



# Holy Trinity CofE Primary School

## Inspection Report

**Unique Reference Number** 101317  
**Local Authority** Barnet  
**Inspection number** 286028  
**Inspection dates** 14–15 September 2006  
**Reporting inspector** Malcolm Johnstone

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

<b>Type of school</b>	Primary	<b>School address</b>	Eagans Close
<b>School category</b>	Voluntary aided		Market Place, East Finchley
<b>Age range of pupils</b>	3–11		London N2 8GA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088831824
<b>Number on roll (school)</b>	217	<b>Fax number</b>	02088839320
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Sylvia Duthie
		<b>Headteacher</b>	Mr Tim Bowden
<b>Date of previous school inspection</b>	4 November 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	14–15 September 2006	286028

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size school serves a socially and culturally diverse community. There is a significantly higher proportion of boys than girls. The proportion of pupils eligible for free school meals is broadly average. The proportion of pupils who have learning difficulties is high, although there are none who have a statement of special need. A high proportion of pupils have English as an additional language and many of these are at the early stages of learning English. There is a wide variety of minority ethnic groups in the school with the largest group being of Black African heritage. The school's data on children's attainment when they enter the Nursery indicates a full range of ability but is generally below average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school provides a good education. It has recovered very successfully from a period in the academic year 2004 to 2005 when there was significant staffing instability. This included the departure of the previous headteacher, deputy and a number of experienced teachers. Standards fell to below average levels in 2005 and boys, in particular, underachieved. The senior management team formed in September 2005 quickly identified what needed to be done and put in effective strategies to raise standards, particularly for boys. These included additional teaching groups taken by the headteacher and the planning of work that was of specific interest to boys. They have been supported all the way by the outstanding governing body. Inspection evidence and provisional results from the 2006 national tests show that standards have recovered well and are above average. They are very high for the girls. Girls achieve very well and, whilst the achievements of the boys are now good, they still lag behind those of the girls.

Children in the Foundation Stage achieve well and make particularly rapid progress in the Reception class. The school has successfully maintained the high levels of care and support for all pupils and their good personal development, which have been key strengths for a number of years. There is a good ethos and pupils enjoy coming to school. The school has a good reputation in the area and almost all parents who responded to the questionnaire are strongly supportive of the school.

The headteacher and senior managers provide good leadership and are excellent role models. They provide clear direction and guidance to colleagues. Self evaluation is accurate and built securely on good tracking systems and information from school and national tests. Teaching and learning are good and teachers, many who are relatively new to the school, work together very well as a team to provide a good curriculum. They are supported very well by classroom assistants. Day-to-day classroom assessment and marking are satisfactory. However, their use in planning subsequent work for pupils and showing them how they might improve are inconsistent across classes. The school provides good value for money and there is good capacity for further improvement. Effective steps have been taken to promote improvement since the previous inspection.

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

- \* Raise standards and the achievements of boys to the very high levels achieved by girls.
- \* Make more consistent and effective use of day-to-day assessment and the marking of pupils' work to better inform subsequent learning.

## **Achievement and standards**

### **Grade: 2**

Children in the Foundation Stage achieve well overall and make particularly rapid gains in learning in the Reception class, where teaching is consistently good. As a result of low attainment on entry, however, about a third of the children are unlikely to achieve the national expectation for pupils starting Year 1. Standards at the end of Year 2 have remained broadly average over the past few years and have been generally above average by the end of Year 6. Standards at the end of Year 6 dipped to below average in 2005, particularly for boys. Overall standards now show marked improvement and are above average. This has resulted from the more stable staffing situation, effective leadership and more consistently good teaching. Appropriately challenging targets were met in 2006.

Girls achieve very well and attain consistently high standards. Whilst the standards and achievements of the boys are much improved, there is still a wide gap between their standards and achievements and those of the girls. The more able pupils achieve very well and provisional indications from the 2006 tests show around a half of the pupils in Year 6 reached the highest level. Good co-ordination and teaching for pupils with learning difficulties and pupils at the early stages of learning English ensure that they make good progress.

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

### **Grade: 2**

There is a happy and secure environment enabling excellent relationships to flourish. As one parent commented, 'the school has a very special atmosphere and my children both feel valued'. Pupils have positive attitudes to learning. They are welcoming to visitors and keen to discuss their work and ideas. Pupils' spiritual, moral, social and cultural development is good. Pupils are able to reflect on their actions and how they affect others. They know about other faiths, cooperate well in groups and respect the opinions and ideas of others. Bullying and racism are rare and dealt with promptly.

Behaviour is good with examples of excellence in assemblies. Parents confirm that their children enjoy coming to school and are looked after well. Attendance is satisfactory and the school works hard with outside agencies to improve it. Pupils have excellent knowledge of what constitutes a healthy lifestyle and know about the foods that keep them healthy. Older pupils know about the dangers of substance abuse and have appropriate sex education lessons supported well by the school nurse.

Pupils value the opportunity to serve on the school council and are able to have their say in school improvement. They are proud of their influence in improving the school's playground equipment. Pupils' good literacy, numeracy and computer skills prepare them well for their future economic well-being. The development of pupils' independence and involvement in planning their own learning are satisfactory and given their good academic standards, this should be better.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The relatively new teaching team makes an effective contribution to the school's drive to raise standards and achievement. This is reflected in the much improved standards over the past year and the good progress seen in lessons. Some outstanding teaching was seen during the inspection. Teachers' subject knowledge is secure and is exemplified in open ended questioning that enables pupils to expand their ideas. Most lessons use a good range of learning styles, including first hand experiences and paired discussions to share ideas. The use of information and communication technology to develop learning across all subjects is a particular strength. Teaching assistants are first rate and make a significant contribution to pupils' learning.

Teachers do not give pupils enough opportunity to initiate their own investigations, for example, in mathematics and science. Teaching in the Foundation Stage is mostly good and is consistently strong in the Reception class. Whilst there is some good day-to-day assessment and marking to inform subsequent learning, this is inconsistent across the school. As a result, some work is not matched effectively enough to the different needs of the pupils. In the marking of pupils' work, there are too few comments to show them how they might improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. The Foundation Stage curriculum is creative and promotes effective learning. Since the previous inspection, there has been significant improvement in the outdoor learning environment which is now used well to stimulate a range of learning. At all key stages, links are made between subjects and these make learning exciting and more meaningful for the pupils. There is good emphasis on promoting sporting provision as part of a healthy lifestyle. Pupils have good opportunities to participate in artistic and musical activities. The range of extra-curricular activities, including residential and local visits, is good and enhances learning well. Library provision, including the quality and range of books, has improved since the last inspection and is now good.

### **Care, guidance and support**

#### **Grade: 2**

Pupils are cared for very well. They say there is always someone to talk to if they have any problems or concerns. Systems for supporting pupils who have learning difficulties and those at the early stages of learning English are good, well managed and inclusive. There are good whole school systems to track pupils' progress in English and mathematics and the school provides effective additional support where needed. However, day-to-day assessment, to ensure that subsequent work meets the needs of all pupils, is inconsistent. Marking does not always inform pupils how they might

improve. The school meets requirements for health and safety including regular risk assessments. Child protection arrangements are good and the school works well with other agencies to support vulnerable pupils. There are effective partnerships with other local schools to ensure smooth transition of pupils both in and out of the school.

## **Leadership and management**

### **Grade: 2**

The headteacher has made a good impact on school improvement. He has established a new leadership team with clear roles and responsibilities and a shared, highly committed drive for further improvement. He has excellent support from a perceptive and actively involved governing body. Through regular and accurate checks on teaching and learning, the leadership team has a very good understanding of where improvement is needed. This is reflected in the good school improvement plan. The team have acted quickly to address the dip in standards in 2005 and provisional indications for the 2006 national tests, together with evidence from the inspection, show marked improvement in standards and pupils' achievements. There is a buzz around the school reflected in the enthusiasm of the pupils and the excellent relationships between staff. The leadership of key subjects and provision for pupils with learning difficulties and pupils at the early stages of learning English are strong and effective.

The governors have a highly developed and accurate picture of the school's strengths and weaknesses and play a significant role in its strategic direction. They monitor new initiatives and are an outstanding critical friend. The senior management team and governors understand the importance of taking stock after a busy and successful year and ensuring that all the effective strategies to raise standards are consolidated. The school successfully consults with all involved in its work through questionnaires, and an 'open door' approach. It has benefited greatly from its good links with external agencies and good support from the local education authority.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	1
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

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

<sup>1</sup> 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

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

I am writing to let you know how much we enjoyed our recent visit to your school and to thank you for the warm welcome and help you gave us. I would also like to tell you what we thought about your school.

We agree with your headteacher and all your teachers and governors that you have a good school. We know from talking with you and watching you in lessons that you enjoy school and want to do well. You behave well, not just in classrooms, but also on the playground. Your teachers and their assistants do their very best to make sure you are all safe and cared for well. Your behaviour in assemblies was excellent. We were very impressed with how much you know about staying safe and eating healthy foods (Jamie Oliver, the television cook, would be very impressed).

You have worked particularly hard this year and have done well in English, mathematics and science. The girls have done really well and we have asked your teachers to make sure that the work given to all of you, particularly the boys, continues to interest you and help you improve even more. Also we feel that the teachers could tell you more about how you can do better when they mark your books. We agree with the targets the school has set to improve even more and know that you will do your best to help the school meet them.

Good luck for the future.

Mr. M.J. Johnstone (Lead Inspector)