

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100622
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	276352
<b>Inspection dates</b>	6–7 December 2005
<b>Reporting inspector</b>	Keith Williams

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J R F Maddox Mr David T Hooper
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Upper Tulse Hill London SW2 2RL
<b>Telephone number</b>	02086749051
<b>Fax number</b>	02086746782

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Holy Trinity is an above average-sized Church of England Primary School. The school has grown substantially since the time of the last inspection. The pupils come from a wide range of ethnic and cultural backgrounds, the largest groups being those of Black Caribbean or African heritage. Other groups represented include pupils of White British, Mixed and Asian backgrounds. About one in five pupils are learning English as an additional language, a small proportion of whom are at the early stages of learning English. The pupils' attainment on entry to the school is below average. An above average proportion of pupils has been identified with special educational needs. The proportion eligible for free school meals is above average. Seven teachers have been appointed in the past two years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* ensure that the pupils are better informed about how well they are doing in mathematics and science, and what they need to do to improve\* improve the pupils' problem-solving and investigational skills.

## **Achievement and standards**

**Grade:**

### **Personal development and well-being**

**Grade:**

### **Quality of provision**

#### **Teaching and learning**

**Grade:**

The teaching and learning are consistently good and this contributes to the pupils' good progress. Lessons are interesting, behaviour is managed effectively and the pupils concentrate well in most lessons. The teachers ask searching questions, which the pupils are keen to answer, and this develops their understanding further. Teachers use a good range of strategies, including opportunities for the pupils to share ideas in pairs or small groups, and starting to make good use of the new interactive white boards. The teaching of English is very good. Marking and the results of tests and assessments are used very effectively to match the work to the needs of pupils of different ability and to ensure that the pupils understand how well they are doing. Clear targets for improvement are set, which contributes to the pupils' brisk progress. This is less well developed in mathematics and science, however, and the comments are insufficiently linked to what the pupils were expected to learn. In some lessons in these subjects more could be expected of the more able pupils. Those with learning difficulties and the pupils who are learning English as an additional language are well taught. The support staff make a strong contribution to their progress.

#### **Curriculum and other activities**

**Grade:**

The school provides a broad and interesting range of activities that contributes to the pupils' enjoyment and progress. The children in reception have a well-planned curriculum that provides wide-ranging experiences. The school has rightly identified the need to improve the transition of pupils into Year 1 and plans are well in hand. Older pupils speak enthusiastically about their favourite subjects and many recall the excitement of studying World War 2, because their learning 'came alive'. Provision for the pupils' personal and social education is very good. This is a key factor in their high standards of personal development and prepares them well for the future. Information and communication technology is used effectively to support learning in other subjects. The curriculum is enriched by an impressive range of clubs, visits, visitors, partnerships, themed days and weeks and competitions. Many pupils learn to play instruments and there is a delightful choir and steel band. These opportunities are much appreciated by pupils and their parents.

## **Care, guidance and support**

### **Grade:**

Pupils are well cared for, guided and supported. The school works well with a wide range of external organisations and agencies, as well as parents, to meet individual needs. Arrangements for child protection are good and there are effective systems to ensure the pupils' health and safety. The learning coach is very well deployed to support those pupils with emotional or behavioural difficulties and has a significant impact on enabling them to concentrate in lessons and make progress. The progress of all pupils is monitored carefully and any who are not working as well as they should are identified and given additional support. A close check is kept on those with learning difficulties and disabilities and close links with their parents ensure that the school is meeting their particular needs.

## **Leadership and management**

### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

This letter is to tell you about the findings of the recent inspection. Thank you for the very friendly way in which you welcomed us to your school. We enjoyed talking to you and your views and opinions have given us a lot of helpful information. Many of you told us how much you like school, enjoy your lessons and feel that you are getting on well. We agree with you that your school is good. Your headteacher and staff work very hard to make sure that you are able to do your best. Watching you in lessons, we can see that you work hard and try to do your best.

We are particularly pleased with how well you are getting on with your reading and writing. Your work is much better than it was when your school was last inspected. You told us that your teachers give you extra help when you find the work difficult and you understand your targets for how to get better. You are not so sure about how well you are doing in mathematics and science, though, and your teachers are going to work with you to help you learn even better. We know that you will carry on working hard to improve the way that you solve problems and carry out investigations and we think that some of you could do even harder work.

Once again, thank you very much for your help. You and your parents are right to be proud of your school. We are sure that you will carry on working hard and doing well and we wish you good luck for the future.