

# Inspection of Holy Trinity Church of England Primary School

Upper Tulse Hill, Lambeth, London SW2 2RL

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Inspection dates: 11 and 12 July 2023

| <b>Overall effectiveness</b> | <b>Requires improvement</b> |
|------------------------------|-----------------------------|
| The quality of education     | <b>Requires improvement</b> |
| Behaviour and attitudes      | <b>Good</b>                 |
| Personal development         | <b>Good</b>                 |
| Leadership and management    | <b>Requires improvement</b> |
| Early years provision        | <b>Good</b>                 |
| Previous inspection grade    | Good                        |

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

Pupils enjoy school and being part of the community at Holy Trinity. Pupils are proud to share the opportunities they have to extend their learning and develop their character through visits and listening to guest speakers.

Pupils keenly develop their musical talents and interests. They participate in ensembles such as steel pans and orchestra, as well as in instrumental lessons, which are subsidised for many. Pupils have opportunities to take on additional responsibilities, such as school curriculum or travel ambassadors and eco-warriors.

Pupils get along well with their peers. They are taught how to resolve friendship issues when they arise. Pupils are kept safe and feel safe at school. They are confident in speaking to adults if they have worries and trust that their concerns will be taken seriously.

Pupils follow a curriculum that matches what is expected nationally. However, the key ideas all pupils should learn are not consistently defined. This means that pupils are not building sufficiently deep bodies of knowledge in different subjects.

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

Leaders have designed a broad curriculum. In some subjects, important concepts have been identified and sequenced so that pupils build on their starting points and understand more over time. For example, in art, children in early years practise drawing and printing using different materials and techniques. Throughout the school, they build on this foundation to create more refined artwork. Similarly, in mathematics, younger pupils practise telling the time. This helps older pupils to understand the concept of the 24-hour clock and to read timetables with precision.

In several other subjects, however, leaders have not identified the key building blocks pupils should secure. This means that there is not a shared understanding of how knowledge and skills build in these subjects over time. This also makes it more difficult for teachers to break the knowledge down and address misconceptions when they arise. As a result, pupils, including those with special educational needs and/or disabilities (SEND), do not develop a sufficiently rich understanding and are less well prepared for the next stages of learning in these subjects.

In early years, children's communication skills are nurtured by staff who have been well trained and provide precise models of spoken language. Leaders have prioritised early reading and have recently adopted a new phonics programme that starts as soon as children begin their Reception year. Pupils practise reading with books that are typically well matched to their phonic knowledge. Leaders check the progress pupils are making and identify those who are falling behind. Staff teaching phonics have not all received sufficient training to deliver the programme consistently. This means that some pupils are less well supported to read as fluently and confidently as they might. This affects their ability to access the full curriculum.

There are appropriate processes in place for identifying pupils with SEND. Leaders work closely with parents, carers and staff to establish plans to help pupils to access the curriculum. However, staff are not given sufficient training to support them to make appropriate adaptations to tasks and activities. As a result, some pupils are not sufficiently supported to secure the knowledge and understanding they need in different subjects.

Staff have high expectations of behaviour. Pupils understand the school rules and enjoy being rewarded for positive conduct. As a result, pupils typically behave well and are considerate of each other. Bullying incidents are rare and pupils know how to raise concerns should they occur.

Personal development is well considered. Leaders think carefully about how to extend the experiences pupils have. For example, a recent visit to the Houses of Parliament helped them to better understand the role of democracy and citizenship. Pupils are taught about the importance of staying healthy, including their mental well-being. Some pupils serve as well-being ambassadors supporting peers through events such as the 'hope hut'.

Staff are very proud to be part of the Holy Trinity community. Teachers, including those at the early stages of their career, say that leaders are considerate of their workload and well-being. Governors understand their role and review aspects of the school's work. However, this has been more limited in relation to the impact of the curriculum on pupils' learning. As a result, leaders' evaluation and priorities for development are not sufficiently focused on addressing the key areas for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive appropriate training and understand how to report any concerns they may have. Leaders seek advice from external agencies when needed to support pupils and their families. Governors understand their statutory duties and check that systems for safeguarding are implemented fully.

The curriculum helps pupils to stay safe, including when online. For example, they learn to recognise local risks and how to manage them. Pupils know how to report any concerns they may have and feel confident to do so.

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

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

- In several subjects, leaders have not identified the most important knowledge that pupils should know and remember. This means that pupils, including those with SEND, do not develop a sufficient depth of understanding in these areas.

Leaders should ensure that they identify and sequence the key concepts pupils need to learn in each subject.

- Some staff have not had appropriate training. As a result, the agreed phonics programme is not implemented with accuracy and precision. Similarly, some pupils with SEND are not sufficiently supported to access the curriculum. Leaders should ensure that staff receive the training they need to ensure that pupils are consistently supported to access the curriculum and to read with increasing accuracy, fluency and confidence.
- Leaders, and those responsible for governance, do not have clear oversight of how well the curriculum is implemented and its impact on pupils' learning. This means that priorities for improvement are not sufficiently focused on the most significant areas. Leaders should check how well the curriculum is being implemented, ensuring that agreed policies and expectations are consistent.

## 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

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| <b>Unique reference number</b>             | 100622   |
| <b>Local authority</b>                     | Lambeth  |
| <b>Inspection number</b>                   | 10255394   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 241  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Chris Tongeman   |
| <b>Headteacher</b>                         | David Winn   |
| <b>Website</b>                             | <a href="http://www.holytrinityceprimary.org.uk">www.holytrinityceprimary.org.uk</a> |
| <b>Date of previous inspection</b>         | 16 January 2018, under section 8 of the Education Act 2005                           |

## Information about this school

- The school has a Christian ethos and is part of the Diocese of Southwark. It was last inspected under section 48 of the Education Act 2005 in October 2016. The next section 48 inspection will be in the 2023-24 academic year.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 met with the headteacher, the deputy headteacher, assistant headteacher, early career teachers and their mentors, support staff and governors.
- Inspectors spoke with the local authority school improvement partner.

- Inspectors conducted deep dives in these subjects: reading, art, geography and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff and considered safeguarding documentation, including the single central record of pre-employment checks.
- Inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- Inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

|                                |                         |
|--------------------------------|-------------------------|
| Matea Marcinko, lead inspector | His Majesty's Inspector |
| Robin Boshier                  | Ofsted Inspector        |
| Jacquie Fairhurst              | Ofsted Inspector        |

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