

Holy Trinity Church of England Primary School

Inspection report

Unique Reference Number	100723
Local Authority	Lewisham
Inspection number	335588
Inspection dates	11–12 March 2010
Reporting inspector	David Gosling

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	Mrs Beatrice Osborn
Headteacher	Mrs Marcia Crow
Date of previous school inspection	20 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning, with 16 lessons observed and eight teachers seen. All classes were seen being taught at least twice. Pupils' work was checked in lessons and samples of Year 2 English and Year 6 science books were taken in for close scrutiny. Meetings were held with groups of pupils, staff and governors. Inspectors saw a range of documentation, including school records, pupils' files, policies, plans and evaluations. Parents completed 32 questionnaires and these were reviewed, as well as 14 completed by staff and 18 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- what would stop the school from being outstanding, given the strengths emerging from the pre-inspection study and the school's self-evaluation
- whether progress in science was weaker than in English and mathematics
- the progress being made by the more able pupils and whether they were challenged enough in lessons
- the role and effectiveness of middle managers, especially subject leaders.

Information about the school

This is a small inner-city school which comprises seven classes ' a Reception class and one class for each year group. The school population is highly mobile and about half of the pupils do not speak English as their first language. The very large majority come from minority ethnic backgrounds, the largest groups being Caribbean and Black African. The proportions of pupils eligible for free school meals and having special educational needs and/or disabilities are also much higher than the national average. The largest categories of need are behavioural, emotional and social problems, speech, language and communication difficulties and autistic spectrum disorder. The Activemark award was gained in 2008. The school is part of a collaboration of five Lewisham primary schools whose main aim is to raise pupils' attainment in the local area. Last year the school was without a deputy headteacher, but this post was filled at the end of the summer term 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well and thoroughly enjoy learning. It has many outstanding features. One of the most notable is the excellent start children get in the Early Years Foundation Stage, where very high-quality teaching and leadership enable children to make outstanding progress.

The care, guidance and support provided for pupils are also exceptionally good and are highly regarded by parents. The needs of individual pupils are known very well and a wide range of support is provided for vulnerable pupils and their families. Pupils' outstanding spiritual, moral, social and cultural development is reflected in their caring attitudes, good behaviour and excellent relationships with staff and each other. Pupils feel very safe and have an excellent understanding about how to lead a healthy lifestyle through sensible diet choices and taking plenty of exercise. They make an outstanding contribution to the running of the school and to life in the local and wider community. Excellent partnerships with other schools and the local community greatly enrich pupils' learning, especially for the gifted and talented pupils and the most vulnerable. Despite these strengths at a local level, the school is less effective in promoting community cohesion within national and global contexts. This is because it has not developed systematic approaches and evaluation of its work is patchy.

Teaching is good and has a number of outstanding features, but these are not consistent in all classes. In a very small minority of lessons, the pace of learning is too slow, especially for the more-able pupils. This is mainly because teachers do not always make sufficiently rigorous use of assessment information to plan work that meets the needs of the different ability groups in their class.

The school has good capacity to improve. There have been significant gains since the last inspection, when the school was judged satisfactory, including improvements in pupils' attainment. The role of middle managers, judged a weakness in the last inspection, is now a strength. Rigorous self-evaluation identified relative weaknesses in writing and science which have been tackled robustly through improvements in teaching and the curriculum. Pupils are now making good progress in these subjects. The headteacher has high expectations of pupils and staff and the leadership team is very clear about what needs to be improved.

What does the school need to do to improve further?

- Ensure that all teaching is at least good by:
 - ensuring that all teachers make rigorous use of assessment information to plan

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work that meets the needs of all pupils, especially those who are more able.

- Plan and evaluate more carefully the school's contribution to community cohesion, especially in national and global contexts.

Outcomes for individuals and groups of pupils

2

Attainment is average, as shown by end of Key Stage 2 National Curriculum test results for the past three years and work in pupils' books. Progress in English at Key Stage 2 is a strength, and boys' writing at Key Stage 1 is improving as a result of targeted support. Pupils' work in science is improving well, especially in Year 6. Pupils who have special educational needs and/or disabilities make good progress. In some lessons their progress is outstanding, but very occasionally they find the work set too difficult. The pupils who speak English as an additional language make good progress because they receive good support with developing their language skills.

Pupils work very hard, take care with presentation, and show considerable enthusiasm and curiosity in lessons. They work very well independently, especially at Key Stage 2. Pupils cooperate very well with each other, except in a very small minority of lessons where routines are not fully established by the teacher. Pupils are very polite and they treat each other and adults with respect. One of the pupils interviewed, who started school in Year 2, said, 'You feel like a proper family all together. You make friends really, really quickly'. There is very little bullying and racism in the school and pupils say that these are dealt with promptly when they happen. Pupils say that teachers are always ready to help.

Pupils take on a wide range of roles and enjoy taking responsibility for jobs around the school. The school council is bringing about some helpful changes and many pupils have been involved in raising money for charities. Pupils show a sense of enthusiasm and wonder in lessons. They are able to reflect upon their own lives, as shown by the pupils interviewed who talked enthusiastically about the assembly theme, 'Good to be me'. They have a very strong sense of right and wrong. The pupils make excellent progress in their appreciation of the arts, particularly music through the school band.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The large majority of teaching is good or outstanding, with particular strengths in the Early Years Foundation Stage and Key Stage 2. The very strong features of teaching are:

- teachers' good subject knowledge and the way they extend pupils' learning through challenging questions
- the range of interesting activities provided, such as games, small-group and paired work
- good relationships with pupils which lead to their working very hard and enthusiastically
- very good use of the interactive whiteboard and computers to consolidate learning and engage pupils' interest
- very skilful and effective teaching assistants who are deployed well by teachers to support groups of individual pupils.

The use of assessment information to plan work for groups is not consistent in every class. As a result, there is a slower pace of learning for the more-able pupils in a small minority of lessons. The use of targets and pupils' self-assessment are very effective.

The curriculum is good. There are notable strengths in music, the provision for out-of-school activities and the development of information and communication technology across a wide range of subjects. There is also good targeted support for pupils who need help because of dyslexia, speech, language and communication, and behavioural, emotional and social difficulties. Gifted and talented pupils benefit from classes at local secondary schools in mathematics and science. Occasionally, commercial

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schemes of work in science and mathematics are not sufficiently fine-tuned to meet the specific needs of the classes being taught.

Treating every pupil as an individual is central to the school's ethos and success. Very high-quality care is provided for pupils who have emotional and social difficulties and those who have statements of special educational needs. Very effective strategies have been put in place to reduce persistent absence, including the targeting of particular families and the use of rewards. There is excellent support for new arrivals from specialist staff and pupil 'buddies'. One parent wrote on a questionnaire, 'Every effort that can possibly be made to meet every child's need is made'.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and leadership team are driving the school forward very effectively. There is a common vision and a shared ambition among all staff to pursue excellence. Leaders have a very secure knowledge of the school's strengths and weaknesses. Their self-evaluation is concise, accurate and self-critical. Subject leaders' annual evaluations are very informative and include clear analysis of the progress of each year group. The drive to improve teaching is strong at all levels and high expectations are set through regular observations of lessons and frequent, rigorous checks of pupils' work in each class. Weaknesses in teaching have been clearly identified, with considerable support provided, for example through the use of local authority advisers to help improve the teaching of writing. Challenging targets are set for all pupils and these are being met well. The performance management of teachers is rigorous and linked closely to the progress of their classes.

Governors know the school very well, are appropriately involved in strategic planning and provide both challenge and support to the school. They ensure that safeguarding procedures are rigorous and regularly reviewed. The site is secure and staff are vetted carefully. Very effective partnerships with five local primary schools have led to improvements in mathematics and English teaching. The school provides a very harmonious multiracial community and leaders check that no group of pupils is disadvantaged. A wide range of activities has been undertaken to promote community cohesion but there has not been a systematic enough approach to developing national and global aspects.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage provides an outstanding foundation for children's future success. Children make excellent progress from low starting points in all areas of learning. Their attainment is in line with the national average by the time they leave the Reception class. They are especially strong in their personal, social and emotional, physical and creative development. Weaknesses in number skills in the 2009 Foundation Stage Profile assessments have been followed up rigorously and progress is now good in this area.

Teaching is outstanding. Teachers observe and track children's progress very closely and use the information they gain extremely well to tailor activities carefully to meet children's individual needs and stimulate their interest. This makes a significant contribution to the children's high levels of enjoyment of learning, as reflected in their enthusiastic arrival each morning. There is a very good balance between child-initiated activities and those led by adults. Teachers have high levels of expertise and excellent understanding of how young children learn. The classroom environment is very colourful, with excellent displays of children's work.

Leadership is very committed and effective. Evaluations are perceptive and any areas for development are followed up in plans. There are strong links with parents. Links with outside agencies to support vulnerable children are rigorous, especially for those with autistic spectrum disorder and speech, language and communication difficulties. The curriculum has been adjusted well so that there is a smooth transition into Year 1.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents think very highly of the school. The very large majority are happy with their children's experiences and nearly all think that their children enjoy being there. This was confirmed during the inspection. The inspection questionnaires show that the overwhelming majority of parents think that teaching is good. Inspectors agree. All responding parents thought that the school kept them informed about their children's progress and inspectors also found this to be a strength.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Church of England Primary School, Lewisham to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	56	13	41	1	3	0	0
The school keeps my child safe	23	72	7	22	1	3	0	0
The school informs me about my child's progress	19	59	13	41	0	0	0	0
My child is making enough progress at this school	16	50	13	41	3	9	0	0
The teaching is good at this school	21	66	10	31	1	3	0	0
The school helps me to support my child's learning	20	63	9	28	3	9	0	0
The school helps my child to have a healthy lifestyle	16	50	13	41	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	28	16	50	1	3	0	0
The school meets my child's particular needs	11	34	17	53	1	3	0	0
The school deals effectively with unacceptable behaviour	13	41	14	44	2	6	0	0
The school takes account of my suggestions and concerns	10	31	16	50	1	3	0	0
The school is led and managed effectively	16	50	12	38	1	3	0	0
Overall, I am happy with my child's experience at this school	18	56	12	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Friday 15 March 2010

Dear Pupils

Inspection of Holy Trinity Church of England Primary School , Lewisham SE23 3HZ

Thank you very much for helping us with the inspection. We found you to be very polite and we are grateful to you for talking to us about your school and your work. We looked at the questionnaires that some of you completed and we have thought carefully about what you said to us during the inspection.

We agree with you that your school is good. Many of you said that you thought the school was very friendly and that teachers helped you when you had problems or found the work difficult. We think that the care and support you get from teachers are excellent. We also agree with you that teaching is good. We think that it is excellent in the Reception class and that children work very well there.

To be even better, we have asked your headteacher and staff to make sure that teaching is at least good in all lessons. In a few lessons, some of you could learn a little more. This is because the teachers are not always setting work for groups in classes that builds on what you can do already. We have also asked your teachers to improve the way you learn about people from different parts of the United Kingdom and around the world.

You can help by always doing your best.

Thank you again. We hope the inspection helps you and the school.

Yours sincerely

David Gosling

Lead inspector

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