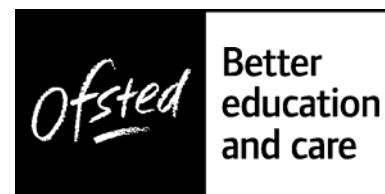


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4 July 2005

Ms S Davies
Executive Headteacher
The Holy Trinity CE Primary School
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Dear Ms Davies

Implementation of The Holy Trinity CE Primary School's Action Plan

Following the visit of Paul Brooker HMI and Eileen Hill HMI to your school on 20 and 21 June 2005, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings which are recorded in the attached note.

The visit was the second monitoring inspection since the school became subject to special measures. The focus of the inspection was to assess: the pupils' standards of attainment and their progress; the quality of education provided; the leadership and management of the school; the pupils' attitudes and behaviour; and the progress that has been made in implementing the action plan.

The school has made reasonable progress since the last monitoring inspection and reasonable progress overall since being subject to special measures.

I am copying this letter and the note of the inspection findings to the Secretary of State, the chair of governors, the Diocese of London and the Chief Education Officer for Hackney. This letter will be posted on the Ofsted website.

Yours sincerely

Andrew Reid
Head of Institutional Inspections and Frameworks Division

IMPLEMENTATION OF THE HOLY TRINITY CE PRIMARY SCHOOL'S ACTION PLAN

Findings of the second monitoring inspection since the school became subject to special measures

During the visit 18 lessons or parts of lessons and one assembly were inspected. Meetings were held with the headteacher, the deputy headteacher and other nominated staff, the vice-chair of governors and representatives from the LEA and diocese. Informal discussions were held with other members of staff and with pupils and samples of work were examined. A range of documents was scrutinised. Using this evidence, HMI made the following observations to the executive headteacher, the deputy headteacher, the vice-chair of the governing body and representatives from the LEA and diocese.

In most year groups the standard of the pupils' work is broadly in line with age-related expectations. Early indications are that the school will achieve its targets in end-of-key stage tests for seven and 11 year olds.

The overall quality of teaching continues to strengthen. The pupils are consistently well managed, but the quality of learning is too variable. This is because there are significant weaknesses in teachers' subject knowledge and in their understanding of key aspects of different programmes of study. These shortcomings undermine the effectiveness of teaching across the curriculum.

The school's monitoring indicates that teaching is satisfactory overall, with emerging strengths. On this visit the quality of teaching was at least satisfactory in 15 lessons, including six that were good and one very good. Teaching was unsatisfactory in two lessons and poor in one. The strengths identified previously have been consolidated. All lessons had good features: all classrooms enjoy a positive climate for learning; the common routines for positive behaviour management are well embedded; and work was well directed. The best work was sharply focused and well paced, and was effectively underpinned by skilful questioning that assessed what the pupils knew and encouraged them all to think carefully and participate in discussion. When independent work was well structured, the pupils were able to develop and extend their understanding and skills through collaborative work.

Weaknesses in teaching were linked with planning. When teachers were unclear about the purpose of their lessons, the work lacked focus. Learning intentions guided the pupils' work, but specific learning outcomes were insufficiently well defined or differentiated. The pupils worked steadily, but in several lessons the work was mundane and lacked challenge, notably for the higher attaining pupils. Too many activities did not have high enough expectations of what the pupils would produce.

As a consequence, the quality of learning was slightly weaker than that of teaching. It was at least satisfactory in 14 lessons, including six in which the pupils made good progress. The pupils made sound progress overall, but progress was too uneven within and between lessons.

Learning is well supported in a number of ways. Marking has improved; work is conscientiously marked and the pupils are given clear guidance on what they need to do to improve. Teaching assistants were well deployed: they were suitably briefed and provided good support for individual pupils and small groups. The school's information and communication technology (ICT) resources have improved, with interactive white boards in each classroom and a new suite of computers. Teachers are beginning to make regular use of ICT in lessons and regularly use the white boards to guide what the pupils do, but its potential is underdeveloped. Standards in literacy and mathematics are tracked systematically and analysis of this assessment data is effectively used to inform intervention and support.

The school enjoys a settled and positive ethos. It has established a caring environment where the pupils learn mutual respect and tolerance, and to value the efforts and achievements of others. Attitudes and behaviour were at least satisfactory in all lessons, including 15 in which they were good, very good or excellent. The pupils followed routines, worked steadily, listened attentively and were particularly patient when the pace of learning was slow. Many pupils enjoy their work and take pride in doing their very best. The Key Stage 1 pupils have a more settled approach to their learning. The assembly was excellent. It was a joyous and uplifting start to the day, but also encouraged the pupils to reflect on important social and moral issues.

The executive headteacher and deputy headteacher continue to work very well together in guiding the school's improvement. They have sustained the school's early momentum and further strengthened its strong ethos. The staff are well supported and morale is good. The executive headteacher has a clear vision for the school and understands how best to achieve this by developing secure systems for self-evaluation.

The LEA and diocese have continued to provide very good support for the school. This has been well managed by the executive headteacher.

Action taken to address the key issues

Key Issue 1: raise standards in all subjects, so that the pupils, particularly the more able, achieve the levels of which they are capable;

In general the pupils make satisfactory and often good progress in lessons, but rates of progress are too variable. The higher attaining pupils do not yet make sufficiently rapid progress in lessons.

The school's analysis of assessment information indicates that standards are rising, but that the pupils' achievement is variable, notably in Years 3 and 4. Where the progress of individuals or groups is more modest, additional reading, writing and mathematics support has been targeted. The impact of these interventions is monitored and evaluated, and suitable modifications made.

The school is confident that it will achieve its targets in the 2005 national tests.

Progress on this key issue is reasonable.

Key Issue 2: improve the quality of teaching;

The quality of teaching has stabilised. The school's monitoring indicates that teaching is satisfactory overall, and that it has improved since the last visit. Areas of weakness have been identified, and are effectively supported.

Progress on this key issue is reasonable.

Key Issue 3: improve leadership, management and governance, so that the school makes rapid strides in addressing its weaknesses.

The headteacher continues to provide very good leadership for the school, and is very well supported by the deputy headteacher. The systems for monitoring and evaluating the work of the school give them a clear overview of the strengths of teaching and areas for development. Monitoring and evaluation have been extended in order to develop and strengthen the management roles of subject leaders and other middle managers. They have a clearer understanding of their leadership responsibilities, but these remain underdeveloped.

Governance has strengthened. The recent LEA training for the governing body has given governors a clearer understanding of their roles and how to develop their responsibilities. There is a proper committee structure with a cycle of meetings. Attendance at governing body meetings has improved and is satisfactory. Several governors have been linked with specific subjects and are developing a better knowledge and understanding of the school's provision.

Progress on this key issue is reasonable.