

Holy Trinity C of E Junior School

Bute Road, Wallington, Surrey, SM6 8BZ

Inspection dates 27–28 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.

- Pupils make good progress to achieve above-average standards in reading, writing and mathematics by the end of Year 6.
- Achievement is good because pupils are continually encouraged to think about and discuss how well they understand their learning.
- Teaching is good because leaders and managers support teachers to continually improve their practice.
- The school promotes a love of reading well. Opportunities such as running the school library ensure that pupils become aware of a wide range of books, which nurtures a love of reading for life.
- Pupils treat each other, the adults who help them and school property with respect. They look after resources, respond quickly to instructions and get along well at playtime.
- Pupils behave well and say that they feel safe. They enjoy coming to school and this is reflected in the school's high attendance figures.
- Governors, leaders and managers have worked together to ensure that the quality of teaching and pupils' achievement have remained good since the previous inspection.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. This ensures pupils are ready to start secondary school as thoughtful, responsible individuals.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that pupils make rapid progress across all year groups.
- Pupils do not always know what they need to do next to improve their work, which sometimes slows progress.
- Pupils are not always able to refer back to what they have previously learnt in order to gain support with learning new concepts.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons across a range of subjects, nine of which were conducted jointly with senior leaders.
- Pupils' work in lessons was looked at, along with work they have completed over time in their books. Inspectors also heard pupils read, attended assembly and observed pupils' behaviour at playtime and in the dining hall.
- Meetings were held with staff, pupils and representatives of the governing body and the local authority.
- Inspectors took account of the 41 responses to the online Parent View survey as well as discussion with and correspondence from parents during the course of the inspection. They also took note of the 35 questionnaires returned by staff.
- A range of documents were scrutinised, including those relating to safeguarding and child protection, attendance figures and logs of behavioural incidents, the school's evaluation of its own effectiveness, development planning, checks on the quality of teaching and pupils' academic performance.

Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Teresa Davies

Additional inspector

Julie Sackett

Additional inspector

Full report

Information about this school

- This junior school is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than the national average. The proportion supported through school action plus or with a statement of special educational needs is more than double the national figure.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils in care, those known to be eligible for free school meals or with a parent serving in the armed forces) is slightly lower than the national average. There are currently no pupils from service families on roll.
- Two thirds of pupils are from White British backgrounds. A range of ethnic minority groups are represented in varying proportions. This is slightly higher than the national average.
- Approximately one in ten pupils speak English as an additional language, although very few are at the early stages of learning English. This is lower than the national figure.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The deputy headteacher has been acting in the role of headteacher for the two terms up to and including the inspection while the substantive headteacher was on leave.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make rapid progress across all year groups by:
 - ensuring pupils know what they need to do next to improve their work
 - enabling pupils to refer back to previous learning to support the acquisition of new concepts.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress to reach above-average standards in reading, writing and mathematics by the end of Year 6.
- Skills in reading, writing and mathematics are well promoted because pupils have plenty of opportunities to practise them across the curriculum.
- Disabled pupils and those with special educational needs achieve well because they are supported by skilled teaching assistants and there are robust measures in place to identify and meet their needs.
- Pupils for whom the school receives the pupil premium make equally good progress as others in school, which means that the gaps at the end of Year 6 in 2013 were far narrower than similar gaps nationally or had been completely eradicated. In mathematics, eligible pupils were a few weeks behind as opposed to the national gap of two terms. In writing they were a few weeks ahead, and in reading almost a term ahead.
- Pupils who speak English as an additional language achieve similarly well as other groups because specialist teachers ensure that any language development needs they may have are carefully met.
- More able pupils make good progress because they are given work that requires them to use what they already know to tackle new challenges.
- Pupils from different groups, including those from different ethnic backgrounds, achieve similarly well because the school is committed to ensuring there is equality of opportunity for all.

The quality of teaching is good

- Pupils learn well in lessons because teachers use a wide range of strategies to enable them to reach a greater level of understanding.
- Pupils learn well over time because a wide range of routines and strategies support them to think about their work and amend it. Pupils have a very secure understanding of punctuation and grammar, as evidenced by the exceptionally high proportions that reached national averages in the new test last summer. This is the result of teachers focusing very clearly on this aspect of English.
- There are very strong links across subjects which support pupils in making good progress. For example, in a geography lesson, pupils used their mathematical knowledge of reading tables and grids to interpret a chart about water scarcity.
- More able pupils engage well in lessons because they are encouraged to think and work things out. For example, when meeting a new text, pupils in Year 6 were asked to try and figure out what unfamiliar words meant. They approached this task methodically, looking for smaller words within words to give them clues or relying on the rest of the sentence or paragraph to indicate meaning. This kept them purposefully busy and increased their vocabulary as they went on to use some of the new words in their own writing.
- Pupils are given clear guidance on precisely what they have done well and how this contributes to their learning. However, guidance on what they need to do next is not used as well so pupils are not always clear about how to improve their work, which prevents them making really rapid progress.
- In lessons, pupils refer to what they are currently learning and how it builds on what they already know. For example, in a mathematics lesson, pupils practised the six-times table and then went straight on to completing problems that required that knowledge. However, it is less easy for pupils to do this over time because their work is not easily accessible. This limits how useful prior work is in supporting pupils to make rapid progress in new learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good because pupils behave well in and around the school. They are prompt to lessons which ensures the pace of learning flows well and no time is lost.
- Attitudes to learning are positive. Pupils take the initiative in lessons, for example by asking for help, evaluating their work or that of their partner and thoughtfully working out answers to teachers' questions.
- The school fosters positive relationships and these are a feature of why pupils are so confident at asking for help when they need it. Pupils from different backgrounds work and play harmoniously because discrimination is not tolerated.
- The school rewards good attendance and pupils and parents have clearly responded to this as attendance figures are much higher than the national average.
- The school's work to keep pupils safe and secure is good. Staff and pupils spoken to during the inspection all state that pupils feel safe, and most parents agree.
- Pupils understand that bullying comes in various guises, including for example on the internet or through the use of mobile phones and social media. They state categorically that there is no bullying in school. Pupils have every confidence that adults can deal with any issues that arise.
- The school ensures that pupils know how to stay safe. Pupils understand the precautions to take when online, know how to cross roads safely and how to use tools and equipment without putting themselves at risk.
- Behaviour is managed well. Pupils who have particular behavioural needs are helped to manage their own behaviour increasingly well so that incidents of poor behaviour are reduced, and academic achievement improves.
- Behaviour and safety are not outstanding because, in the most recent school questionnaire and the online Parent View survey, a small minority of parents expressed concerns about bullying. These were not supported by the views of staff or pupils, nor reflected in the well-kept behaviour logs or evident in surveys conducted in previous years. However, the school acknowledges that there is work to do to allay these concerns.

The leadership and management are good

- Governors and leaders are ambitious for the school and its community. They have an accurate view of what is going well and plan effectively for the areas they need to prioritise for improvement. This results in the quality of teaching and pupils' achievement remaining good over time.
- Leaders manage the performance of teachers effectively. They set clear targets linked to pupils' progress and support teachers in improving their practice to ensure those targets are met.
- Middle leaders are equally effective at supporting teachers as their more senior colleagues have been well developed in their roles. They carry out methodical checks on different aspects of teachers' work and give useful and detailed feedback.
- The school has good capacity to continue to improve, as shown by the fact that the recommendations from the previous inspection report have been met. The ability of senior leaders to step up and run the school in the headteacher's absence is further evidence of how effective leadership is at all levels.
- Leadership and management are not outstanding because measures to improve the quality of teaching have not yet resulted in pupils making rapid progress across all year groups.
- The curriculum affords pupils opportunities to develop reading, writing and mathematical skills across a range of subjects. For example, pupils wrote evaluations of jug designs they made based on their studies of Ancient Greece.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils are given opportunities to think in great depth about key social issues with moral and ethical implications. For example, in a geography lesson, pupils were urged to think about how much of the world's population has no access to clean water. Pupils were respectful and

empathetic and clearly understood the inequity they were faced with. Their social skills are well developed in lessons where they get to make choices about how they want to learn and to ask and answer questions that support their understanding and that of their classmates.

- Leaders ensure the sports funding is being well used to sharpen teachers' skills and understanding, thereby improving their ability to teach high quality physical education lessons. The fact that the boys' football team is experiencing success in local tournaments attests to improved standards.
- The local authority provides opportunities for robust discussions about standards and progress and offers appropriate support to ensure the school continues to develop its performance.
- **The governance of the school:**
 - Governors use a range of sources of information to ensure they know how well the school performs compared to other schools locally and nationally. They use the same information to formulate challenging questions of senior leaders, for example to check that different groups are achieving equally well. Governors understand how the school manages the performance of individual teachers and that getting a pay rise is dependent upon meeting stringent targets relating to pupils' progress. They get detailed information about which staff are awarded pay rises. Governors know that the school works effectively to ensure the quality of teaching remains good, for example by supporting newly qualified teachers well. Governors keep a tight eye on funding to ensure it is spent well. For example, they know that the pupil premium grant was successfully used to eliminate gaps in attainment. The governing body ensures that its members have had up-to-date training so that they can fulfil their roles well; this includes meeting statutory requirements for safeguarding.

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	102991
Local authority	Sutton
Inspection number	440974

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Nigel Warwick
Headteacher	Shirley Gruffydd
Date of previous school inspection	15–16 February 2011
Telephone number	020 8647 7496
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