

Trinity Primary Academy

Bounds Green Lane, Wood Green, London, N22 8ES

Inspection dates

4–5 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils	Requires improvement	3
Quality of teaching	Requires improvement	3
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is not consistently good across the school. It varies between classes and year groups.
- Achievement is weaker in mathematics than it is in reading and writing.
- Pupils' attainment was below average at the end of Year 2 and Year 6 in 2013. Pupils eligible for additional funding were about a year behind other pupils in reading, writing and mathematics.
- There are too few occasions when pupils use their numeracy skills to solve problems. In some classes pupils move on to new learning before they have fully mastered their skills.
- Teaching requires improvement because there is not enough that is consistently good or better. As a result pupils do not make consistently good progress. Work provided for pupils is sometimes too easy for them.
- While teachers mark pupils' work thoroughly, they do not always ensure that pupils are given time to act upon the advice given and this restricts how well their work improves. A few middle leaders are new to their roles and have not yet brought about improvements needed.

The school has the following strengths

- The new leadership team and governors have brought about rapid improvement to the quality of teaching and pupils' progress. They have an uncompromising view that every pupil should achieve well.
- School leaders have worked in close partnership with the academy trust to improve provision and outcomes for pupils.
- The school has a good understanding of its strengths and weaknesses and plans for development are tightly focused on raising pupils' achievement. The school is very well placed to continue to improve.
- Pupils thoroughly enjoy school. They behave well, work hard and are keen to do their best. They feel very safe in school.
- Children get off to a good start in the Early Years Foundation Stage where they settle quickly and learn new skills.
- Pupils' achievement in Years 2, 5 and 6 has improved. A greater proportion of pupils are on track to reach higher levels in reading, writing and mathematics this year compared with the previous year.

Information about this inspection

- The inspection team observed 26 lessons or parts of lessons, ten of which were observed jointly with school leaders. They looked at pupils' work in their books and they listened to pupils in Years 2 and Year 6 read. They attended two assemblies and they observed pupils in the playground and as they moved around the school.
- Meetings were held with school leaders, different groups of pupils, governors and a representative from the Academies Enterprise Trust (AET).
- Among the documents scrutinised were plans for school improvement, minutes from governing body meetings, records relating to the behaviour of pupils, records of pupils' attainment and progress and documents showing how the school keeps pupils and staff safe.
- The views of parents were taken into account by looking at the school's own most recent survey and by talking informally to parents at the start of the school day. There was an insufficient response to the online survey Parent View to be able to take this into consideration.

Inspection team

Joy Considine, Lead inspector

Additional inspector

Sibani Raychauduri

Additional inspector

Clifford Walker

Additional inspector

Full report

Information about this school

- Trinity Primary Academy converted to become an academy school on 1 September 2012. It is a member of the Academies Enterprise Trust (AET). When its predecessor school, Nightingale Primary School was last inspected by Ofsted, it was given a notice to improve.
- The school is much larger than the average-sized primary school and has provision for children in the Early Years Foundation Stage in the Nursery and Reception classes.
- The proportion of pupils supported by pupil premium is higher than that found in most schools. This is additional government funding provided to give extra support to those pupils who are known to be eligible for free school meals or who are looked after.
- Most pupils are from minority ethnic groups and of these, about two thirds speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion who are supported at school action plus or with a statement of special educational needs is lower than average.
- The executive principal joined the school in September 2013. There have been substantial changes to the teaching and leadership teams since that time.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better by:
 - providing opportunities for pupils to respond to teachers' comments so they can correct and improve their work
 - ensuring that pupils are given work that is at the right level for them
 - ensuring pupils understand exactly what they need to do to successfully complete their work.
- Raise pupils' achievement in mathematics by:
 - ensuring that each lesson in mathematics builds on previous learning so that pupils develop their skills step by step to consolidate their understanding
 - build more time into lessons for pupils to use and practise their numeracy skills by solving written problems.
- Ensure middle leaders take a more active role in driving improvements in teaching and pupils' learning

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because pupils have not made consistently good progress in reading, writing and mathematics across the school over time.
- In some classes, pupils do not make enough progress in mathematics because work does not always build on what has already been learned and so pupils do not consolidate their skills before moving on to new learning. Additionally, there are too few occasions for them to practise their number skills by solving written problems.
- In the 2013 national tests at the end of Year 6, pupils eligible for additional funding were about a year behind their classmates in reading, writing and mathematics. School leaders introduced new systems to record and track their achievement. This allowed staff to target support according to their needs. Current school data show that the gap has closed rapidly and that these pupils now achieve as well as other pupils.
- Pupils in Years 2, 5 and 6 make most progress. All groups of pupils, including those from different ethnic backgrounds, achieve similarly, showing that the school promotes equal opportunities effectively.
- Disabled pupils and those who have special educational needs make similar progress to their classmates. This is because teachers plan work that is at the right level for them and because, in most classes, they receive additional help from skilled teaching assistants.
- The achievement of more able pupils has improved quickly owing to higher expectations from staff. More able pupils are provided with harder work and they are challenged by tasks that make them work hard. Scrutiny of their work suggests that a much larger proportion are on track to secure higher levels at the end of Year 2 and Year 6 than in the previous year.
- Children start school with skills that are typically below the levels expected for their age. They now make good progress in both the Nursery and Reception classes. This is because staff know children well and they plan learning experiences that help them to develop literacy and numeracy skills. By the time they enter Year 1, a greater number are achieving a good level of development. Pupils' achievement in reading has improved because letters and sounds (phonics) are now taught systematically. Throughout the school, reading is taught well and there are regular opportunities for pupils to read both for pleasure and when learning other subjects.

The quality of teaching

requires improvement

- Teaching requires improvement because there is not yet enough that is consistently good or better across the school. Teachers do not always ensure that work provided is at the right level, and this slows progress for some pupils.
- In most classes pupils know what they are expected to learn because teachers make the purpose of the lesson clear. Pupils are given 'steps to success' reminding them of what they need to include in their work. However, some pupils have too many 'steps' and they become confused and this slows their progress.
- Teachers mark pupils' work regularly and provide detailed comments informing them of what they have done well and what needs to be improved. However, there are not enough occasions when pupils have acted upon the advice given by correcting and improving their work. Consequently, they repeat errors and this slows their progress.
- Teaching has improved quickly over the course of the year, with an increasing proportion that is good or outstanding. This was particularly evident in Year 2 where teachers' high expectations have resulted in rapid improvements in pupils' achievement. In this year group, effective learning occurs particularly when teachers probe pupils by asking questions that check pupils' understanding and then provide them with work at the right level.
- In the Early Years Foundation Stage, teachers plan a variety of activities that enable children to learn and develop well in all aspects. Activities take place indoors and outside and provide

opportunities for staff to talk to children about what they are doing. One group of children made models of ladybirds while adults helped them to count the spots on the ladybirds back and to correctly count the number of legs required.

- Relationships between teachers and pupils are good and this inspires pupils to work hard. Their rates of progress are increasing. This is due to teachers adopting a range of appropriate teaching techniques which enable pupils to learn effectively. For example, they have opportunities to discuss their work and to share their ideas. This gives pupils them confidence – particularly those who are disabled and have special educational needs – to contribute to classroom discussion.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy school and this is reflected in their positive attitudes in lessons and around the school. They get on well together regardless of background and show respect towards each other and to adults. Discrimination on any grounds is not tolerated.
- The school's work to keep pupils safe and secure is good. School leaders have created a harmonious community in which pupils feel safe and valued. Pupils say that there is no bullying and that adults are always on hand to resolve any minor disagreements that occasionally arise.
- School leaders have set high expectations for pupils' behaviour and attendance. School records show very few reported incidents of poor behaviour. Attendance has improved and is now average. There have been no recent exclusions.
- Pupils are friendly and polite and courteous. They talk confidently to visitors and share their ideas. They mostly work hard in class, although some lose concentration and chat among themselves when the work does not challenge them. This is why pupils' behaviour is good rather than outstanding.
- Pupils know about different forms of bullying, including that relating to racism, ethnicity and the internet. They know how to keep themselves safe from dangers in the community, for example, dangers relating to tobacco and substance misuse.
- The few parents who responded to the school survey and who spoke with inspectors all agreed that their children are happy, safe and secure and that they behave well in school.

The leadership and management are good

- The executive principal is ambitious. He has quickly established a climate of high expectations for staff and pupils. The school's motto, 'To make our best better' underpins the work of the school. He has created a strong team of staff who share his ambition and are determined to secure the highest possible standards for all pupils. Staff morale is high.
- School leaders have a clear view of what they do well and what further improvements are needed. Their plans for improvement are firmly rooted in improving the quality of teaching to raise pupils' achievement. They have responded well to the medium level of support provided by the AET.
- Leaders have improved the quality of teaching through a programme of mentoring, coaching and training. They have made good use of partnerships both with the AET and with neighbouring schools to provide professional development to improve teachers' skills. Consequently, all weaker teaching has been improved.
- Teachers have performance targets linked closely to pupils' achievement. These are frequently checked, with further support put into place if needed. All staff know that their progression on the salary scale is linked to their success in the classroom and that underperformance will not be tolerated or rewarded.
- Some middle leaders are new to their roles but have nevertheless embraced the changes brought about by new leaders and governors. They are clear about their leadership roles and are

involved in checking the work of other teachers. However, when they scrutinise work in pupils' books, they occasionally fail to identify weaknesses in teaching such as when work does not build on previous learning.

- The curriculum is broad and balanced and enriched by a good number of clubs and visits. Displays of pupils' work in classrooms and around the school show that pupils have many chances to use their reading and writing skills when learning different subjects, and this is helping their achievement in writing to improve.
- Pupils have an excellent understanding of right and wrong and show understanding of and respect for the faiths and beliefs of others. Assemblies offer a time for reflection to meet the needs of the many faith groups represented in school. This shows how well the school promotes their spiritual, moral, social and cultural development. Pupils are very well prepared for life in modern democratic Britain.
- Pupils thoroughly enjoy exercise and sports and know how well it helps them to stay fit and healthy. The new primary sports funding is monitored carefully and is enhancing sporting opportunities and developing teachers' skills.

■ The governance of the school:

The governors are led very effectively by the chair who is knowledgeable and passionate about the school. She has quickly created a strong team, who, with the support of training provided by the academy trust, have quickly grasped their roles and responsibilities. They know how well the school performs in comparison with schools nationally and know that pupils have not all achieved as well as they could. They know the measures school leaders have taken to improve teaching and that inadequate teaching will not be tolerated. Although they receive high quality information from school leaders, they take steps to check the accuracy of this information by asking the right questions to challenge leadership at all levels. Governors have agreed a new pay policy showing clearly how teachers' performance will be rewarded. They ensure that the pupil premium is spent wisely to ensure that eligible pupils achieve well socially and emotionally as well as academically. There are good systems in place to ensure that all statutory responsibilities are met and that all steps are in place to keep staff and pupils safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138589
Local authority	Haringey
Inspection number	440097

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Pauline Daniyan
Principal	David Worrall (executive)
Date of previous school inspection	Not previously inspected
Telephone number	020 8888 3736
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