

Inspection of an outstanding school: Trent CofE Primary School

Church Way, Off Chalk Lane, Cockfosters, Barnet, Hertfordshire EN4 9JH

Inspection dates:

15 and 16 November 2022

Outcome

Trent CofE Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils love coming to school. Staff know pupils very well and provide the support and guidance they need.

Leaders have very high expectations of what all pupils can achieve. Pupils thrive on the challenge of meeting these expectations. The strong working relationships between pupils, their families and school are central to helping pupils to succeed.

Pupils are safe, and know there are many ways to seek support if they need it. They know teachers will listen to any worries. This includes speaking to a mental health first aider during 'bubble time'. Staff are vigilant, and quick to respond to any bullying. Pupils have faith in them to sort problems out promptly.

Pupils are polite, confident and show a keen awareness of the needs of others. They get on exceptionally well with, and are encouraging of, each other. Leaders ensure pupils have many opportunities to take on responsibilities, such as being an 'expert club leader' or 'curriculum ambassador'. These help to develop pupils' independence and confidence.

Pupils' grasp of British values, including democracy, helps them to understand how to influence change. For example, the school's environmental council considered the sustainability of ingredients used in school meals.

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

The curriculum pupils study is ambitious and prepares them very well for the next stage of their education. Leaders have thought carefully about what pupils should learn and in what order. They select the key knowledge pupils need. Teachers ensure that pupils have a secure understanding of prior learning before applying this to more complex tasks. For example, in art and design, pupils learned about impressionism, perspective and different brush-strokes. They also learned about Lowry's use of colour, and used this combined

knowledge to create their own piece of artwork. In early years, children achieve well across all areas of learning.

Reading is given high priority throughout the school. In Reception, children learn phonics from the time they start school. Staff are well trained. Teaching is precise and thorough so that pupils secure their learning before they are taught new sounds. Teachers support pupils to catch up quickly if they fall behind. Pupils become confident and fluent readers. Throughout the school, pupils are encouraged to read regularly, including a range of high-quality books during story times.

Teachers know the subjects they teach well. As well as having a thorough grasp of the subject content, they make sure that pupils' learning builds on what they already know. Teachers check pupils' understanding carefully and respond straightaway to any confusion or misunderstanding. They also check that pupils have remembered what they have been taught. They revisit pupils' prior learning so that they are well prepared for new content.

Teachers and leaders are ambitious for all pupils, including those with special educational need and/or disabilities (SEND). Leaders ensure that support for pupils with SEND is closely tailored to their needs. This is highly valued by pupils and their families. Staff ensure that pupils with SEND achieve well. They make appropriate adaptations to learning so that pupils can access a full, broad and balanced curriculum.

Pupils have a wealth of opportunities to broaden their interests beyond the curriculum. This includes through extra-curricular clubs, such as cookery, chess and art. Staff encourage pupils to look after others. For example, pupils in Years 5 and 6 applied to lead 'expert clubs' to support younger pupils during lunchtimes. Leaders encourage pupils to acquire new skills, such as in computing, table tennis and jewellery making.

Pupils' behaviour is exemplary both during lessons and while moving about the school. This begins in the early years, where children understand routines and adults' expectations. Pupils concentrate well during lessons and have positive attitudes towards their learning. Respect among pupils and staff pervades the school's culture. Pupils value diversity, and spoke positively about how the school encourages everyone to be unique.

Leaders keep a close eye on staff's workload. Staff appreciate leaders' work to keep workload manageable and are grateful for the practical steps leaders take to reduce it. The governing body has a clear understanding of the school's strengths and priorities. Visits to the school and liaison with leaders help governors to gain the information they need to provide the right support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. They know and use the school's procedures well to record any concerns they identify. Leaders responsible for safeguarding have established effective systems to routinely monitor concerns. They engage with external agencies as required to ensure that pupils get the help they need.

Pupils are taught how to keep themselves safe. They understand how to use the internet safely, including how to block users while playing online games. Pupils spoke positively about the different support available to them in school if they had any concerns.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in November 2016.

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

Unique reference number	101328
Local authority	Barnet
Inspection number	10240566
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Alison Slevin and Tim Tilley (Co-Chairs)
Headteacher	Chrissy Vassiliou
Website	www.trentprimary.com
Dates of previous inspection	16 and 17 November 2016, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England voluntary-aided school.
- The school does not use any alternative provision.
- The school is in the Diocese of London. Its most recent section 48 inspection took place in November 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinator, senior teachers, the senior administrator and members of the governing body.
- The inspector held a telephone conversation with a representative from the local authority.

- The inspector did deep dives in these subjects: reading, mathematics and history. In each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at pupils' work. The inspector also sampled the curriculum in other subjects, which included meeting leaders and visiting lessons.
- The inspector met with leaders responsible for safeguarding, spoke with pupils and staff and considered a range of safeguarding documentation, including the single central record.
- The inspector considered the views of parents through their responses to Ofsted's online survey, Ofsted Parent View. They also evaluated the views of staff, including through replies to Ofsted's online survey.

Inspection team

Jeremy Loukes, lead inspector

Ofsted Inspector

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