

# Inspection of a good school: Trinity St Mary's CofE Primary School

6 Balham Park Road, London SW12 8DR

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Inspection date:

12 October 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

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

Pupils are happy and kept safe. They appreciate and understand the school's values of kindness, unity and courage. Parents and carers praise the inclusive family atmosphere that the school has. Pupils are clear that any rare instances of bullying or unpleasant language are not tolerated by staff. Any concerns are dealt with swiftly. Pupils are respectful to each other.

Behaviour is positive. Pupils value being able to contribute to school life. For example, their ideas helped with the development of the new school behaviour policy. Pupils appreciate the rewards that they receive. For example, if pupils read regularly, teachers reward them with an entry in the 'reading raffle' box, with the chance to win a book to take home.

Leaders are ambitious for pupils to have a range of experiences and to enjoy their learning. The curriculum is broad. However, the precise knowledge that pupils need to secure is not clear in all subjects. Sometimes, pupils struggle to remember and explain important ideas.

Pupils have opportunities to take on leadership roles. These include, for example, being faith leaders, eco warriors and part of the school council. They feel that their thoughts and opinions are listened to by staff. For example, pupils take part in interviews for appointments of new staff members. Pupils have also helped to redesign their playground.

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

Reading is a priority and teachers and most support staff have received phonics training. However, this training has not been tailored to the phonics programme that the school is

using. Leaders do not have a close enough understanding of whether this training is helping staff to improve their expertise in teaching pupils how to read. Sometimes, staff do not check that the books pupils read are carefully matched to the sounds that they have learned. This means that pupils are not routinely supported to read with increasing fluency. Some pupils have gaps in their phonics knowledge, and this holds them back in their learning in other subject areas. For example, some pupils struggle to read instructions in mathematics. Leaders are aware of the weaknesses in early reading and have plans in place to address these concerns.

Pupils follow a broad curriculum that matches the scope of what is expected nationally. In some subjects, leaders have thought carefully about what pupils need to know. For example, in mathematics, pupils develop their knowledge of calculation well. Teachers select resources, such as objects and pictures, to support pupils to increase their understanding. Pupils use and apply what they have already learned when they move on to more complex calculations.

However, in other subjects, leaders have not identified the most important knowledge that pupils need to learn. They have not ensured that the full content of the national curriculum is covered in sufficient depth. This means that, sometimes, pupils do not secure their understanding of the basic concepts in a subject before advancing to more complex learning. Similarly, in the early years, children undertake a range of activities designed to support each area of learning. However, these activities are not focused sufficiently on the important ideas that children need to secure. The curriculum provided for two-year-olds does not build cumulatively through the Nursery and Reception classes. This means that key knowledge has not been fully understood and embedded when pupils begin Year 1.

Teachers make use of a range of strategies to check pupils' understanding. Where leaders' curriculum thinking is clear, teachers are able to identify and tackle pupils' misconceptions. However, this is not done consistently in all subjects.

Pupils with special educational needs and/or disabilities are accurately identified. They typically receive appropriate additional support. Teachers have the required information to support these pupils to access the curriculum.

Leaders provide a range of experiences for pupils to promote their broader development. These include, for example, visits to the National Gallery and Science Museum. Pupils enjoy attending a range of after-school activities and celebrating different cultures. Behaviour is typically positive in classrooms and around the school. Pupils appreciate the weekly merit assemblies and house competitions that recognise and celebrate good behaviour.

Teachers value the way that leaders are considerate of their workload and well-being. They feel supported in their roles and are proud to work at the school.

Governors are aware of their statutory responsibilities and understand the importance of holding leaders to account. They know what the school's priorities are and check how these are being followed up on. Nevertheless, while leaders have identified the right

priorities for reading, there has been insufficient focus placed on the development of the curriculum in other subject areas.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all staff receive clear and specific safeguarding training. This helps them to be vigilant to the needs of the pupils and their families. Staff are aware of how to identify and report any concerns that may arise. Leaders complete appropriate pre-employment checks on staff.

Leaders act effectively when concerns arise, and record-keeping is typically clear. In a few instances, follow-up actions from concerns raised are not logged as consistently. Leaders have plans in place to address this.

Leaders make appropriate use of external agencies to support pupils and their families. Leaders also provide on-site counselling. Pupils appreciate and make use of this service. The curriculum helps to ensure that pupils know how to keep themselves safe, including when online.

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

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

- Pupils are not routinely provided with reading books that match the sounds that they have learned. This means there is insufficient opportunity for pupils to practise their reading. This limits the development of some pupils' fluency and confidence. Leaders should ensure that all staff receive well-targeted guidance on delivering the phonics programme and that pupils are provided with books that closely match the sounds they know.
- Leaders have not identified the knowledge and skills that need to be built up in different subjects over time. This includes in the early years. This reduces how well pupils secure and develop their knowledge. Leaders must ensure that the most important knowledge in each subject, as outlined in the national curriculum, is clearly identified and sequenced cumulatively over time.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2012.

## 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 information from Ofsted Parent View 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.

## 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>	101047
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10240267
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Hayley Ven Den Bergh
<b>Headteacher</b>	Lynn Anderson
<b>Website</b>	<a href="http://www.tsm.wandsworth.sch.uk">www.tsm.wandsworth.sch.uk</a>
<b>Date of previous inspection</b>	21 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school has provision for two-year-olds.
- The school does not currently make use of alternative provision.
- The school has a Christian religious character. It is part of the London Diocesan Board of Schools. The school's last section 48 inspection was in 2017.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and the deputy headteacher. They spoke with the chair of governors and representatives of the governing body. They also spoke with the local authority school improvement partner and a representative of the London Diocesan Board of Schools.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors also considered the curriculum in other subjects. Discussions were held with pupils about their learning in these subjects.
- In considering safeguarding, inspectors reviewed the single central record of pre-employment checks and scrutinised relevant documents and records. They also spoke with school leaders, staff and pupils about safeguarding.
- Inspectors observed pupils' behaviour around the school and in lessons.
- Inspectors reviewed responses from staff, parents and pupils to Ofsted's online surveys.

### **Inspection team**

Sophie Healey-Welch, lead inspector

His Majesty's Inspector

Seamus Gibbons

Ofsted Inspector

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