



Holy Trinity CofE Primary School

Inspection Report

Unique Reference Number 102418
LEA Hillingdon LEA
Inspection number 284188
Inspection dates 28 March 2006 to 29 March 2006
Reporting inspector Jane Wotherspoon

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	Rickmansworth Road
School category	Voluntary aided		Northwood
Age range of pupils	3 to 11		HA6 2RH
Gender of pupils	Mixed	Telephone number	01923 822529
Number on roll	216	Fax number	01923 828941
Appropriate authority	The governing body	Chair of governors	Mrs Sue Boulton
Date of previous inspection	8 November 2004	Headteacher	Ms Elizabeth Hawkins

Age group	Inspection dates	Inspection number
3 to 11	28 March 2006 - 29 March 2006	284188

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Holy Trinity is an average sized primary school serving a relatively affluent area. Two-thirds of its pupils are of White British heritage and the remainder come from a wide range of minority ethnic backgrounds. A very small number are at the early stages of learning English. The proportion having free school meals is below average. Nearly a fifth of pupils have learning difficulties although the proportion varies widely between classes. Two pupils have a statement of special educational need. Many pupils start school with skills and knowledge that are above expectations for their age.

The school was placed in special measures when it was inspected in November 2004. Since that time there have been significant staff changes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that this school no longer requires special measures. This is now a satisfactory school with good features and the capacity to continue improving. Value for money is satisfactory.

Pupils now make satisfactory progress and standards are rising. Their personal development is good. The school's Christian values are promoted effectively and, through the establishment of Oekos groups, pupils understand that each one of them 'can make a difference'. Standards and provision in the Foundation Stage are good. The headteacher provides strong leadership and is ably supported by the senior team. Through a systematic approach to monitoring, evaluation and action planning, all staff and governors have a clear understanding of where strengths lie and what needs improving next. Pupils and parents, too, are kept informed of developments and so there is a strong sense of the whole community working together to improve.

Teaching has improved significantly and is securely satisfactory with much that is good and some exemplary practice. The challenge now is to raise all teaching to a good level to enable pupils to make consistently good progress. Better use of assessment to plan work that matches closely pupils' needs, an increase in the challenge for all pupils but especially those capable of attaining higher standards and clear target setting, including improved consistency in the quality of marking are the next steps towards securing further improvement.

What the school should do to improve further

- Sharpen the way that teachers use what they know about pupils' prior attainment to plan work that better matches their abilities, especially for those pupils capable of reaching higher standards
- Refine target-setting systems so that individuals are set appropriately challenging targets
- Ensure that marking consistently tells pupils what they need to do to improve their writing.

Achievement and standards

Grade: 3

Standards are generally above average for pupils' ages and they make satisfactory progress during their time in school. There are no significant differences in the achievement of pupils from minority ethnic groups. Pupils with learning difficulties and disabilities make good progress towards the targets in their individual plans as a result of the targeted support they receive.

Children make a good start to school life in the nursery. They make good progress in learning about numbers, letters, and the world around them and in learning to get on

with each other. Improvements in the quality of provision in the reception class mean that children are now building well on this good start. Pupils continue to make satisfactory, and often good, progress in Years 1 and 2. Progress is satisfactory in Years 3 and 4 but accelerates again in Years 5 and 6 where teaching is consistently good. Test results in 2005 were better than those of 2004. The school has set challenging targets for the current year that pupils are likely to meet.

Pupils' speaking and listening skills are good and there are now plenty of opportunities for them to discuss their work. Their ideas for writing are developing well but many older pupils are let down by weaknesses in spelling, punctuation and the structure of their written work. These are areas that have suffered from weaker teaching in the past. Although pupils are now taught the appropriate skills for writing they do not always have enough time to put them into practice through, for example, opportunities for extended writing in other subjects. The group writing targets operating in every class are not sufficiently focused to individuals' needs.

Increasing opportunities for problem-solving in mathematics and investigative work in science are developing pupils' skills in predicting outcomes and in working systematically. There is scope, however, to increase the challenge for more able pupils in these subjects.

Personal development and well-being

Grade: 2

Pupils' behaviour in lessons and around the school is very good and they have positive attitudes to learning and to school in general. They are polite and courteous to visitors. Their good attendance is testament to their enjoyment of school. Pupils speak warmly of the headteacher and appreciate the changes she has made to school life. But they also know that they have played a part in the changes. They recognise that the Oeoks project has had a positive impact on helping them to learn to be more considerate and thoughtful to others. As one boy said, 'We look out for each other'. The playground is said to be a happier place where 'no-one is left out'. Older pupils, in particular, lead by their strong example of confident attitudes and mature behaviour.

Pupils' spiritual, moral, social and cultural development is good. Through the school council, pupils demonstrate their understanding of their responsibility to others and help to make decisions for the good of the whole community. Pupils have a good awareness of the importance of staying healthy and keeping fit. Many take advantage of the sports clubs. Through charity fundraising, sometimes initiated through their own efforts, pupils are developing a good understanding of their responsibility to the wider community. They are well prepared for the next stage of education and their good interpersonal skills and self-confidence equip them effectively for the future.

Quality of provision

Teaching and learning

Grade: 3

Although teaching has many good elements, and some that are exemplary, it is not yet consistently good across the school. Many positive features are now common to all lessons: good relationships, high expectations of behaviour, careful preparation, good organisation, and a clear structure to planning are consistent. The management of behaviour has improved where it previously had weaknesses. Most lessons start with a review of previous learning which sets the context for what will follow. The practice of reviewing the learning objectives at the end of a lesson is successful in involving pupils in evaluating their own learning. Strategies such as paired and group discussions involve pupils effectively in learning and are increasingly the norm. Teaching assistants and other adults are managed effectively and deployed efficiently. They have good guidance about what is expected of them and how they should work with the pupils they support.

In the best lessons, skilful questioning prompts discussion and makes pupils think. Teachers have high expectations of pupils' academic standards. To that end, work is carefully modified to match pupils' learning needs and reflects accurately what teachers know pupils can already do and challenges them, especially more able pupils, to achieve more. This level of precision is missing in the satisfactory teaching. Marking is improving but remains inconsistent in the extent to which it identifies what pupils need to do to improve. This is especially so in the marking of pupils' writing.

Curriculum and other activities

Grade: 3

The curriculum now meets requirements. The emphasis on English, mathematics and science in order to raise standards is not to the detriment of the breadth of experience for pupils. Teachers are beginning to strengthen the links between subjects, especially with information and communication technology (ICT) and give pupils meaningful first-hand experiences. The strong emphasis on personal, social, health education and citizenship, through the Oekos project, has had a significant impact on the ethos of the school and on helping pupils to become independent learners. A good range of after school clubs is supported well by pupils. Musical events are effective in giving pupils opportunities to perform and to enhance their cultural development. They also serve as a focal point for the community to celebrate pupils' talents. Good links with a local secondary school enable pupils who are academically gifted to experience interesting and challenging projects in mathematics and science. Provision in the Foundation Stage is good. Staff work hard to give children a rich diet of experiences within the constraints of the accommodation.

Care, guidance and support

Grade: 2

Pupils are well cared for and supported. They speak positively about how staff 'sort out problems'. Individuals, who have felt vulnerable in the past, report that they feel safe in school. Child protection procedures are comprehensive and clearly understood by staff. The school undertakes the appropriate checks on staff. Good support and guidance for pupils with learning difficulties ensures that they make good progress in small achievable steps. Pastoral support programmes for those who find it difficult to behave have met with much success and pupils themselves reflect on the difference this has made to their learning.

Systems for tracking pupils' progress are detailed and comprehensive. The information is analysed rigorously by the headteacher to identify gaps in pupils' learning and to set group targets as a focus for whole-school improvement. The time is right to refine the system and to set targets that are matched more closely to the needs of individuals.

Leadership and management

Grade: 2

The very strong, committed leadership of the headteacher has had a positive impact on all aspects of school life. Her determination and drive have been fundamental to the school's improvement and to its removal from special measures. Together, she and the new deputy headteacher make a good team. The core team of subject leaders continues to develop their skills in monitoring performance and evaluating standards across the school. They provide good role models of teaching and give valuable coaching and practical support to their colleagues to improve teaching. In place since September, this team has made significant progress in a short time and has a good capacity to sustain improvements. This is because the school has become a community in which all staff challenge each other in a constructive and professional way, learn from each other, and reflect critically on their own practice. They have a strong commitment to helping each pupil to achieve their best.

Termly action plans set a clear direction for improvement and are a strong basis for rigorous and systematic self-evaluation and review. This process involves all staff and incorporates the views of parents, pupils and governors. Satisfactory action plans for subjects would benefit from clearer timescales and sharper success criteria that relate to outcomes for pupils.

The well organised and active governing body has also improved. Governors continue to be supportive but are also establishing good systems for holding the school to account for its work. Each has a clear role within the governing body and links with subject leaders. Their visits to school focus closely on priorities for improvement and are reported back to the whole body. As a result, governors have a secure understanding of the school's strengths and weaknesses. Termly meetings, held for parents, ensure that the wider community is kept up-to-date with the school's progress. The budget is managed effectively to direct resources towards priorities for improvement.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Children

As you know, we visited your school recently to see how you were getting on. I have visited three times since the school was inspected in November 2004 because it was judged to be 'failing'. Each time I have seen improvements and I am pleased to say that your school is now satisfactory. Some things are good. This means that I won't be visiting any more. As usual, you made us very welcome and we very much enjoyed talking to you. A special 'thank you' to those of you who came to tell us what you think of the school.

You told us that things are better now and we agree. We could see that you are enjoying school more and that you are working hard. You behave well and you take care of each other. The fundraising you do helps you to think of others and you are learning to be responsible members of the school community. We were pleased to see that you join in lots of physical activities to keep healthy and fit. You told us how much the Oekos groups have helped you to get to know other children who aren't in your class and to work out problems for yourselves. You realise that these skills are helping you in your learning too. Remember the motto: 'I Am Likeable And Capable' and try to make sure you are the one person who can make a difference. Ms Hawkins and all of the staff work hard to give you opportunities to learn different things throughout the day and after school. We know you like the after school clubs. It was good to see you practising for the soiree and to hear your lovely singing as you rehearsed for the Easter celebration in Church. The adults in the school look after you well.

You all know that you have group targets and we think it would be a good idea to give you individual targets to work on. We have asked the teachers to give some of you harder work because we think you can manage it. We also think that when the teachers mark your work, especially your writing, that they should tell you what you need to improve.

Best wishes

Jane Wotherspoon

Her Majesty's Inspector