

# Inspection of Holy Trinity Church of England Primary School

Beechwood Road, London E8 3DY

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Inspection dates: 4–5 March 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

Pupils are happy and enjoy coming to school. Pupils feel safe in school because they are well cared for by all staff. Leaders' vision to make 'every learner empowered, inspired and prepared' shines through. Pupils learn about how to keep themselves safe, for example when using the internet. Pupils use computer tablets effectively to record information and carry out research in many subjects. As such, online safety is an intrinsic part of the programme of learning.

Teachers' choice of activity sometimes leads to pupils not being fully engaged with their learning. However, pupils generally behave well. They say that bullying is rare. Pupils added that if there is a problem with bullying, staff deal with it quickly. Pupils can make use of the fully covered outdoor play space, even when it is raining.

At lunchtimes, pupils are well behaved. Staff and pupils often eat together, with china plates and table cloths. Lunchtime staff commented on how pupils are always polite and courteous.

Leaders have high expectations of all pupils. Pupils with special educational needs and/or disabilities (SEND) are well supported through skilful teaching, which breaks down tasks so that pupils can demonstrate a particular skill. Older pupils described how they felt teachers were preparing them well for the move to their secondary schools.

## **What does the school do well and what does it need to do better?**

Holy Trinity CE primary school is part of a federation of eight schools. Working closely together leaders have supported each other in the development of their programmes of study and training.

Children begin learning phonics from the first days that they are in school. Children quickly learn the sounds letters make. Those who fall behind are identified and support is put in place to close those gaps. Teachers work closely with parents and carers to ensure that they understand how to support their children effectively. Staff take time to meet with every parent. Older pupils talked about their favourite authors and books. In addition to reading lessons, pupils are given time at the end of sessions to read their own choice of books.

Pupils and staff worked together on a whole-school theme during World Book Day events. Writing and reading activities were linked to 'Peter Pan', developing a sense of fun and enjoyment for reading and sharing books.

Leaders have made changes to the way that mathematics is taught. Staff have received training. Teachers check pupils' understanding in lessons. However, there are times when lessons need to have a greater level of challenge to ensure that pupils remain interested and increase their knowledge further. Leaders know this.

They have started to support teachers in raising the expectations and levels of challenge in mathematics lessons.

In some curriculum areas teachers do not successfully build on pupils' learning to help them embed and increase their knowledge. For example, in some key stage 2 classes, pupils' writing does not show progression of knowledge and skills from one year to the next. Leaders have not ensured that all staff fully understand how to sequence learning to build pupils' knowledge.

Pupils with SEND are well supported with targeted, appropriate support. Leaders and staff make an effort to ensure that these sessions do not impact on whole-class lessons. Teachers lead booster groups before and after school. Pupils in these sessions pre-learn key concepts that they will need to know to take part in class lessons.

Leaders have introduced a new system for supporting pupils' behaviour. Pupils describe this as 'strict but fair'. Leaders' expectations for pupils' behaviour have been clearly communicated. Staff manage pupils' behaviour consistently. Pupils discuss different faiths and cultures, reflecting the diverse school population. Pupils support a range of local, national and international charities and causes. During the World Book Day events, pupils raised funds to support Great Ormond Street Hospital.

Leaders encourage pupils to take on responsibilities in the school. 'Digital leaders' help to promote the safe use of technology. School council members share key messages with other pupils through assemblies and the regular school newsletter. The programme of learning is enriched with visits to museums and galleries. Leaders have designed the curriculum so that pupils make links to the wider world of work, recently arranging a visit to a leading world technology store in London to attend a coding workshop.

Staff work closely with families. Homework is carefully tailored to meet the needs of individual pupils. Staff have filmed themselves teaching aspects of the curriculum. These videos are available to support pupils and parents at home. Staff organise workshops for parents so that they are better placed to support their children.

Leaders, including the governors and leaders within the federation, have a good understanding of the school's current strengths and areas for development. They recognise that pupils' progress and attainment last year in key stage 2 needed to be addressed quickly. They have put systems in place to support staff and monitor this closely.

Leaders consider staff workload and well-being. Leaders have created a culture where staff feel valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know their responsibilities for safeguarding. Staff receive regular training. This helps them to be vigilant and explains how to raise concerns if required. Leaders have developed rigorous recording and reporting systems.

Staff recognise that the school is a safe place for children to be. They organise a wide range of clubs and after-school activities to support children and their families.

Leaders make sure that assemblies and lessons are used well to help pupils to understand how to keep themselves safe. Leaders have developed strong partnerships with other professionals to deliver workshops that teach pupils about the dangers associated with gang affiliation and knife crime.

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

### **(Information for the school and appropriate authority)**

- The attainment and progress of pupils at the end of 2019 in key stage 2 was not as strong as in previous years. In mathematics, pupils are not consistently challenged well enough by teachers to achieve highly. Leaders have put systems in place to support staff across the school so that standards improve in the future. Leaders need to continue to monitor the impact of this support.
- Sometimes, teachers do not plan appropriate activities that build on pupils' prior learning. This means that pupils do not develop their knowledge and understanding. Leaders need to provide teaching staff with further training and support so that all teachers plan lessons that build on pupils' prior learning. Leaders need to ensure that teachers understand where each lesson fits into the sequence of learning. This will help pupils to know more and remember more.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100263
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10133418
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	286
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Clark
<b>Headteacher</b>	Yvonne Barnett
<b>Website</b>	<a href="http://www.holytrinity.hackney.sch.uk">www.holytrinity.hackney.sch.uk</a>
<b>Date of previous inspection</b>	25–26 April 2013

## Information about this school

- Holy Trinity CofE Primary School moved to a new school building in November 2016
- The school is increasing in size to have two forms of entry in each year group.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the executive headteacher, headteacher, deputy headteacher and members of staff. We also met with members of the local area board, the local church and the governing body.
- We did deep dives in these subjects: reading, mathematics, geography, science and writing. For each of these subjects we held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.

## Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

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