

Holy Trinity CofE Primary School

Church Road, Sunningdale, Ascot, SL5 0NJ

Inspection dates 18–19 March 2014

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.

- Attainment at the end of Year 6 is above average and pupils are well prepared for the next stage of their education.
- Good progress is made by all pupils, including those eligible for the pupil premium, the most-able pupils, disabled pupils and those with special educational needs.
- Wall displays in classrooms support learning and celebrate pupils' achievements. In corridors they help to celebrate the sporting, artistic, spiritual and cultural life that enriches the pupils' experiences at this school.
- Pupils behave well in lessons and around the school; this makes a strong contribution to their good learning.
- Pupils interact well and are supportive of one another, academically and socially. They feel safe in school and have a good understanding of how to stay safe elsewhere.
- Teaching is good across the curriculum over time and some is outstanding, particularly in Key Stage 2.
- Homework effectively supports learning, and feedback from parents and carers is used to help plan further work.
- Pupils' attendance has risen since the last inspection due to the school carefully tracking absence and strategies to engage with families.
- Leaders and managers at all levels have ensured that the teaching of phonics is now consistent and that pupils have the skills to access the Key Stage 2 English curriculum.
- Governors have a very clear and accurate understanding of the school's strengths and weaknesses. They are fully committed to ensuring the school continues to improve and demonstrate high expectations of pupils and staff at all levels.

It is not yet an outstanding school because:

- The progress of pupils is not consistently rapid in the school as not enough teaching is yet outstanding.
- Teachers do not always make sure that pupils make improvements to their work following teachers' feedback and marking, particularly in mathematics.

Information about this inspection

- All staff were observed teaching and in total 11 observations across a range of subjects were conducted. Two observations were conducted jointly with the interim headteacher.
- Meetings were held with the interim headteacher, groups of pupils, the special educational needs coordinator, the teacher responsible for the sports premium, the local authority school improvement advisor, the Chair of the Governing Body and five other governors.
- Inspectors held informal discussions with parents and carers. They also took account of 78 responses to the online survey, Parent View, and 15 questionnaire responses from staff.
- Inspectors took account of a wide range of documentation including: the school's improvement plan, self-evaluation and information about the progress and attainment of individual pupils and specific groups; performance management records from teachers and other staff; attendance records; safeguarding information; the sports premium action plan; records of behaviour; governing body minutes; and the school's checks on how well it is doing.
- Inspectors spoke to pupils about the spiritual, moral, social and cultural life of the school and reviewed school displays.
- Pupils' work from across the curriculum, including homework, was scrutinised and inspectors spoke to pupils in their lessons and during their free time.
- Inspectors observed the teaching of phonics (letter patterns and the sounds they represent) and heard pupils from Year 1 and Year 2 read.
- The views of 78 parents and carers who completed the online survey, Parent View, and parents and carers who spoke to inspectors at the start of the school day were taken into account.
- Inspectors visited the school breakfast club.

Inspection team

David Storrie, Lead inspector

Additional Inspector

Deirdre Crutchley

Additional Inspector

Full report

Information about this school

- Holy Trinity CofE Primary is an average sized primary school with strong links to the local parish church.
- An average proportion of pupils speak English as an additional language.
- Fewer pupils than average are known to be eligible for the pupil premium. The pupil premium is funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- An average proportion of pupils are supported at school action because they are disabled or have special educational needs and an average proportion also have a statement of special educational needs or are supported at school action plus.
- A large majority of pupils are from White British backgrounds but an average proportion of pupils come from other ethnic groups.
- Since the last inspection five years ago, there have been a number of significant changes of staff. The headteacher left at the end of the last academic year and has been replaced by an interim headteacher. The substantive position is currently being advertised. The deputy headteacher is currently on maternity leave and an acting deputy headteacher is in post.
- The school is a member of the Ascot Schools Partnership.
- 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?

- Improve the quality of teaching and achievement of pupils further by ensuring that:
 - teaching across all key stages, but particularly in the Early Years Foundation Stage, consistently secures rapid progress for all groups over time
 - pupils can regularly make amendments and improvements to their work following feedback from teachers and other adults
 - teachers and other staff have the opportunity to learn from the best practice that exists in the school and local partner schools.

Inspection judgements

The achievement of pupils is good

- Children generally join Reception with skills and knowledge which are typical for their age, although this varies from year to year. Over the past three years, most children, including those who speak English as an additional language, those from minority ethnic groups, more-able children, disabled children and those with special educational needs, have made good progress.
- Pupils' books and the school's accurate information about learning show the vast majority of pupils make consistently good progress in reading, writing and mathematics across Key Stages 1 and 2. In some classes, particularly in Key Stage 2, pupils make more rapid progress due to very high expectations and challenge.
- Pupils throughout the school enjoy reading and do so widely and across the curriculum. As a result, pupils make good progress in this area of their learning. The vast majority of Year 2 pupils who did not meet the expected level in the phonics screening check last academic year are on track to meet this standard before beginning Key Stage 2; as a result, they will be well prepared for their next stage of learning.
- Standards at the end of Key Stage 2 in reading, writing and mathematics have risen since 2012 to above average in 2013. Pupils' attainment throughout the key stage shows this is being maintained and that the vast majority of pupils make the progress that is expected of them for their age. Around half of all pupils make more than the expected progress.
- Very few pupils are eligible for additional government funding through the pupil premium. These few pupils are effectively supported in their learning and with any additional pastoral needs. The additional funding is carefully targeted and used to good effect. In the 2013 National Curriculum assessments at the end of Year 6, the pupils receiving additional support were around two terms behind in English and mathematics compared to their peers in school. As a result of more targeted interventions, their progress this academic year is improving and gaps in attainment are closing across the school in both English and mathematics.
- The school promotes equality of opportunity well, providing effective additional support for those at risk of falling behind. Disabled pupils and those with special educational needs make good progress and achieve well because their needs are identified early and effective support put in place.

The quality of teaching is good

- The vast majority of teaching is good and some in Key Stage 2 is outstanding. Teachers are mindful of the different abilities of pupils, and set work at different levels of difficulty to ensure pupils at different stages of learning are appropriately challenged.
- Teachers have high expectations of their pupils and want them to do as well as they possibly can in lessons and over time. Pupils, including the most-able, respond to these expectations and typically try hard to rise to the challenges set for them. Year 4 pupils are greatly enjoying their history topic, learning about the Vikings, and have created exceptionally high-quality longboats and helmets. Year 5 pupils spoke with enthusiasm about their work examining life in a workhouse and showed empathy for the children this affected.
- Work in pupils' books is presented neatly. A few pupils report that marking in mathematics is not as helpful as it is in other subjects and inspectors agree that they have fewer opportunities to make amendments after the teacher has marked their work. Other inspection evidence shows that pupils know about the National Curriculum levels they are working at and get good oral feedback from teachers about their learning.
- Pupils have regular opportunities in Key Stages 1 and 2 to write at length. The high-quality feedback they receive from their teacher helps to challenge them with their next piece of writing and further expand their vocabulary.
- Homework is set regularly and most parents and carers agree that what their child receives is

appropriate. Inspectors found that it supported pupils' learning and that the high-quality feedback sought from parents and carers was used well to further challenge pupils. Year 5's recent project on famous people had produced some exceptionally high-quality work and enabled a true celebration of learning in the classroom display.

- The work of support staff is effective, particularly when they lead intervention groups for pupils eligible for the pupil premium, disabled pupils or those who have special educational needs.
- Teachers and other staff have strong relationships with pupils which help to create a positive learning environment that is purposeful and harmonious. Pupils willingly support each other and have excellent speaking and listening skills that support learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The vast majority of pupils, whether in lessons or around the school, display positive attitudes and good behaviour. Pupils are proud of their school and their uniform. This helps to foster good relationships and tolerance between all groups of pupils in the school community. Parents, carers and staff agree that the pupils typically have good behaviour.
- Pupils respond very well when given opportunities to take on responsibility. This was seen, for example, in their roles as school councillors, house captains and sports leaders. As a result, pupils develop self-confidence and make positive contributions to the school community.
- The school's work to keep pupils safe is good. Pupils say that they feel very safe at school and have a very clear understanding of the different types of bullying. Pupils said that bullying did not occur but they had a clear understanding of how to deal with it should it occur. They also had confidence in the staff to deal with it quickly. They have a good understanding of risk, supported by the school's work in internet safety.
- While there were a few concerns raised by a small minority of parents and carers regarding bullying in the school, the majority of parental responses from Parent View and comments from parents and carers during the inspection were positive about the school's response to bullying.
- The school places a high importance on all pupils' regular attendance. Attendance is increasing significantly and is now higher than in other schools nationally.
- Behaviour and safety are not outstanding because, in a small number of lessons, not all pupils display consistently enough a thirst for knowledge and a love of learning. This means they do not always fully apply themselves to their work.

The leadership and management are good

- The staff team has remained united through a period of rapid change in the school. The interim headteacher has helped to ensure that key initiatives are maintained and that staff morale remains positive. Staff are committed to ensuring pupils do as well as they possibly can. A higher proportion of pupils than nationally now attain the highest level possible, Level 6, in Key Stage 2 assessments.
- Leaders responsible for subjects have been empowered to lead their areas of responsibility and have secured a range of improvements since the last inspection. Phonics teaching in particular has improved substantially due to the English curriculum team monitoring teaching, reviewing results, modelling good practice and providing parent workshops to assist home learning.
- Information and communication technology is used throughout the curriculum and the school is trialling the teaching of coding before the launch of the new National Curriculum next academic year. Laptops, computers and a range of programs make a good contribution to pupils' learning, particularly for group work.
- The curriculum reflects the school's religious character through regular opportunities for pupils to reflect and pray. Pupils' social, moral and cultural development is nurtured successfully by a range of well-chosen activities and the celebration of artistic and sporting achievements.
- Procedures to check how well teachers perform are thorough and rigorous, with the checks on

the quality of teaching and progress of pupils linked to the targets set for teachers. Progression on the pay scale is closely linked to these.

- Teachers do not have regular opportunities to share the very best practice that exists within the school or to draw on that which exists within other schools within the Ascot partnership. Where this has happened, for example when working to improve phonics teaching, this has had a substantial impact on improving pupils' progress throughout the school.
- The local authority has provided tailored support to the school during the last academic year, working closely with the interim headteacher and in the Early Years Foundation Stage. The School Improvement Partner has also advised the governing body throughout its ongoing search for the next substantive headteacher.

■ **The governance of the school:**

- The governing body is knowledgeable and understands how the school is performing in comparison to other schools nationally. As a group, governors are well led and organised. They are well informed about the school's development priorities and how these link to teaching and pupils' performance over time. This knowledge is used well to maintain an overview of the school's performance management arrangements and pay progression. They provide very effective challenge to hold the school's leadership to account. They induct new members of the governing body and use this to challenge their own knowledge and understanding of the school through peer challenge and access to training from the Oxford Diocese. Governors have a very clear and accurate understanding of the school's strengths and areas for further development; they monitor progress against plans carefully and, as a result, know the school very well. Governors have an impressive understanding of the recruitment process for the next substantive headteacher – they have devised a person specification that directly meets the needs of the school at this time. They ensure all statutory duties are met and that financial resources are used to best effect, for example the sports premium which has helped to increase pupils' access to and participation in a wider range of sports.

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	110018
Local authority	Windsor and Maidenhead
Inspection number	431457

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	212
Appropriate authority	The governing body
Chair	Mr Richard Pelly
Headteacher	Mr Tim Dunning (interim headteacher)
Date of previous school inspection	12–13 February 2009
Telephone number	01344 620716
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