



Holy Trinity Church of England Primary School

Inspection Report

Unique Reference Number 100723
Local Authority Lewisham
Inspection number 285861
Inspection dates 20–21 September 2006
Reporting inspector Nick Butt

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

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|-------------------------------------------|--------------------|-------------------------|-------------------|
| Type of school | Primary | School address | Dartmouth Road |
| School category | Voluntary aided | | London |
| Age range of pupils | 4–11 | | SE23 3HZ |
| Gender of pupils | Mixed | Telephone number | 020 8699 9023 |
| Number on roll (school) | 133 | Fax number | 020 8291 4461 |
| Appropriate authority | The governing body | Chair | Mr Garth Davidson |
| | | Headteacher | Mrs Marcia Crow |
| Date of previous school inspection | 19 November 2001 | | |

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|--------------------------|-------------------------------------------------|------------------------------------|
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small inner-city school with a highly mobile pupil population. As many as two fifths of the school roll arrive or leave in a single year. A large majority of pupils (85%) are from minority ethnic backgrounds, the largest groups being Caribbean and Black African. A third of pupils speak English as an additional language, French being the most common. Almost two fifths of pupils are identified as having learning difficulties and disabilities, which is double the national average. Pupils' social and economic circumstances are lower than those normally found. There have been several staff changes in the past two years, including among senior management.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. The headteacher and her deputy work well together and give clear direction to the school. They provide stability to a population of pupils that is rapidly changing. Standards are slightly below the national average in English and below average in mathematics by the time pupils leave. Their achievement is satisfactory. The majority of pupils reach their targets, although there is not enough challenge in the work provided for the more able pupils. This is reflected in lower than expected results for these pupils in national assessments at Year 2 and Year 6. Standards in mathematics generally are lower than those of English throughout the school. The school has rightly identified 'problem solving' as the area that needs to improve most.

The personal development of pupils is good. They enjoy coming to school and behave well. They feel safe and secure, and are keen to learn. One pupil described, 'zooming into my writing and feeling I can finish this.' They have a good awareness of healthy lifestyles and are not slow in putting forward their views, for example about school dinners. The school council has an increasing influence upon what goes on. These enterprising pupils arrange their own fund-raising to purchase playground equipment, and visit other schools to see how school councils operate elsewhere. Pupils make a positive contribution to their own and the wider community, including the local church. The school is very good at boosting pupils' feelings of self-worth, and gives them confidence.

Teaching and learning are satisfactory. There have been several changes of staff so that some of the teachers are fairly new to teaching and to the school. They are enthusiastic and committed to raising standards and achievement. Work is generally well planned, although the needs of more able pupils are not fully taken into account. The curriculum soundly caters for the many pupils with learning difficulties and those who speak English as an additional language. Provision in the Foundation Stage is satisfactory. Children receive an appropriate curriculum for their needs.

The impact of leadership and management upon the provision is satisfactory. Several of the initiatives, for example to raise standards in mathematics and writing, are fairly new, and it is too soon to assess the difference they are making. Much of the burden falls upon the shoulders of the headteacher and deputy, although they are beginning to involve other members of staff in reviewing the work of the school. At present the considerable skills and talent of senior staff are not best deployed for the management of improvement. For example, the deputy head is coordinating two core subjects as well as overseeing the curriculum, and does not have the time to model good practice to ensure the rapid improvement of teaching.

What the school should do to improve further

- Raise standards in problem solving in mathematics
- Improve teaching so that work is well matched to the abilities of higher attaining pupils

- Develop roles and responsibilities of middle managers to build on their strengths and accelerate the pace of improvement.

Achievement and standards

Grade: 3

Standards are slightly below average. Achievement is satisfactory and is improving. Children enter the reception class with a wide range of abilities, but these are generally below national expectations. They make satisfactory progress and enter Year 1 not yet meeting all the early learning goals for their age. Most pupils reach their targets, but a high proportion of pupils join the school in later years, often from abroad and speaking little English. When pupils stay in the school for the full seven years they make better progress than those who come afterwards. There are no significant differences in the performance of boys and girls or those from minority ethnic groups, but higher attaining pupils do not tend to do so well as they could. This is because teachers do not always plan work suited to their abilities.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They have a strong sense of right and wrong, and respect the Christian values the school nurtures. The cultural diversity of pupils is also reflected in the staff, and pupils have positive role models to follow. They are tolerant of one another's cultures and work and play together well. Good resources and displays celebrate the school's multicultural character. Pupils take responsibility for aspects of the school community, such as taking round registers, delivering fruit, and looking after younger children. Pupils who have troubles know they can turn to the learning mentor and other adults who will help them, and this leads to a calm and orderly atmosphere around the school. Pupils take pride in their achievements and look forward to the annual 'graduation ceremony' when they don gowns and mortar boards and receive their prizes from an honoured guest. Although basic skills are slightly below the national average, pupils develop positive attitudes and a love of learning that prepares them well for secondary school and their future lives.

Quality of provision

Teaching and learning

Grade: 3

Teachers explain clearly to pupils what they are going to learn, and make good use of new technology to make lessons interesting. In some classes, the higher attaining pupils are given extra things to do once they have completed the work set for average ability pupils. This does not fully challenge them as work is not set specifically for them, and they do not make the progress they could. At present, other commitments

are preventing the most skilled teachers from modelling good practice. Teachers are beginning to make links across subjects. A good example of this was in a science lesson when the teacher asked pupils to use natural and non-natural materials to make a collage, combining scientific enquiry with artistic creativity. In the past year there has been a focus on teaching 'problem-solving' as this was a weakness. The school has not yet measured the impact of this.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. A recent review has set in motion a more relevant curriculum, which is being trialled this term, with greater links between subjects. There is a good level of enrichment, including a wide variety of well attended clubs. These include Latin, football, ICT, drama and dance. There are good links with outside groups for gifted and talented pupils. Special events, such as a poetry reciting competition, and an International Day, contribute well to pupils' personal development and enjoyment of school. The Year 6 pupils put on a successful annual production, and also enjoy a residential visit with Year 5. The school is reviewing how to withdraw pupils for support groups while at the same time minimising the curriculum time they miss. For example, a group of pupils missed making their collages in a science lesson because they were withdrawn.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school has a caring atmosphere and each pupil is valued as an individual. One parent put it like this: 'Everyone in the school is like a big family.' The many pupils with learning difficulties are well supported by the special educational needs coordinator and teaching assistants. Termly reviews of their progress are held, and parents are fully involved. New arrivals to the school are settled in quickly and effectively, especially when, as often happens, they speak little English. The support for pupils speaking English as an additional language is good, with a particular focus on those at the early stages. Another parent said, 'I don't worry when my child is at school because he is always in good hands.' Pupils are given useful support and guidance with their work, especially in years 5 and 6. Their progress is carefully tracked, and extra support provided where necessary to prevent them from falling behind. Pupils are aware of their group targets and how to meet them. Not all pupils have individual targets at present.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and deputy lead well and have worked hard to maintain the school's strengths in personal development and care, despite many new pupils coming in at frequent intervals. They both carry a heavy load and, while a start has been made to develop the roles of middle managers, this

is at an early stage. The special needs coordinator, for example, despite being part of the senior leadership team, does not have the time to develop her management role because she teaches groups three days a week. This lack of delegation is affecting the pace of school improvement. Despite this, leaders do have an accurate view of the school's strengths and weaknesses and have identified priorities for improvement. The Governing Body is supportive and contains much expertise and experience. Some governors are beginning to ask more searching questions of leaders. The school's surplus balance (over £177,000) is far too high. There are early plans to develop the Foundation Stage area with some of this money. At present the school's capacity to improve is satisfactory.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|-----------------------------------------------------------------------------------------------------------|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 2 |

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

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Many thanks for making me so welcome when I visited your school. There is a lovely friendly atmosphere. You behave well in school and get on well with one another. You are keen to learn and work hard. You know all about healthy lifestyles and keeping safe, and you clearly enjoy your time at school. It is good that so many of you have jobs to do like taking round the registers and helping in assembly. The school council works very hard to support the school, arranging fund-raising to buy new playground equipment. You are confident and willing to have a go at new things, and ready when it is time to move on to secondary school. I enjoyed watching the video of the school production and the graduation ceremony. I could see how proud the Year 6 pupils were at receiving their prizes.

Standards in mathematics are not as good as they could be, and I know your teachers are helping you to improve. Some of you find work a little too easy, and I have suggested that you need a greater challenge in lessons, so that you can reach very high standards. It is good that you find work interesting, and your teachers are sharing ideas and working together to make sure that you all learn as well as you can. I feel that it would be good if they could spend more time doing this. I know that they would value your views about how well you are doing. At the moment the headteacher and deputy head have lots of work to do, and I believe there are other teachers who could help them share the load of managing the school.

Your school is satisfactory and getting better all the time. I did enjoy my visit, and thank you once again for all your help.

With best wishes,

Mr. N. Butt,

Lead Inspector