

# Holy Trinity Church of England Primary School

Carrington Road, Richmond, Surrey, TW10 5AA

**Inspection dates** 8–9 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher is highly ambitious for every pupil in the school. Her high expectations for the best possible outcomes for pupils are shared by leaders, managers and staff.
- The outstanding leadership of the headteacher, governors and middle managers, has secured improvements since the previous inspection. As a result, the quality of teaching, pupils' achievement and behaviour and safety are now outstanding.
- Leaders have created a strong culture of inclusion and high expectations for all pupils. The school is highly successful in removing any barriers to pupils' learning, and providing effective support for pupils who are vulnerable to underachievement. As a result, all groups of pupils, including disabled pupils and those who have special educational needs, make exceptional progress.
- The outstanding curriculum enriches pupils' experiences, promotes their thirst for learning and ensures that they make exceptional individual progress. Pupils' spiritual, moral, social and cultural development is extremely well promoted.
- Teachers and teaching assistants work very effectively as a team to ensure activities are highly motivating and engaging for pupils. As a result, pupils make excellent progress with their learning.
- Achievement is outstanding because pupils make exceptional progress throughout the school and attain above average standards.
- Progress in writing has improved rapidly this year, and recent school results show that pupils' attainment at Key Stage 1 and Key Stage 2 in reading, writing and mathematics is much higher than last year. However, a small attainment gap remains in writing between disadvantaged pupils and their classmates.
- Early years provision is outstanding. The quality of teaching is outstanding, and children receive high-quality care and support from highly committed staff. As a result, children make outstanding progress with their learning, and are prepared extremely well for Year 1.
- Pupils' behaviour is impeccable. Their extremely positive attitudes to their learning have a strong impact on the progress they make. Pupils from all backgrounds get on extremely well with each other. Pupils feel very safe and know how to keep safe. They enjoy coming to school and this is reflected in their good attendance, which has improved rapidly.
- Governors are very skilled and knowledgeable, and know the school extremely well. They are very effective in their roles and highly committed to continuous school improvement.

## Information about this inspection

- The inspectors observed pupils’ learning in 25 lessons, five of them jointly with the headteacher. Inspectors also observed pupils’ behaviour and attitudes in classrooms and at breaks and lunchtimes.
- A meeting was held with different groups of pupils. Inspectors listened to pupils read in Years 1, 2 and 6 and discussed their reading with them.
- The inspectors held discussions with senior and middle leaders, the Chair of the Governing Body, the vice chair and six other governors. A discussion was also held with a local authority representative.
- The inspectors examined a range of documents, including information on pupils’ progress across the school, improvement plans and checks on the quality of teaching. They also examined the school records relating to behaviour, safety and attendance.
- The inspectors scrutinised pupils’ books and written work in all year groups to see what progress pupils make and the quality of teachers’ marking and feedback to pupils.
- The inspectors took account of 195 responses received from parents and carers to the online questionnaire, Parent View. In addition, inspectors spoke to parents in the playground at the start of the school day.
- The inspectors also considered 52 questionnaires completed by staff.

## Inspection team

Avtar Sherri, Lead inspector	Additional Inspector
Susan Vale	Additional Inspector
Doug Stroud	Additional Inspector

## Full report

### Information about this school

- Holy Trinity Church of England Primary School is larger than the average-sized primary school.
- The school has a part-time Nursery and two full-time Reception classes. There is currently one Year 6 class, three Year 3 classes and two classes in Years 1, 2, 4 and 5.
- Pupils come from a wide range of ethnic groups, with the largest group being from a White British background.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils supported by the pupil premium is average. The pupil premium is additional government funding given to schools for disadvantaged pupils who are known to be eligible for free school meals or children who are in local authority care.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school runs a daily breakfast club and a range of after-school clubs.
- 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?

- Ensure that the small attainment gap between disadvantaged pupils and their classmates is eradicated in writing.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher, other leaders, including governors, and middle managers are highly ambitious for the school. They have been very successful in embedding a culture of high expectation and continuous improvement. As a result, the quality of teaching, pupils' achievement and behaviour and safety have improved since the previous inspection, and are now outstanding.
- Leaders have been successful in improving the early years provision, which is now outstanding. The outstanding teaching in the early years ensures that children make outstanding progress and achieve highly.
- Middle managers are highly effective in their roles. They know the strengths of the school and its areas for development. They contribute to the school development plan by producing their own subject improvement plans. Senior leaders ensure that middle leaders have sufficient opportunities to observe the quality of teaching in their subjects, including conducting learning walks and book scrutinies, to check pupils' progress. As a result, they are able to provide teachers with effective support to improve their quality of teaching and hold them responsible for the progress their pupils make. Middle managers also keep governors informed of developments in their subject areas.
- The leadership of teaching has improved and is now outstanding. Leaders have very effective systems to manage and improve the performance of teachers and to ensure teaching and pupils' progress is outstanding. Leaders and managers are highly effective in checking the quality of teaching and providing teachers with high-quality support and training to improve their practice. Leaders ensure that teachers' pay awards are closely linked to their quality of teaching and pupils' progress.
- Leaders, managers and staff check pupils' progress regularly to ensure they make at least good progress. Any pupil struggling with their learning is provided with highly effective, individualised support. In this way, leaders ensure that all groups of pupils, including the disabled pupils and those with special educational needs, make rapid progress. This reflects leaders' commitment to promoting equality of opportunity for pupils, and to ensuring there is no discrimination.
- The current school information shows that leaders have been successful in raising the achievement of disadvantaged pupils through using the government's additional funding more effectively. They have ensured that the attainment gaps between the disadvantaged pupils and their classmates are narrowing rapidly over time.
- The subjects taught are broad and balanced; they inspire pupils, engage them in their learning and help them to acquire basic skills rapidly through a wide range of activities. For example, the Year 6 production promotes pupils' self-confidence and enhances their skills in public speaking. The school is implementing the requirements of the primary National Curriculum effectively, including its system for assessing pupils' learning. The curriculum promotes British values effectively through, for example, pupils experiencing democracy at work through electing their classmates to the school council and being involved in 'mock' elections. Pupils have respect for diversity, including cultural diversity, and are prepared effectively for life in modern Britain. The school is highly effective in promoting pupils' spiritual, moral, social and cultural development, and pupils' outstanding behaviour.
- The school is making effective use of its primary physical education and sports premium. Pupils learn about the importance of healthy and active lifestyles. They have a greater access to a wide range of sporting activities and clubs, and are increasingly involved in competitive sports with other schools. Staff have been trained to improve their skills and subject knowledge in teaching physical education. As a result, the quality of teaching in physical education is improving.
- Safeguarding arrangements meet current statutory requirements and are effective. Leaders, including governors, and staff ensure that pupils feel safe and are safe. All staff have undergone appropriate employment checks and have received up-to-date training in safeguarding and child protection.
- Leaders engage very effectively with parents. They provide up-to-date and useful information for parents through the school website, reports and parent meetings. Communication with parents is strong, and staff take into account their views through consultations and surveys. Parents are extremely supportive of the school and what staff do to help their children succeed. Almost all the parents who responded to Parent View and all the staff who responded to the staff survey indicated that the school is well led and managed.
- The local authority provides a 'light touch' support for this outstanding school. The local authority has worked effectively with the school to improve the effectiveness of middle managers.

### ■ The governance of the school:

- Governance of the school is highly effective and provides outstanding support and challenge to school leaders. Governors are extremely ambitious and share a common vision with leaders and all staff to ensure the best possible outcomes for all pupils. They know the school very well and have a deep understanding of its strengths and areas for development.
- Governors know about the quality of teaching and work closely with leaders to ensure the performance management system for staff is robust. They know the link between salary progression and the quality of teaching and pupils' progress, and how teachers' performance and pay are used to reward good teaching. Governors work effectively with senior leaders to tackle underperformance and to improve the quality of teaching. They successfully manage the performance of the headteacher. They set challenging targets to bring about improvements, including in the quality of teaching and learning.
- Governors attend a range of training courses on school improvement, including on safeguarding, and are highly skilled and knowledgeable. They are highly effective in interrogating performance data, and are very clear on how well the school is doing in relation to similar schools and other schools nationally.
- Governors ensure that financial management is effective, and have a secure understanding of how additional funds are spent and their impact on pupils' outcomes, including achievement.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely polite, friendly and courteous.
- In classrooms and around school the behaviour of pupils is impeccable. Pupils manage their own behaviour exceptionally well and encourage one another to behave well. Pupils are proud of their school and they look after their surroundings. Lunchtimes and break times are very orderly and staff provide good supervision.
- Pupils' attitudes are exemplary and they show a thirst for learning. Pupils listen to instructions carefully and waste little learning time moving between activities. They are keen to participate in discussions, and discuss their work with visitors.
- The spiritual aspect of the life of the school helps pupils to develop a greater empathy towards each other. Pupils from all backgrounds get on very well with each other and they show a great respect for diversity.
- Pupils understand the behaviour management system very well. Appropriate sanctions and rewards ensure that pupils know the difference between right and wrong. Pupils say that behaviour is always good. This is reflected in the school's monitoring records, which show very few incidents of poor behaviour.
- Pupils' attendance has improved and is above average. Pupils are always punctual to school. This is because pupils really enjoy being at school. Exclusions are rare. The daily breakfast club also contributes to improvements in attendance and punctuality.
- All parents responding to Parent View say that behaviour is good and their children feel safe at school. All the staff responding to the staff questionnaire agree with them.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and are able to approach any member of staff if they have any concerns about their safety and well-being.
- Pupils know about different types of bullying, including cyber bullying and prejudice-based bullying, and know what to do if it ever occurs. Pupils say that bullying is not an issue, and racist or homophobic behaviour is extremely rare.
- Pupils are taught very well through assemblies and their personal, social and health education about how to identify and manage any risks. They know how to stay safe in a range of situations, including when using the internet, and have well-developed understanding of road and fire safety.
- The school's systems and procedures around child protection, staff training and safer recruitment are effective. Leaders work very well with external agencies to help to protect pupils from any harm. They work very effectively to overcome any barriers to learning for particular pupils with behaviour needs.

## The quality of teaching is outstanding

- Teaching is always at least good and often outstanding. As a result, all pupils, including disabled pupils, those with special educational needs and those who are disadvantaged, make exceptional progress throughout the school.

- Teachers check pupils' progress closely in lessons to ensure they do not make mistakes with their work or have any misconceptions about their learning and, if necessary, adjust the activities accordingly to move their learning on.
- Teachers are fully involved in pupils' progress meetings with leaders and managers, and use the assessment information effectively to track the progress of individuals and groups of pupils. They identify any gaps in their learning, and those who are not making fast enough progress are given timely and effective support to help them overcome any barriers to their learning.
- Teachers and teaching assistants consistently demonstrate high expectations of all pupils. They work together very effectively as team to ensure working relationships with their pupils are first class, and that all pupils are given high-quality care and support to help them make rapid progress. Pupils are extremely complimentary about their teachers and say that teachers 'motivate us and make us think'.
- Teaching assistants are highly skilled and are effective in their roles. They provide excellent support to individuals and groups of pupils with particular needs, including disabled pupils, those with special educational needs and disadvantaged pupils. As a result, they make the exceptional progress with their learning.
- There are rich opportunities for pupils to enhance their listening and speaking skills. The emphasis on developing pupils' oral communication greatly benefits pupils who speak English as an additional language in particular. As a result, these pupils make rapid progress with their learning.
- Teachers stretch and challenge the most able pupils well. When pupils have completed their work successfully, they are moved swiftly on to a new challenge. As a result, they make outstanding progress.
- The teaching of reading is outstanding. Pupils' excellent knowledge of phonics (the sounds that letters make) helps pupils to read unfamiliar and difficult words. Pupils have opportunities to improve their reading skills through reading to staff and discussing their reading with them to develop their understanding of the text. This helps pupils to make rapid progress with their reading and develop a deep enjoyment of reading.
- The teaching of mathematics is excellent. Teachers have a secure subject knowledge and they plan engaging activities for pupils and model mathematical problems. Pupils have good opportunities to use their mathematical knowledge and understanding, including their mental calculation skills, when solving mathematical problems. For example, Year 5 pupils were involved in a 'grand prix algebra' activity where they worked well in pairs and used their mathematical skills effectively to solve algebraic problems. Pupils say that they enjoy mathematics 'because it challenges you'.
- Writing is improving across the school. Pupils have increasing opportunities to write at length in their extended writing books and to write for different purposes. Although pupils' progress in writing is improving well, it is less rapid than in reading and mathematics.
- Teachers' marking of pupils' work has improved since the previous inspection and is now effective. Work in books is marked with helpful advice to pupils on how they can improve their work, with pupils responding to teachers' comments, in line with the school's marking policy. This, together with the verbal feedback teachers provide to pupils, is helping pupils to improve their work, deepen their understanding and make rapid progress with their learning.
- Homework is of good quality, and is given regularly and supports and enhances the learning that is happening in class.
- Almost all parents responding to the Parent View survey say that their children are taught well at school.

### **The achievement of pupils**

**is outstanding**

- Pupils' attainment in Key Stage 1 and Key Stage 2 has been above average over the last three years in reading, writing and mathematics.
- The current school information shows that achievement in 2015 is much stronger in reading, writing and mathematics than in 2014. This is reflected in pupils' work in books, which shows that pupils make good and often outstanding progress in reading, writing and mathematics across the different year groups.
- In 2014, the proportion of pupils reaching the higher Level 3 standard of attainment at the end of Key Stage 1 was above average in reading, writing and mathematics. In 2014, the proportion of pupils reaching the higher Level 5 standard at the end of Key Stage 2 was above average in reading, writing, mathematics and English grammar, punctuation and spelling. The school's current information for 2015 indicates that the proportion of pupils achieving the Level 3 standard in Key Stage 1 and the Level 5 standard in Key Stage 2 has risen considerably in reading, writing and mathematics.
- The most able pupils make good and often rapid progress across the year groups in reading, writing and mathematics. They receive sufficient support and challenge to ensure they work at and achieve higher

levels.

- The proportion of pupils who reached the standard for the Year 1 phonics screening check was above average in 2014, and this has improved in 2015. Children have an excellent understanding of phonics, which helps them to become confident readers. Their love for reading was demonstrated by pupils who very keenly read to inspectors.
- The progress of disabled pupils and those with special educational needs is exceptional in reading, writing and mathematics. Their progress is closely checked, and they are provided with high-quality care and effective support. As a result, they make similar exceptional progress to their classmates.
- Pupils who speak English as an additional language are supported effectively, and have good opportunities to develop their proficiency in English through the rich opportunities they are given in lessons to enhance their speaking and listening skills. Leaders ensure that there are no significant differences in the achievement of different ethnic groups of pupils in the school.
- At the end of the Year 6 tests in 2014, the standards attained by the disadvantaged pupils in mathematics and reading were two terms behind those of their classmates in school; they were two terms behind other pupils nationally in mathematics and one term behind in reading. In writing, the disadvantaged pupils were just under one term behind their classmates and other pupils nationally. In terms of expected progress, the disadvantaged pupils made more progress than their classmates and other pupils nationally in reading, writing and mathematics in 2014. The attainment of the disadvantaged pupils has improved over the last three years and the gaps in attainment with their classmates and other pupils nationally have narrowed considerably since 2012. The school's current assessment information and work in pupils' books confirm that disadvantaged pupils are making similar exceptional progress to their classmates across the year groups. Attainment gaps are closing most rapidly for disadvantaged pupils in mathematics and reading.

### The early years provision

**is outstanding**

- The leadership and management of the early years are outstanding. Leaders know the main strengths of and areas of improvement and they work effectively with staff and parents to ensure that children's individual needs are successfully met. Staff are highly ambitious for children and share a strong passion for excellence. They have a clear and accurate picture of what each child can do. They use assessment information very effectively to check the progress of children, and to pinpoint the next steps in their learning.
- Teaching in the early years is outstanding and leads to outstanding progress for children in all areas of learning. Children are provided with a very stimulating environment in which to learn, with a wide range of interesting and engaging activities, both indoor and outdoor. Adults check children's progress closely and make sure they plan activities that help all children to make rapid progress. All groups of pupils make exceptional progress, including the disabled children and those with special educational needs, those who speak English as an additional language, the disadvantaged pupils and those who are the most able.
- In 2014, a higher than average proportion of children achieved a good level of development. The current assessment information shows that a much higher proportion of children than last year are on track to achieve a good level of development by the end of Reception in 2015. Children are prepared well for their next stage in education in Year 1.
- Behaviour and safety in the early years are outstanding. Staff are extremely caring and provide high levels of support for children. The environment is very safe and supervised effectively. Children are very caring of each other and move safely and sensibly around the school and from one activity to another. They are eager to share resources and work collaboratively together. Their behaviour is typically exceptional and their levels of concentration are high, reflecting their thirst for learning. For example, in an activity about guessing and naming various shapes in the Reception classes, children kept their focus on the learning for some considerable time without losing concentration. Children are kept safe by staff, and all the safeguarding requirements are met and effective.

## 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>	102908
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	448723

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gerry Stride
<b>Headteacher</b>	Penny Cox
<b>Date of previous school inspection</b>	11–12 March 2010
<b>Telephone number</b>	020 8940 2730
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