



# Holy Trinity CofE Aided Junior School

Inspection Report

**Unique Reference Number** 125288  
**LEA** Surrey LEA  
**Inspection number** 281930  
**Inspection dates** 2 March 2006 to 3 March 2006  
**Reporting inspector** Barry Jones AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Addison Road
<b>School category</b>	Voluntary aided		Guildford
<b>Age range of pupils</b>	7 to 11		Surrey GU1 3QF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01483 539033
<b>Number on roll</b>	386	<b>Fax number</b>	01483 451227
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Robert Cotton
<b>Date of previous inspection</b>	13 March 2000	<b>Headteacher</b>	Mr R Rowe

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 2 March 2006 - 3 March 2006	<b>Inspection number</b> 281930
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Holy Trinity serves an advantaged community in Guildford. It is over-subscribed and most of the pupils come from the local area with about 15% choosing the school for religious reasons. The pupils are predominately White British. They join the school having attainment that is above, and in some years well above, the national average. However, there are slightly more pupils with learning difficulties and disabilities than in most schools.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

Holy Trinity is an outstanding school that gives very good value for money and this endorses the school's view of itself. It is a happy, caring school that very successfully fosters pupils' enthusiasm for learning and prepares them exceptionally well for life. Pupils' personal development is outstanding and their spiritual, moral, social and cultural awareness is particularly strong. Pupils are provided with a rich range of experiences through a well-planned curriculum and consistently good teaching. This is supplemented by outstanding links with parents, teacher-training institutions and other agencies. This results in excellent care, pupils thoroughly enjoy their time at the school and parents speak very highly of the school. Leadership by the headteacher and governors is excellent but they share the success of the school with a very united staff. Management is very good by all senior and middle managers and this results in a very consistent implementation of policies across the school. Performance is rigorously monitored. However, while managers monitor the quality of teaching thoroughly in classrooms, they do not pay sufficient attention to checking the progress of pupils. Standards are exceptionally high but achievement is good given the high starting points of the pupils. Most pupils progress well but, on average, lower attaining pupils make only satisfactory progress in mathematics. New procedures are being introduced to ensure that progress is also good in this aspect of the work. Nevertheless, managers are effective in promoting good achievement generally and these measures are already leading to improvements. The school has made good progress since the previous inspection. Given its excellent track record over many years, it is very well placed to improve further.

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

Ensure that lower attaining pupils make better progress in mathematics.

## **Achievement and standards**

### **Grade: 2**

Standards are consistently high, and often exceptionally so, in the national tests taken by 11 year olds. There has been a slight downward trend in the last two years but this is explained by differences in the prior attainment of the different year groups. The school sets and generally meets challenging targets. When it narrowly misses a target there is a rigorous analysis to determine reasons for the slippage and robust action is taken. Since standards are so high on entry, half of the pupils can only improve by the expected two levels while in the school. Pupils achieve well given their starting points. Overall, they make good progress in mathematics, English and science. In addition, they do well in creative subjects including art, drama and music. The consistently good progress across subjects is a strength of the school. It is attributable to the good teaching but also to the positive learning ethos in the school and the emphasis given to cross-curricular approaches. Pupils with statements of special educational need make good progress because of the good support they receive. However, lower attaining

pupils only make satisfactory progress in mathematics. The school has responded robustly by analysing results, changing assessment procedures and increasing the support for these pupils.

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

### **Grade: 1**

Pupils' personal development is outstanding. Pupils thoroughly enjoy school, have extremely positive attitudes to learning and this is shown by their good attendance. They commented, 'Learning is always fun'. Behaviour is good, relationships are very good and pupils feel very safe. Pupils' spiritual, moral, social and cultural development is outstanding. For example, during weekly 'thoughtful time', pupils discussed and reflected on the theme of thankfulness. They were thoughtful and expressed their views confidently. The emphasis given to creative arts contributes very well to pupils' development; they gain considerable knowledge of different artists and impressive displays of pupils' art work are spiritually uplifting. The recently established house system is successfully developing teambuilding skills through interesting sporting and musical activities. Pupils take initiative and responsibility and contribute very positively to the school and the wider community. School council members take their role seriously and their suggestions have led to improvements such as designing a new adventure trail. Pupils understand the importance of a healthy lifestyle. They have a very good knowledge of healthy diets and participate very well in a wide range of physical exercise. Pupils use literacy, numeracy and computer skills exceptionally well in their studies. Their preparations for life and for moving on to a secondary school are exceptionally strong. Grade: 1

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with some outstanding features. Teachers are very enthusiastic and imaginative which contributes greatly to the sense of enjoyment and fun which pervades the school. The teaching of creative writing is outstanding. All teachers provide a range of stimulating scenarios and some set a good model as they are writers themselves. Teachers work well in teams to plan lessons and this helps to explain the consistent approaches in the classrooms. Teachers make excellent use of resources to capture pupils' interest and to inspire them to learn. For example, pupils in Year 5 were met by their teachers acting as Tudor explorers. In another lesson, teachers used dramatic seascapes and music by Debussy to stimulate pupils to write creatively about storms. This excellent use of resources means that pupils are enthusiastic, enjoy learning and often produce creative work of a very high quality. Teachers make very good links between what pupils have learnt in one lesson or subject and what they learn in another. They use a variety of different teaching approaches which cater well for pupils' different abilities, talents and ways of learning. In addition, skilful specialist teachers and teaching assistants provide good support for pupils who

generally find learning more difficult. However, the school recognises that its concern to build pupils' self esteem has meant that lower attaining pupils are encouraged but not always given sufficient guidance on how to improve further. This is now being addressed, particularly in mathematics.

## **Curriculum and other activities**

### **Grade: 1**

The school organises learning around innovative, exciting and stimulating topics. There is meticulous planning to ensure that the statutory requirements for each individual subject are met. This integrated approach means that pupils make connections between subjects. Work is often related to the local environment or draws on pupils' experiences which adds to their motivation and interest. Art, drama, literature, music and information and communication technology are used very well to stimulate pupils' imagination and learning. This means that pupils become enthusiastic and imaginative writers, artists or historians and their work is displayed with pride and flair in the stunning extension to the school. Staff work very hard to provide an excellent range of activities to supplement normal classroom work. For example, twice a term pupils can choose from a menu of different activities which range from orienteering and camp building to following a historical trail round Guildford. Pupils look forward immensely to these special days, which are often organised with the support of parents and other local partners such as local secondary and infant schools. There are many activities before and after school and at lunchtimes and these are well attended. All pupils are able to attend a residential visit each year which gives them opportunities to apply their skills in very different environments. The curriculum is outstanding. Pupils at the school benefit immensely from this rich diet of activities and opportunities which makes their learning exciting, creative and fun.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support of pupils are outstanding and at the heart of this school's work and Christian beliefs. Adults in the school know the children well and are sensitive to their personal, academic and spiritual needs. As a result, pupils are happy, feel safe in school and are able to enjoy their learning. There is an excellent partnership between home and school. Parents wholeheartedly support the care which the school provides for all pupils. One parent commented that the 'wonderful, creative atmosphere inspires confidence in the children' and this is a sentiment expressed by many others. This inclusive school welcomes children with a range of difficulties and disabilities and works very closely with specialist agencies to support their needs. The school tracks individual pupils' progress carefully. The school takes excellent care to protect children who may be more vulnerable. Good arrangements for the protection of children are in place and understood by all members of staff. There are regular health and safety checks, and potential risks to children are carefully assessed.

## Leadership and management

### Grade: 1

Leadership is outstanding. The headteacher is passionate about education and, together with the governors, sets a clear direction for the school that is shared by all staff. The school communicates very well with its parents and they are fully involved in decision-making. For instance, they are coopted onto working groups which are led by governors if they have the pertinent expertise for the issue under consideration. The strength in this area is recognised externally to the school and its staff help to train leaders in other schools and establishments. In addition, there is a substantial contribution to the development of new teachers who are doing their initial training. These additional commitments inevitably cause some disruption in the school but the pupils benefit overall because the involvement of the staff increases their motivation, brings in fresh ideas to the school and contributes to the vibrant climate in the school. The school has a very talented senior management team which is enhanced by very strong middle managers. Staff are actively encouraged to take on a responsibility and occasionally the opportunity to lead is extended to classteachers if they have a particular interest or skill. This illustrates that the school makes good use of its expertise, deploys its resources very effectively and gives very good value for money. The governors hold the school to account very well and they contribute significantly to the good self-evaluation carried out in the school. The school is planning to improve the quality of analyses for particular groups of pupils by upgrading the computer program that it uses. This will be used, for example, to check that lower attaining pupils in mathematics make rapid progress. There is a robust response to any slippage in the high standards expected. This results in a very high quality of care, the rich range of experiences enjoyed by the pupils and good progress in lessons. This excellent record means that the school is very well placed to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for your help and cooperation when we inspected your school recently. You were most welcoming to us as visitors and we were very interested in what you had to say to us. It helped us to decide that Holy Trinity is an outstanding school. We spoke to members of your school council who were able to tell us how their ideas have been used to improve the school. For example, they described how they have designed a new adventure trail which is used by other pupils. We spoke to many others of you in classrooms and around the school. You told us how you very much enjoy your time at school, feel safe and how well your teachers look after you. Overwhelmingly, you told us that they make learning fun.

We were very impressed by 'HT' as many of your parents refer to the school. Indeed, we think that the school strives for and achieves excellence. We were particularly struck by the way the Christian ethos seems to be present in all aspects of the school's work. The school is doing much to help you develop as maturing, young people. They prepare you for very well for your move to a secondary school and for life in general.

The school is continually seeking to improve further. We have indicated one way in which we think that they can do this. Some pupils have not done as well in mathematics as they have in other subjects. The school has taken steps to put this right and we want it to check and make sure this happens. Once again, thank you very much and keep up the good work. The school is rightly proud of its achievements.