils were surprised how funny the books were and it made them want to read more and write some for themselves. Every child has access to good quality books at school and genuinely enjoys reading. As one pupil said, agreed by others, 'I don't like films of books because they take away your imagination.'
- Given the level of progress and attainment that pupils reach, they are extremely well prepared for their secondary education.

### The quality of teaching

### is outstanding

- Teaching is consistently good with many examples of outstanding practice and this has led to pupils' continuing outstanding achievement.
- The school has a strong commitment to learning and teachers are excited about teaching and aim to do the very best they can.
- Teachers have very high expectations of the progress pupils are capable of making.
- Teaching in numeracy and literacy is very strong because teachers make lessons challenging for pupils. For example, in a typical numeracy lesson in Year 6, pupils were asked to consolidate and revise ways to interpret data in different forms. The teacher skilfully extended pupils' learning by using high-level mathematical language and asking thought-provoking questions which result in very lively discussions amongst pupils and led to rapid progress.
- Teaching in many subjects is enhanced by the inclusion of opportunities for pupils to work together in groups. This often enhances pupils' breadth of understanding. For instance, in a story writing session in Year 4, pupils much enjoyed discussing with each other some unusual adjectives that might be used in their work; they learned from each other and this, together with

expert guidance from the teacher, ensured rapid progress for all.

- Whilst a substantial proportion of teaching is outstanding, the small amount that is less successful fails to offer enough opportunities for pupils to use their own initiative and think and learn for themselves.
- Teachers provide good opportunities for pupils to talk and listen to one another in lessons and this helps them to learn to value each other's ideas and opinions.
- The teaching of reading is well supported by regular guided reading lessons and intervention programmes used to support less able readers. Technology is used well to support learning. For instance, a computer spelling programme currently helps Year 3 pupils to develop good strategies to tackle unfamiliar words.
- Teachers work closely with other adults to engage them in lessons. Teaching assistants are well directed and support pupils' learning well, particularly disabled pupils and those with special educational needs.
- Teachers provide high quality written and oral feedback to help pupils make rapid progress in their learning. For example, teachers' written feedback helps pupils identify how to improve their work. Pupils are encouraged to review their own progress and the use of marking ladders in books allows pupils to do this and to identify next steps in learning.

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

- Pupils' excellent behaviour significantly contributes to their outstanding achievement. They are extremely polite and courteous and conduct themselves well as they move around school.
- Pupils' attitudes to learning are outstanding and pupils enjoy coming to school. This is reflected in their above average attendance and punctuality.
- Pupils have developed a very good understanding of the different forms of bullying, including physical, emotional and cyber bullying. However, they are adamant that little bullying takes place in the school and this was confirmed by inspectors' examination of records and in discussions. Pupils are also confident that the use of 'mediators' works well. As they say, 'They help people to reunite and sort out problems.'
- Pupils feel safe in school. The school is expanding its work to ensure pupils feel safe by working with pupils and their families to raise awareness of cyber bullying and develop written guidance.
- Pupils are respectful of others. They use their 'Kindness Tree' to record random acts of kindness for everyone to appreciate.
- There is a consistent highly effective approach to behaviour management across the school. Pupils know that they are expected to behave respectfully and understand the consequences if they do not. Inspectors did not observe any incidents of poor behaviour.
- In lessons, pupils work well independently and collaboratively. They are considerate of each other's feelings, beliefs, property and views.
- Pupils enjoy taking on additional responsibilities which contribute to the smooth running of the school. They are extremely articulate and welcome visitors to the school enthusiastically.

### **The leadership and management** are outstanding

- Leaders are well supported by committed and dedicated staff and governors and this has ensured that Holy Trinity remains an outstanding school delivering an excellent standard of education for all its pupils.
- Leaders have a clear vision for maintaining high standards and for continued school improvement which is shared well with all members of the school community. There are robust systems for checking the quality of the school's work. Information from the checking of the quality of teaching is used fully to ensure that teachers are provided with the training they

require in order to improve their practice. However, not all teachers have had opportunities to observe the very best practice in the school, or discuss what makes an outstanding lesson, and this is why some of the teaching is good rather than outstanding.

- The headteacher manages teachers' performance well and ensures there is a good match between performance and pay. All staff have challenging targets linked to the Teachers' Standards and to pupil performance.
  - The headteacher and the deputy headteacher are very clear about the needs of the pupils and direct additional funding carefully to support pupils' learning; this has had a notably positive impact.
  - Some subject and aspect leaders are relatively new to post. They are developing a good understanding of what is expected of them. They are beginning to use the expertise in the school to support their own development, especially in work they have only recently become involved in, such as helping to check that teaching is consistently high quality.
  - The school offers a very stimulating and creative curriculum which pupils enjoy. The 'Philosophy for Children' project has extended pupils' opportunities to develop thinking skills. A very high proportion of pupils attend additional clubs and activities at school, which include a school orchestra, a gardening club and a quiz club. A good range of visitors and trips supports pupils' learning. The school promotes positive behaviour and understanding of the world in which they live through a broad range of experiences that contribute well to pupils' social, moral, cultural and spiritual development.
  - The rapid progress evident in all pupils, whatever their needs, shows that the school promotes equality of opportunity well and does not tolerate discrimination.
  - The local authority offers light touch support for this outstanding school.
  - **The governance of the school:**
    - The governing body fulfils all its statutory duties effectively and ensures that arrangements for safeguarding pupils are robust. The budget is well managed and governors are perceptive in their discussions about the value of spending decisions and the impact these have on pupil progress. The governing body has made good decisions about the spending of pupil premium funding. Governors rigorously manage the performance of the headteacher and offer appropriate support and challenge. The governing body works very effectively with the headteacher to manage teachers' performance robustly and knows what the school is doing to reward good teaching. The governors have a clear understanding of the school's strengths and areas for improvement, and know how well the school is performing in relation to pupils nationally. They receive regular evaluative reports from the headteacher about the quality of teaching and pupil progress and question and challenge robustly. Governors have strong links with curriculum leaders and spend time in school getting to know their area better. They recognise the challenges and the benefits drawn from having a headteacher working in another school for part of the week and are monitoring this closely.
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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>	110471
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	412422

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Fawcett
<b>Headteacher</b>	Catherine Carter
<b>Date of previous school inspection</b>	23–24 June 2010
<b>Telephone number</b>	01628482831
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