



Inspection Report

**Better
education
and care**

Unique Reference Number 100263
LEA Hackney LEA
Inspection number 282910
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Paul Brooker HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Beechwood Road
School category	Voluntary aided		London
Age range of pupils	3 to 11		E8 3DY
Gender of pupils	Mixed	Telephone number	02072541010
Number on roll	213	Fax number	02072541010
Appropriate authority	The governing body	Chair of governors	Rev R Hudson-Wilkin
Date of previous inspection	29 September 2004	Headteacher	Miss Sian Davies

Age group	Inspection dates	Inspection number
3 to 11	14 November 2005 - 15 November 2005	282910

© Crown copyright 2006

Website: 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 one of Her Majesty's Inspectors.

Description of the school

Holy Trinity CE Primary School is situated in Dalston, Hackney. The majority of the 213 pupils on roll are of Black African or Caribbean heritage, although a variety of other ethnic heritages are represented in the school. Many pupils come from families that face social or educational disadvantage. About a third do not speak English as their first language and almost half of the pupils are entitled to free school meals. Both of these proportions are very high. About 20 % of pupils have been identified as having learning difficulties; two pupils have a Statement of Special Educational Need. Pupil mobility is high. The school has developed an informal collaboration with another local Church of England primary school. The executive headteacher leads both schools. The governing body has started a consultation process with a view to developing this partnership into a formal federation between the two schools. The school was judged to have serious weaknesses when it was inspected in October 2003. The inspection in September 2004 placed the school in special measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires special measures. When the school was inspected just over a year ago it was judged to require special measures because of unsatisfactory teaching, significant underachievement and ineffective leadership and management. Since the appointment of the executive headteacher in November 2004 the school has been transformed. The school judges that its overall effectiveness is good. HMI agrees that it is a good school with some outstanding features. One particular strength is the outstanding personal development of the pupils. The school has made good progress in addressing the areas for improvement. The quality of teaching has improved considerably and there has been significant increase in pupils' rates of progress. Standards of attainment are rising and are broadly in line with age-related expectations at the end of Key Stage 2. However, although the pupils now make good progress, the impact of many of the school's initiatives is not yet fully showing in the pupils' attainment. This means that standards are not as high as they should be, particularly where there has been staffing turbulence or a legacy of weak teaching. Some pockets of underachievement remain. The school has worked hard and prioritised its efforts sensibly, but recognises that there is still much to do to improve pupils' achievement further and raise standards. Although teaching is generally good and most lessons present the pupils with suitable challenge, teaching does not consistently stretch the most able pupils. Since the school went into special measures, the support and guidance provided by the local authority and diocese have been of good quality and have focused well on the key areas for improvement. Nonetheless, the school has demonstrated that it is able to check its own progress and manage its future development. The fact that the school has improved so quickly clearly shows that it has good capacity for further improvement. The school provides good value for money.

What the school should do to improve further

* Continue to increase achievement and raise standards.* Ensure that teaching consistently meets the learning needs of the most able pupils.

Achievement and standards

Grade: 2

Attainment on entry is below average. The school's assessments indicate that on entry to the reception class the attainment of only one in three pupils is in line with age-related expectations. However, by the time that they leave the school at the age of 11 their standards of attainment are broadly in line with those seen nationally: the proportion of pupils who achieve the expected Level 4 in English, mathematics and science is above the national average. This is good achievement. Pupils make particularly good progress in the development of personal and interpersonal skills. Given their starting points, the pupils make good progress in the nursery and reception classes.

However, until recently their progress has been uneven as they move through the school. Some pockets of underachievement therefore remain. Too few pupils achieve the highest levels of which they are capable, and some groups of pupils do less well than others. In the most recent Key Stage 1 tests in 2005, standards in writing and mathematics were low, partly because of the profile of the pupil cohort, but also because of considerable staffing turbulence. In Key Stage 2 the underachievement of Black African and Caribbean boys is a particular concern. The school is aware of these weaknesses and has plans to address specific areas of underachievement. The school has rigorous systems for recording and checking the pupils' progress. Analysis of results in national and non-statutory tests is effectively used to guide curriculum development and to provide suitable support for individual pupils. The termly attainment meetings are effectively used to review the progress of all pupils and to target specific support. In general, the pupils with learning difficulties and disabilities make good progress.

Personal development and well-being

Grade: 1

The school judges that pupils' personal development and well-being are good, but HMI concludes that it is outstanding overall. The school has a strongly inclusive and caring ethos that is firmly rooted in Christian values. From the moment that they enter the nursery or reception class the pupils' personal development is very well nurtured. The pupils spoke enthusiastically about the many activities available to them at school. They feel safe and know who to turn to when they need support. They say that the school deals quickly with any incidents of bullying, which are rare. The pupils understand the importance of having a healthy lifestyle and a balanced diet. Almost all pupils eat the meals provided by the school kitchen, which they regard as good. Many take advantage of the breakfast club and the free fruit scheme. From an early age the pupils show mutual respect and tolerance, and learn to value the efforts and achievements of others. There are good relationships between adults and pupils, and between the pupils themselves. Attitudes and behaviour in lessons are excellent. The pupils follow routines, work steadily, listen attentively and collaborate well when working in pairs and small groups. They enjoy their work and take pride in doing their very best. They are keen and confident to participate in lessons. Pupils of all ages are encouraged to take responsibility for themselves and others. They are given good opportunities to contribute to school improvement through the school council. Year 6 pupils volunteer as playground buddies and keep an eye on children who might be unhappy. The pupils' spiritual, moral, social and cultural development is outstanding. Assemblies are enjoyable, communal occasions that frequently provide an uplifting start to the day. They encourage the pupils to reflect on important spiritual, social and moral issues. The pupils make good progress in developing the personal qualities, such as self-esteem, confidence and team skills, that will help them in the next stage of their education and in later life. At 96.1% attendance is well above average. Punctuality is good.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall. In every class there is a positive climate of praise, underpinned by rewards, that motivates the pupils to work hard. There are common routines for managing and directing the pupils, with good strategies to ensure that all pupils are engaged in their learning. Teachers constantly check the pupils' progress and understanding with good questioning. They also make skilful use of talk partners to enable the pupils to refine and develop their ideas, and to rehearse their answers. Teachers make regular and effective use of information and communication technology (ICT) to support learning in whole-class sessions and small groups. The pupils make good progress in response to lively teaching. They enjoy their lessons and generally work with interest and enthusiasm. Work is clearly explained, with a good range of independent activities and well prepared resources. The pupils' work is carefully marked, often with specific targets to guide what they need to do to improve. Teaching has many strengths and some of the lessons are outstanding. However, in some lessons the work does not sufficiently challenge the higher attaining pupils. This is because when teachers plan lessons, they do not always have high enough expectations of what the brightest pupils will achieve.

Curriculum and other activities

Grade: 2

The school's curriculum is well matched to the ages and interests of the pupils. There are well established plans for all subjects and teaching makes good links between different areas of the curriculum. The school is very good at reviewing and adapting the curriculum to meet the pupils' needs. The recent initiative to improve literacy through the 'success for all' programme has been a good development. Early indications are that it has accelerated pupils' progress in literacy as well as having a wider impact on other areas of learning. There is good provision for literacy, numeracy and ICT and a strong emphasis throughout the school on developing the pupils' personal and social skills. The curriculum is varied and sometimes innovative. The school works hard to broaden the pupils' experience of other cultures by integrating a very wide range of experiences into the curriculum. The pupils have good opportunities to contribute to and take on responsibilities in the school community. They enjoy the range of extra-curricular activities offered.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support for its pupils and does a good job in safeguarding their welfare. The school takes steps to promote healthy eating and to encourage healthy lifestyles. Children are taught about the importance of a balanced diet and the benefits of regular exercise. Members of staff have a very

good knowledge of the pupils' social and emotional needs. They support the pupils well by being sympathetic and understanding, but they also give clear guidance and communicate high expectations. Child protection procedures are firmly established. There are very good procedures for the early identification of pupils with specific learning difficulties. The pupils' academic progress is very carefully monitored.

Leadership and management

Grade: 2

Leadership and management are good overall. The fact that the improvements to the school have been secured so rapidly supports the school's judgement that leadership and management are outstanding. However, the school also recognises that there is still a long way to go to raise attainment to where it should be, and in this respect the impact of leadership on achievement has yet to be fully realised. The executive headteacher provides excellent leadership and has guided the school's recovery well. She has a clear strategic vision for the school's further development and communicates very high expectations to staff, pupils and parents. In doing this she has skilfully balanced the need for challenge and support. Furthermore, the executive headteacher has necessarily developed effective leadership and management at all levels. Management tasks have been carefully delegated and managers properly held to account. The school is very well managed on a day-to-day basis by the deputy headteacher. All staff feel motivated to work hard and empowered to improve. The leadership of the subject co-ordinators for literacy and numeracy is excellent. They effectively guide curriculum developments, model their expectations and check the work of others. Curriculum leadership in other areas is satisfactory. Since the last inspection resources have developed well. The school's ICT resources are good, the two small classrooms have been extended and a covered outdoor play area has been developed for the reception class. Procedures for checking the work of the school are very good. The school has rigorous systems for analysing and evaluating its own performance. This information is well used by curriculum managers to guide improvements and plan further development and support. The school seeks the views of parents and responds to their needs. There are satisfactory links with outside agencies to support the pupils' academic development and personal welfare. Collaborative links with the partner school have been effectively used to strengthen the school's leadership and management. Joint training, curriculum planning and professional development have also improved the school's provision. Governance has strengthened since the last inspection and is satisfactory. The governing body has developed good procedures for checking the work of the school and is able to hold the school to account.

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.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	2	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

When the inspectors visited your school last year they decided that it was not good enough and needed to improve. It has been my job to check up on the school and see how you are all doing. I have now visited your school on three occasions. You have always been very welcoming, and this has made your school a lovely place to visit. Thank you for being so helpful and talking to me about your work and what you like about your school.

I agree with you and your teachers that the school has improved a lot in just one year. I have written a report that says that the school is good and that it no longer requires special measures. There are lots of good things about your school. One of the most obvious strengths is that it is a very caring place to work and play. Your teachers and other staff look after you very well and you co-operate very well with one another. I have also always been very impressed with the way that you all join in when you are working, particularly when you use your talk partners.

Your teachers work hard to make your learning interesting, and lots of your lessons are good. However, there is always room for improvement. In particular I have asked your teachers to: * work hard to keep improving the school's results* and to make sure that the work is never too easy for you! I wish you all the best for the future.