

# Holy Trinity CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	102418
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	307998
<b>Inspection dates</b>	2-3 July 2008
<b>Reporting inspector</b>	Nicola Davies

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Boulton
<b>Headteacher</b>	Mr Daniel Norris
<b>Date of previous school inspection</b>	28 March 2006
<b>School address</b>	Rickmansworth Road Northwood HA6 2RH
<b>Telephone number</b>	01923 822529
<b>Fax number</b>	01923 828941

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a one-form entry Church of England school which draws its pupils from a wide geographical area. Around two thirds of pupils are of White British heritage and a third from a range of other heritages. A small number of pupils are at earlier stages of learning English. The percentage of pupils with learning difficulties and disabilities is average. Mostly these pupils have difficulties with learning to read and write. The new headteacher has been in post since January 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This welcoming school provides its pupils with a good education. Outstanding moral, social, spiritual and cultural guidance permeates the work of the school. 'Secure', 'caring', 'happy', 'compassionate' and 'Christian' are some of the words parents used approvingly to describe the ethos at Holy Trinity. The impact of this ethos can be seen in the strong sense of shared values and the maturity which pupils exhibit. These qualities prepare them well for their secondary education. Alongside this, achievement is good and pupils make good progress to attain well above average standards in English, mathematics and science. Many pupils are also accomplished singers and instrumentalists and music accompanies many aspects of school life. Good care, guidance and support contribute to pupils' good overall academic and personal development and well-being.

A thorough approach to basic skills is a strong feature of the good teaching and curriculum. Whilst planning is beginning to link subjects and skills together, the school has rightly recognised the need to move towards a more flexible and creative curriculum to consistently enthuse and motivate pupils. Where this happens, for example in the recent 'healthy week', pupils' creative, physical, mathematical and communication skills have been stimulated by the opportunity to study an area in depth. The school has correctly identified that there are not yet enough such opportunities for pupils so that, on occasions, sessions are not as stimulating as they could be.

The school is well led and managed by the new headteacher, together with the deputy and governing body. This effective team has ensured that progress has been maintained since the last inspection and has built upon existing strengths. A weaker area has been ensuring subject leaders have good opportunities to rigorously monitor their areas of responsibility. This has been identified and the school has plans to correct this through its new management structure. This demonstrates the effectiveness of the school in highlighting strengths and areas for development; it is well placed to improve even further.

## Effectiveness of the Foundation Stage

### Grade: 2

The successful Foundation Stage gives children a good start to their education within a Christian setting. A wide range of stimulating indoor and outdoor activities is a feature of both Reception and Nursery classes. Alongside this, adults use encouragement and questioning well to stimulate children's interest and deepen their learning. Children become increasingly involved in school life, joining with the older pupils for assemblies and church services. This is shown by their growing maturity and confidence as they move around their learning areas.

Children join the Foundation Stage with good skills for their age. By the time they leave they have made good progress and most have exceeded national expectations in nearly all areas. Within this picture of well above average levels of development, a relatively weaker area is how well they link sounds and letters. The school has correctly identified that there are some inconsistencies in the way this is approached between Nursery and Reception classes. This is to be addressed when the Foundation Stage classes move together into their purpose-built new area. This exciting development will significantly enhance the quality of the accommodation, particularly for the youngest children, and is eagerly awaited by staff and pupils.

## What the school should do to improve further

- Enhance opportunities for pupils to extend their learning across different subject areas.
- Ensure that subject leaders are involved in the monitoring and evaluation of their areas of responsibility.

## Achievement and standards

### Grade: 2

From Year 1 to Year 6, pupils are working at above national expectations in English, mathematics, and science and progress well in most areas. In 2007, in the national tests at the end of Year 6, standards were high and progress was extremely strong. Pupils in Years 1 and 2 do well in reading, writing and mathematics but the school is aware of the need to improve boys' writing and the numbers of girls working at the highest levels in mathematics by the end of Year 2.

Detailed analysis helps teachers to identify any underachievement by individual pupils so that action can be taken. This enables pupils with difficulties in learning to read and write to make good progress. Pupils learning English as an additional language, including the few at early stages, also make good progress.

## Personal development and well-being

### Grade: 2

Personal development and well-being are good. Pupils behave well and enjoy school life a good deal. This is reflected in good levels of attendance. A recent and successful focus on health education means they are well aware of what constitutes a healthy lifestyle and enjoy many opportunities for physical exercise and healthy eating. One example is the new invigorating start to the day where pupils exercise for 10 minutes. Pupils show an excellent awareness of hazards and safety issues. For instance, they are very clear about fire drills and how to play safely during the current building work. They are also campaigning vigorously for improvements to local road safety. Pupils enjoy taking on responsibilities. They volunteer to help the school and enjoy helping to bring about improvements through well considered ideas. For example, the school council has recently developed the sale of organic vegetables, a project which will eventually fund healthy fruit snacks for older pupils.

The impact of pupils' excellent spiritual, moral, social and cultural awareness can be seen in their attitudes to one another and their very clear sense of shared values. For example, pupils from all backgrounds feel very safe and share games and friendships with each other. They proudly announce that there is 'zero racism' at school. Pupils contribute well to the school and faith community. Staff have plans to extend links with business and communities further afield which will further enhance pupils' good preparedness for secondary school and life.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is consistently good. A committed staff team works together closely and pupils are expected, helped and encouraged to do their best. Teachers plan lessons thoroughly and take account of pupils with differing capabilities and learning needs. The sharing of learning objectives with pupils and getting children to self assess their own work against success criteria is consistent throughout the school. This helps children to identify their own next steps. Teachers make

good use of questioning and pupils' responses to develop knowledge and understanding. On occasions, class discussions are too long leaving less time for pupils to get on with independent tasks, which slows their progress. Teachers use a good range of resources and are beginning to make more extensive use of their interactive whiteboards to help their pupils to learn. Teaching assistants work closely with teachers and make a strong contribution to pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

There has been a strong focus on the development of pupils' skills in literacy and numeracy in the recent past which has been very effective in raising standards. The recent development of 'themed weeks' and special days such as the 60s day seen during the inspection have been effective in further stimulating pupils' interest and learning. The school has correctly identified that there are not yet enough of such stimulating opportunities for pupils to extend their creative, physical, mathematical and communication skills across the curriculum.

Music is a significant strength of the school. Many children learn an instrument. The quality of singing by the choir is excellent, as evidenced by their recent success in a competition. The curriculum is further enriched by a range of clubs and extra activities which pupils attend enthusiastically. A good range of visits and visitors promotes pupils' social and academic development well. For example, residential visits in Year 4 and Year 6 develop their independence and confidence.

## **Care, guidance and support**

### **Grade: 2**

Parents comment approvingly on the good quality of care, guidance and support for pupils. Child protection and risk assessments are comprehensive and robust and health and safety procedures thorough and well understood. The tracking and support arrangements for vulnerable pupils and those experiencing difficulties learning to read and write are strong and are evidenced by the good progress that these pupils make. The tracking of pupils' progress helps teachers correctly identify where individual pupils and groups need extra help and staff are working to strengthen academic guidance further. For example, the quality of marking is not fully consistent and individual 'next step' targets are still in their infancy.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, and their impact is seen in the good progress made by pupils and the school in recent years. For example, excellent levels of detail on the progress made by each pupil are used by teachers and leaders to check on pupils' progress and set realistic and challenging targets. The governing body works very effectively in support of the school. They hold the school to account well through searching questions and their good knowledge of its strengths and weaknesses. Plans are in place to develop the school's management structure and curriculum teams, including formalising monitoring procedures. This is appropriate as staff with subject responsibilities do not always have enough opportunities to monitor the effectiveness of their areas of responsibility.

Staff share the new headteacher's commitment to developing high quality teaching and an exciting curriculum. The school has successfully addressed issues from the last inspection; numbers are stable and rising and it offers good value for money.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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

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

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

11 July 2008

Dear Pupils

Inspection of Holy Trinity CofE Primary School, Northwood, HA6 2RH

Thank you for helping us when we visited your school recently. We very much enjoyed our time with you and your teachers. Everywhere we went we heard music and after listening to your choir perform in church, we are not surprised they did so well in the competition. The way so many of you become accomplished singers and musicians is one of the special things about your good school. Another is how well the school helps you develop as spiritual, moral and social young people.

Your teachers and governors think carefully about what they need to do to improve the school, like the building work which will provide the youngest children with a much better space to learn in. They also think hard about how you can make the best possible progress in your studies. You make good progress but your teachers and governors would like this to be even better. You told us how much you enjoy the special days and weeks when you study something in depth. Your teachers have recognised this and they want to develop more opportunities for you to build your skills in this way. This is a good idea. Your teachers have different areas for which they are responsible. They have not always been able to spend enough time making sure that everything is going well in these areas. We have agreed with the school that it is important for them to have more opportunities to do this so that they can share all the best ideas.

Thanks again to you, your parents and your teachers for helping us with the inspection.

Yours sincerely

Nicola Davies

Lead Inspector