



Holy Trinity CofE Primary School

Inspection Report

Unique Reference Number 125139
Local Authority Surrey
Inspection number 293207
Inspection date 15 January 2007
Reporting inspector George Rayner

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

Type of school	Primary	School address	Benner Lane
School category	Voluntary controlled		West End
Age range of pupils	4-11		Woking GU24 9JG
Gender of pupils	Mixed	Telephone number	01276 858297
Number on roll (school)	412	Fax number	01276 855853
Appropriate authority	The governing body	Chair	Mr Roger Stickland
		Headteacher	Mr Anthony Butterick
Date of previous school inspection	25 February 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is larger than most primary schools. It draws its pupils from several villages and towns across a wide area. The social and economic circumstances of most pupils are favourable. Standards on entry to the Foundation Stage are a little above expectation for most pupils. A below average proportion have learning difficulties and disabilities. The great majority of pupils have White British heritage and very few are at an early stage of speaking English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, with outstanding features. Parents agree and say that their children are happy at the school and make good progress because, as one put it, 'the welfare and educational needs of the children are paramount.' This results in a school with a very strong sense of community, to which all adults and pupils contribute. This, together with excellent pastoral care, ensures outstanding personal development and well-being for pupils. Pupils say emphatically that they enjoy school and show this by their very good attendance, the excellent behaviour of the great majority and their eagerness to join in all that the school has to offer. Pupils confidently explain why a healthy diet is important and are very pleased that school meals are both healthy and delicious. The great majority live active lives and are proud that the school set a county record for the proportion of pupils who travel to school by bicycle.

A stimulating curriculum, good teaching and learning and pupils' very positive response, result in pupils' achieving well and reaching standards that are well above average by Year 6. Pupils make very good progress in English and science. The school succeeds very well in making writing an enjoyable activity, so that the great majority of pupils are eager writers who master a wide variety of styles. This has a great impact on the standards they reach in English. It also helps them to achieve well in other subjects where writing is an important skill, for example by enhancing the quality of their reports of scientific investigations. Achievement in mathematics is good overall, but pupils make slower progress in Years 1 and 2. Whilst pupils make good progress in these years in developing mathematical skills, they do not have enough opportunities to use these to solve a range of problems. Whilst many teachers make very good use of assessment to ensure that all pupils are given work that is well matched to their needs, this is not fully consistent in all lessons. Consequently, although achievement is generally good, it could be even better. In the Foundation Stage all staff make effective use of the very good accommodation, outdoor areas and resources, to provide stimulating and varied activities for children to learn by playing and exploring. This results in good quality and progress by the time children move to Year 1.

Good leadership and management is ensuring a successful and popular school. The headteacher's very good leadership sets a clear direction, sharply focused on academic achievement, but balanced with ensuring that pupils grow up as happy and well-rounded young people. The school's track record in maintaining strengths and securing improvement where this has been needed shows that it has a good capacity for continued improvement.

What the school should do to improve further

- Raise standards in mathematics in Years 1 and 2 to the level of other subjects by providing more opportunities for pupils to use what they learn to solve problems.
- Ensure that all teachers use assessment more effectively to plan the most suitable learning activities for all pupils, so that they achieve as well as they possibly can.

Achievement and standards

Grade: 2

Pupils achieve well and reach well above average standards by the time they move on to secondary school. Children make good progress in the Foundation Stage, so that by the end of the Reception class, most are beginning to exceed expected levels in all of their areas of learning. Most are able to work well with others, sharing and trying out ideas to find things out. In Years 1 and 2 pupils make good progress in reading and writing and satisfactory progress in mathematics. Although most pupils develop their mathematical skills well, many have limited ability and confidence in using what they know to solve problems. Progress in this aspect speeds up in Years 3 to 6 however and by Year 6, most pupils confidently choose appropriate methods for carrying out their problem solving work. Pupils make very good progress throughout Years 1 to 6 in English and science, where they reach well above average standards by Year 6. They show particular strength in writing fluently in a range of styles. The school is successful in ensuring that no groups of pupils achieve significantly less well than others. For example, the needs of those with learning difficulties and disabilities are carefully identified and they are given effective individual support, so that they achieve as well as their classmates.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding, as is their spiritual, moral, social and cultural development. Pupils are highly caring of each other and willingly offer their help when needed. As one pupil put it, 'One of the best things about our school is that you are never alone'. Pupils know why rules are important for safety and orderly work. They are highly responsible in helping the adults to make sure that these are carried out. There is no school council, but pupils say they often have opportunities to give their ideas in class meetings and through surveys, and that these are listened to. For example, they were consulted on how to spend funds recently provided by the parents' association to improve outside resources. Many pupils volunteer to help school life, in for example the capacity of 'Red Caps', who patrol the school at playtimes, to help pupils who may need support. Pupils very willingly participate in fund-raising and enjoy choosing which charities to support. Pupils prepare very well for their futures. In addition to making good progress in important subjects, they learn to work in teams, take responsibility and care for others. Pupils show their excellent spirituality in their reflective understanding of others' points of view. This is seen in their dealings with each other and in their learning when, for example, considering the feelings of characters in stories.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan a good variety of interesting activities that enthuse pupils and successfully encourage their concentration and effort. As a result, lessons are purposeful, the pace of learning is good and pupils achieve well. Teachers manage their classes well, with clear procedures, for example, to show pupils when they should be listening. This, and pupils' excellent response, results in very little learning time being lost between activities. Teachers make sure that pupils are often actively engaged in their learning. Pupils really like this involvement. Explaining how using interactive whiteboards makes learning fun, one girl said, 'we get to use them much, much more than the teachers do'. Many teachers plan good challenges, but this is not fully consistent. In some lessons, assessment is not used as well as it could be to ensure that every pupil is given work correctly pitched at their needs and ability. Teachers use marking well to encourage pupils, but not all regularly give guidance on how they could improve their work

Curriculum and other activities

Grade: 2

A good curriculum ensures that pupils make good progress in most subjects. The programme to boost the skills and confidence of less able mathematicians is beginning to have a considerable impact upon their standards. The curriculum gives pupils ample time for physical activity and sports. Previously a weaker area, resources and planning for information and communication technology (ICT) are improving and are now providing good opportunities for pupils to develop their computer skills and enhance their work in other subjects. Pupils in Years 5 and 6 study French and plans are in hand to extend this to other years. A very good programme of personal, social, health and emotional education contributes to pupils' excellent personal development. Well attended extra curricular clubs give pupils good opportunities to take part in a range of sporting, cultural and creative activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall and pastoral care is outstanding. The school's high commitment and effectiveness in providing a secure and happy learning environment ensures that pupils feel very safe and greatly enjoy school. All procedures for child protection are very effectively and diligently carried out. Liaison with outside agencies and specialist establishments is highly effective in ensuring the best quality care and support for pupils with learning difficulties and disabilities. The school very effectively promotes a partnership with parents in caring for pupils. It offers high quality advice and counselling to parents to assist them with guiding and supporting their own children and a significant number have taken this up. Extremely good

arrangements for liaising with feeder and secondary schools ensure excellent support to help new pupils settle in and Year 6 pupils to prepare to move on to the next stage in their learning. Academic guidance and support are good. Procedures to identify pupils' starting points and track their progress are systematic and teachers generally use these well to identify and support pupils who are in danger of underachieving. Monitoring is not thorough enough however, to guarantee that all teachers are equally effective at this.

Leadership and management

Grade: 2

The headteacher is well supported by a committed, capable and united leadership team and staff. Effective self-evaluation has given the school an accurate view of its quality and performance. The leadership team monitors teaching and learning systematically. The school is aware that subject leaders and other middle managers are not yet sufficiently involved in this work. It is beginning to increase their involvement and to train them to be effective in this. The school has focused well on areas it has needed to improve. As a result, it has succeeded in maintaining strengths and tackling areas where improvement has been needed. Performance in English throughout the school and science in Years 1 and 2 has significantly improved due to actions taken. Improvements to resources and planning for ICT are beginning to have an impact on standards. The school has also worked with determination and effectiveness to raise its attendance rates. The developing strength of leadership in the Foundation Stage is resulting in its increasing success and popularity and this is recognised by the local authority, which has used it as an example of good practice for other schools. The well-organised and knowledgeable governors support the school well and are willing to challenge it when necessary.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2
The standards ¹ 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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

Thank you for welcoming me to your school recently. I enjoyed meeting you and am grateful for the help you gave by talking to me and letting me look at your work.

I was able to see that yours is a good school and some things about it are very good indeed. You succeed well in your work. You achieve especially well in English and science.

Some of you told me that you have learned to really enjoy writing, because the teachers are so good at giving you exciting work. This has a great effect on how well you do in English and also other subjects where writing is important. You learn mathematics skills well, but younger pupils are not quite so good at using what they know to solve problems. The teachers are going to give you more opportunities to learn to do this.

Your teachers give you lots of interesting things to do in lessons and give you many opportunities to join in by, for example, using the interactive whiteboards. They often make sure that all of you have work that is just right for you. This does not happen in all lessons though. I have asked them to make sure that they always use what they learn from marking your work to do this.

A very important reason why you achieve so well is your own excellent behaviour and willingness to join in and work hard. Your parents and the other adults at home also help by making sure that you come to school regularly. I could see how much you enjoy school and know that you feel very well cared for. Your school is a real community in which all of the adults and children help each other to make sure this happens.

The headteacher and his staff work together well and have worked hard to make the school as good as it is. They know what to do next to make it even better. Well done to you all and very best wishes for the future.

George Rayner

Lead Inspector