

Inspection of Trinity St Mary's C of E Primary School

6 Balham Park Road, London SW12 8DR

Inspection dates: 6 and 7 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy coming to this caring and nurturing school. They approach everything with enthusiasm, whether they are learning or playing with their friends. Leaders have created a nurturing environment, so pupils feel cared for, valued and safe. Pupils trust staff to help them with any worries that they may have. Leaders have high expectations of, and aspirations for, all pupils. Overall, pupils achieve well in their learning in a range of subjects.

Pupils have experiences that broaden their outlook on life, such as visits to local places of worship or museums. Parents and carers said that they valued the school's warm atmosphere and caring staff.

Pupils behave well during lessons, when moving around the school and at playtimes. They are polite and well mannered. Older pupils support younger ones with reading. This promotes the caring ethos of the school.

Pupils benefit from a range of opportunities to play an active role in school life. For instance, some act as members of the 'eco' or 'faith' teams. Pupils take pride in this work and take their duties seriously. Staff encourage them to make a positive difference in the school community.

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

Leaders have developed an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). It is well sequenced, with ideas and concepts taught in a logical order. Leaders have identified the key knowledge that they want pupils to learn. Their design of the curriculum helps pupils to revise previous learning and make connections between their knowledge. For example, in mathematics, they regularly go over key mathematical concepts and skills that they have been taught. This helps pupils to develop a strong understanding of the subject. They also have well-planned opportunities to apply their understanding in different contexts, including real-life situations. While the school's aims for pupils' learning are clear and ambitious overall, in a few subjects these aims are not fully established in the way that the curriculum is organised and taught. This means that, in these subjects, pupils' knowledge does not develop and deepen as well.

Leaders have made reading a priority. They know how vital it is to pupils' educational success. Pupils learn to read using phonics from the start of Reception. Leaders check pupils' progress in reading at regular intervals. They give timely extra help to pupils who need it. Pupils quickly gain the knowledge and skills that they need to become confident and fluent readers. They read for pleasure both at school and at home. They enjoy their visits to the school library and the public library. In early years, leaders ensure that the curriculum provides children with regular opportunities for story time and develops their early language and mathematical skills effectively. For example, children are supported to use words such as 'pipettes' and 'beads' when exploring the outdoor water area. They also get to practise and

show their understanding of different quantities, for instance as they sort various objects.

Leaders make sure that pupils with SEND receive effective support. Teachers know the needs of pupils with SEND well. Leaders work closely with external agencies to provide specialist support when required. They also work together with staff to identify pupils' needs at an early stage. Pupils with SEND get the help they need to learn the curriculum successfully alongside their peers. Staff provide these pupils with skilful support through appropriate strategies.

Behaviour around the school and in the playground is calm and orderly. Staff provide effective support for pupils who need extra help to focus and regulate their behaviour. In early years, staff develop children's understanding of routines from the first day that they enter the school. Children play well together, take turns and share equipment. Leaders have rightly prioritised improving pupils' attendance. The school has robust systems in place to address any absences.

Leaders provide many opportunities to enhance pupils' personal development. For example, pupils are taught how to recognise healthy and unhealthy relationships. Staff encourage them to understand and respect differences. A range of educational visits give pupils the opportunity to broaden their understanding of different places and cultures and consider others' experiences. For example, pupils have recently been involved in fundraising for charities or singing at the mayor's gala.

Leaders have created an environment where pupils and staff feel valued. Staff said that school leaders support their workload, professional development and well-being effectively. Those responsible for governance know and understand their roles well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the school has not consistently ensured that the intended curriculum is fully embedded in what is taught and practised in the classroom. As a result, there are gaps in what some pupils know and can remember with fluency. The school should continue to support and develop subject leaders' and teachers' work to check and embed pupils' understanding of the planned curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101047
Local authority	Wandsworth
Inspection number	10289803
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair of governing	Hayley Van Den Bergh
Headteacher	Lynn Anderson
Website	www.tsm.wandsworth.sch.uk
Date of previous inspection	12 October 2022, under section 8 of the Education Act 2005

Information about this school

- The school has provision for two-year-olds.
- The school runs its own breakfast club and after-school club.
- 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.
- The school uses one registered alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with all senior leaders, a number of teaching and support staff, governors, a representative from the local authority and a representative of the London Diocesan Board of Schools.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector

His Majesty's Inspector

Ogugua Okolo-Angus

Ofsted Inspector

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