

Holy Trinity C of E Primary School

Trinity Walk, Maresfield Gardens, London NW3 5SQ

Inspection dates 21–22 November 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. By the end of Year 6, they are ahead of most 11-year-olds in reading, writing and mathematics.
- The quality of teaching has remained good since the last inspection in spite of staffing changes. Lessons are well planned and teachers often set suitably demanding activities, providing good advice on how to improve further.
- Pupils from different groups, including disabled pupils and those who have special educational needs, make good progress. Their needs are very well understood and support for them is good.
- Children in the Reception class are well taught. They make good progress because teachers and adults place a strong emphasis on developing their early language skills, independence and enjoyment of learning.
- Pupils' behaviour, attitudes to learning and respect for each other are good. They are very proud of their 'Rights-Respecting School' status and actively contribute to the purposeful, positive atmosphere.
- Pupils' spiritual, moral, social and cultural development is a particular strength of the school. Pupils from different backgrounds and cultures get along very well and are respectful of each other's differences.
- Leadership is good. Leaders are committed to improving the school and are particularly skilled at quickly providing the right support for individual pupils. Leaders are praised and fully supported by staff and parents.
- Governors' work with the school is exceptional. Governors know its strengths and weaknesses and are committed to asking demanding questions to make sure that the school keeps on improving.

It is not yet an outstanding school because

- Not enough of the most able pupils reach the higher levels of attainment by the end of each key stage.
- Teachers' written comments do not always make clear to pupils precisely how they can improve their work and reach their learning targets.

Information about this inspection

- Inspectors observed 15 lessons, 10 of which were jointly observed with the headteacher and deputy headteacher. In addition, the inspection team made other short visits to observe support and small-group booster sessions and attended a celebration assembly.
- Inspectors listened to pupils read in class and spoke with them throughout the inspection. They spoke with the Chair of the Governing Body, five other school governors and a local authority representative. They also spoke to school staff, including senior and subject leaders.
- Inspectors noted the content of the 22 responses to the online Parent View survey and spoke to parents and carers who were bringing their children to school. Responses to 13 staff questionnaires were considered.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring, and records relating to behaviour, attendance and safeguarding.
- Inspectors visited the school's breakfast club and spoke with staff who were present.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Raymond Prentice

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school and provision for children in the Early Years Foundation Stage is in the Reception class.
- The majority of the pupils are from minority ethnic groups and the proportion who speak English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is slightly below average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked-after children, those known to be eligible for free school meals and pupils from service families, is well above average.
- The breakfast club is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils attaining at the higher levels by making sure that :
 - teachers set demanding activities for the most able earlier in the lesson, rather than offering an extension at the end of a whole-class task
- Make sure that all pupils are always given high-quality written feedback so that they know how to improve their work, and are given time to respond, in writing, to marking.

Inspection judgements

The achievement of pupils is good

- Children joining the school in the Reception class often require considerable support with their speech and language skills. They make good progress during the year because their needs are identified early on and they have good-quality help from skilled adults who encourage their interest and early development.
- Pupils make good progress through the school and by the end of Year 6 are reaching standards which are above average overall. School information shows that all pupils in Key Stages 1 and 2 have made at least good progress because of good teaching over time and skilled support in class.
- Pupils known to be eligible for the pupil premium achieve well across the school. Overall, eligible pupils at the end of Year 6 were more than a term behind their peers in reading and more than half a term behind in mathematics. In writing they were almost half a term ahead. The gaps have closed considerably across the school because the extra funding is used very effectively to provide additional support in developing literacy skills early on and through English and mathematics support sessions across all years.
- Pupils' standards in reading have risen over recent years and reading is a great source of enjoyment, so that by the time they reach Year 6 they read at above-average levels. Less able pupils in Year 2 and Year 6 show a secure grasp of the principles of reading, and have benefited from having additional reading help and reading on a daily basis. The school has improved its success in the annual national check on phonics (the sounds letters make), having acted on the advice of a specialist consultant.
- Pupils are adept and confident readers, expressing their enthusiasm when acting out the speaking parts of characters in their guided reading lesson with great expression and feeling. Year 5 pupils were highly engaged showing their good development as articulate, fluent readers.
- Writing standards are high and pupils relish the many opportunities to write at length in different subjects, taking great care and pride in presenting their work. Writing is an established feature of many activities in classes, as well as visits and trips.
- In numeracy, a new approach to the teaching of mathematics has enabled younger pupils to develop more quickly their understanding and confidence in being able to explain how they tackle and solve mathematical problems. They enjoy learning by being more involved in practical tasks and this is beginning to contribute to raising their achievement at an early level.
- Disabled pupils and those who have special educational needs receive good-quality support and achieve well as a result. Additional funding to provide specialised adult support for smaller groups has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language make particularly good progress because the school identifies their language needs early on and has engaged a skilled language specialist to support them.
- Sports funding has been used to develop further the roles of external sports coaches, who already play an integral part working with pupils in the school. When accompanying them on the 10-minute walk to use the local sports pitch for PE lessons, class teachers and adults also become involved as coaches, learning from the experts and developing their own expertise as leaders of PE. The profile of sport and its importance in healthy lifestyles has been raised throughout the school and a high proportion of pupils attend the vast range of activities on offer to them.
- Pupils achieve well because good teaching leads to consistently good progress. However, not all of the most able pupils attain at the highest levels because not all teaching really stretches their thinking and provides challenging enough tasks for them to tackle in class.

The quality of teaching is good

- Teachers and supporting adults work closely together, know their pupils well and act as positive role models and skilled facilitators to help them with their learning. In most lessons, planning is thorough and takes account of the needs of individuals and groups. This ensures that most groups make equally good progress because activities are suitably demanding.
- In a small number of lessons, however, the most able pupils are not challenged enough and opportunities are missed to deepen their understanding and move up to higher-level work. In the recent past, this has especially been the case for Year 2 and in some mathematics lessons in other year groups. School leaders have invested in extra staff, so that teachers can rearrange groups during lessons and provide additional teaching to cater for the most able. This is beginning to have an impact on pupils' achievement.
- Teachers are effective in linking activities with pupils' targets for each lesson. Most extend this further to specific subject targets for the year, so that pupils can check they understand exactly what is expected of them and how they can achieve greater success. Pupils are keen to succeed and can increasingly refer to their targets for different subjects and check them when reviewing a piece of work.
- Homework is set regularly, from the Reception class throughout the school, and pupils know exactly what is expected of them. They are happy with the amount and the level of their homework and understand how it helps them to continue to achieve their best and consolidate what they have learned.
- Verbal feedback on learning is good in most lessons and subjects, and pupils frequently respond and show their understanding. Teachers' checks are thorough and provide a variety of opportunities for pupils to assess their own learning and discuss this with 'talk partners' in class.
- The quality of teachers' marking and written feedback is not as high as that of spoken feedback during lessons. Comments and corrections are not phrased so that pupils are helped to amend their work. Teachers do not always allow time or encourage pupils to respond to written comments, so they are not always sure what must be done to improve further.

The behaviour and safety of pupils are good

- Parents, carers and staff who expressed an opinion agreed that behaviour in lessons and around school is good. Pupils are polite and generally well behaved. They respond well in class, especially when teaching is good, and show positive attitudes to learning.
- Staff manage pupils' behaviour consistently well across the school and, added to the high regard that they show for pupils, this has contributed directly to the calm and purposeful atmosphere in the school. Behaviour is not yet outstanding because pupils' behaviour is not yet exemplary at all times.
- There are few instances of bullying and these are dealt with effectively by staff. Pupils understand risk and know about different types of bullying and how to keep themselves safe on the internet. There are few racist incidents and discrimination is not tolerated.
- Pupils are elected as members of the 'rights-respecting council' and take great pride in helping others around the school. 'Rights-respecting friends' help in the playground, check on behaviour and refer others to the playground rules if they are 'not behaving well enough'.
- Attendance has improved and is currently slightly above average because the school has been active in maintaining the high profile of attendance and informing families of the important link between attendance and achievement. The school uses the services of other professionals to tackle unauthorised absence and strengthen contact with families who struggle to ensure their children attend regularly.
- Pupils say that they feel very safe in school. If they have any concerns, they say that there are several adults who they can turn to for help and they greatly value the weekly 'friendship

surgery' in school.

The leadership and management are good

- School leaders have been successful in continuing to improve the school since the previous inspection, so that all aspects of its work are now securely good. They work together with a clear vision and commitment to the continuous improvement of each individual pupil. Their high expectations are reflected throughout the school.
 - Leadership roles have evolved and new appointments have enabled staff to divide classes into smaller groups on a regular basis, ensuring that pupils receive the help that they need. Staff and parents' responses were resoundingly positive and praising of the leadership team.
 - The school reviews all aspects of its work thoroughly and acts quickly to address any gaps so that the pace of improvements is not slowed. School development plans are realistically focused. Plans to raise standards are linked to close checks on the quality of teaching, learning and progress and these are shared by all leaders in the school.
 - Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. This has helped to maintain and improve the quality of teaching against a backdrop of a 40% turnover of staff since the previous inspection, so that it remains consistently good.
 - Pupils have excellent opportunities to develop and enhance their interests in music and the arts through an extensive number of local visits and outings to galleries, museums and parks in London. Older children go on a residential visit to an outdoor study centre and some have accompanied staff on a trip to Italy as part of the Comenius project.
 - Pupils greatly enjoy the different subjects and topics they study and high proportions involve themselves in the variety of after-school activities. Pupil premium funding enables those who are eligible to be involved in a wide range of clubs and provides free access to the breakfast club. This has helped pupils to feel more settled and be more fully included in the life of the school, which in turn has secured their good progress in line with that of their peers.
 - Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer.
 - The local authority and the diocese have supported the school well and established a positive and productive working partnership with the school. The use of specialists and external consultants has helped to raise the quality of the provision in the Reception class and made improved use of the limited outdoor space.
 - **The governance of the school:**
 - Governors are highly skilled and their work with the school is impressive. They have been consistent in the drive to raise standards and manage staff changes so that the quality of teaching in the school remains good. They have an excellent understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools. Governors are committed to enhancing their own skills and ensuring that their training is completely up to date. They make regular visits to check directly on key areas of the school's work and also ensure that financial resources are efficiently managed, including pupil premium and sports funding and how this impacts on pupils' achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They check that the breakfast club is well run and that safeguarding meets requirements.
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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

Unique reference number	100032
Local authority	Camden
Inspection number	425591

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Cate Mclaurin
Headteacher	Francesca Langley
Date of previous school inspection	18 September 2008
Telephone number	020 7435 9089
Fax number	020 7435 7701
Email address	head@holytrinitynw3.camden.sch.uk

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