

# Trinity Primary Academy

Bounds Green Road, Wood Green, London N22 8ES

<b>Inspection dates</b>	14–15 June 2016
<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an outstanding school

- Outstanding leadership and management have ensured very rapid improvement in teaching and pupils' outcomes since the previous inspection.
- Leaders at all levels, including governors, have established high expectations for the school and work together tirelessly, enabling all groups of pupils to do their best.
- Teaching, learning and assessment are outstanding. Teachers support each other very well across the year groups, ensuring that all pupils learn very quickly.
- Teachers know the pupils well and have very high expectations of their behaviour and progress. They check up on pupils' work diligently and provide very clear guidance to help pupils to improve and do well.
- Personal development, behaviour and welfare are outstanding. Pupils are very confident and enthusiastic about learning because they are clear about what is expected of them.
- Pupils feel exceptionally safe and are very clear about what they need to do to remain safe and healthy.
- Members of staff, pupils and their parents all agree that behaviour at the school is exemplary.
- Pupils are very polite and respect the differing needs and beliefs of others.
- Pupils are very proud of their school and their achievements and are very keen to explain what they have learned to each other.
- Pupils' outcomes are outstanding. All groups of pupils make excellent progress from their starting points and attainment compares very well with other schools nationally.
- Provision for children in the early years is outstanding. Children settle into routines very quickly, enabling them to make very rapid progress. They are very keen to discuss their learning and demonstrate their skills and knowledge with ease.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that teachers always encourage pupils to move on to more difficult work, and make greater progress, within a lesson, when it is clear that they are capable of this.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The senior leadership team work together exceptionally well, ensuring that differing staff strengths are utilised to the best effect. Members of staff, governors, pupils and parents are focused on ensuring that there is high-quality provision for all groups of pupils. Collectively, leaders ensure that the school provides an excellent environment for pupils to excel in their learning.
- Leaders have a very clear understanding of how well all pupils are doing. Robust and rigorous systems for ensuring that teachers have access to high-quality training and continue to improve their performance are in place. The school makes very effective use of the best teachers and middle leaders to coach and mentor other members of staff. All staff, including newly qualified teachers, are very positive about the support they have received at the school.
- There is a relentless pressure to develop the school, and all areas requiring improvement at the time of the previous inspection have been tackled successfully. One pupil spoke for the school community by saying, 'The school has improved massively, especially the teaching'.
- The curriculum is designed so that it is motivating and supports very effective learning. It ensures that pupils develop a wide range of skills, including in English and mathematics. British values are promoted in all topics across the curriculum and in assemblies, preparing pupils very well for life in modern Britain. As two pupils commented, 'assemblies help you to respect the views of others' and 'some people have pre-conceived ideas'.
- There is a wide range of additional activities to make the curriculum interesting and to support pupils' enthusiasm for learning.
- Spiritual, moral, social and cultural development is promoted very successfully. For example, pupils have recently been learning about the rights of children and that children should not be exploited through child labour. Cultural diversity and equality are celebrated, and pupils' knowledge and understanding are clearly evident in their work.
- Funding for disadvantaged pupils is largely spent on additional staffing and in enabling pupils to take part in the full breadth of the curriculum. Leaders have ensured that these pupils perform as well as, if not better than, the other pupils. The progress of these pupils is checked rigorously and support adjusted as needed.
- Special funding to support sports and physical education has had a positive impact on the behaviour of the pupils and has led to an increase in extra-curricular clubs and activities. During the inspection, pupils in Year 4 were able to demonstrate their newly learned skills when playing dodge ball.
- The academy trust supports the school's work very well and leaders know that they can work with other schools in the trust, and in the local area, to share expertise and opportunities for training.
- Parents are very positive about the work of the school and have noted the many improvements made since the previous inspection. They typically make positive comments such as, 'My son has really flourished and is so interested in his work' and 'I cannot praise the school highly enough'. Leaders provide parents with excellent information on how well individual pupils are achieving. They are aware that they could provide more detailed information on their website about the impact of spending.
- **The governance of the school**
  - Governance is highly effective. Governors have an in-depth knowledge of how well the school is doing, based on their challenging questioning and their own focused monitoring visits to the school. They have high expectations for the leaders at the school and make sure that they are held to account for their actions. Governors are involved in all aspects of the school's work and ensure that they are fully trained in their responsibilities.
  - Governors are aware of the importance of sustaining excellence. They see it as their duty to ensure that 'No child is left behind' and 'Every child receives the support they need'. Now that the school is successful, governors are looking at ways that the school can raise its profile in the local area and further support other schools.
- The arrangements for safeguarding are effective. Leaders make sure that all staff are trained in caring for the pupils and that they are checked for suitability. Leaders are very quick to assess and provide support for pupils who are vulnerable in any way. Clear expectations for the behaviour of pupils, parents, staff and visitors are in place to ensure that pupils and children in the early years are kept safe at all times.

## Quality of teaching, learning and assessment is outstanding

- Teachers and teaching assistants work together exceptionally well and are highly motivated to ensure that every pupil is helped to achieve his or her best. They ask challenging questions that help the pupils to think carefully about their learning.
- Members of staff have very high expectations for what pupils should learn and consequently pupils take great pride in their learning and produce work that is presented to an exceptionally high standard.
- English and mathematics are developed exceptionally well across the curriculum. Reading is taught very well and as a result pupils are quick to make use of their knowledge of phonics (the sounds letters make) to help them read and spell new words. The teaching of mathematics has been strengthened following rigorous staff training and pupils now have a good awareness of a wide range of strategies to help them solve mathematical problems.
- Teachers consistently manage the pupils' behaviour very effectively and as a result lessons are calm and productive. Teachers maintain the pupils' interest in almost all lessons by ensuring that tasks are varied and interesting. For example, in an English lesson in Year 4, pupils were inspired by a short video clip and role play. As a result, they were well informed when writing about what it would be like to be invaded by the Vikings.
- Teachers ensure that pupils understand what they are to learn and its value, and provide useful resources to support them in their learning. For example, the classroom walls contain much information that pupils can make use of to improve their work, such as powerful words. Counting equipment is freely available to help pupils with their mathematical calculations.
- Teachers are rigorous in checking up on how well pupils are doing, and effective additional support is provided within lessons for any pupils who are at risk of falling behind their age-expected levels. These groups change frequently as the pupils' needs alter.
- Marking has been developed very well since the previous inspection. Teachers provide valuable comments to help pupils know how they can improve their work. Pupils are keen to respond to this advice and answer any questions asked. In a few lessons, learning is slower than it could be when teachers do not make sure that pupils move on in their learning as soon as they are ready.

## Personal development, behaviour and welfare is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The school has very rigorous systems to ensure that pupils are kept safe and, as a result, pupils from the Nursery to Year 6 are confident and are clear about what they need to do so that they can succeed.
- Pupils are very knowledgeable about how to stay safe and be healthy in mind and body. They are well informed about the dangers of using social media and the internet and know the steps they should take to remain safe and free from any form of bullying. Bullying and unkind behaviour is extremely rare at the school.
- Members of staff are successful in teaching pupils the value of good sportsmanship, tolerance and the importance of taking responsibility. Pupils are very conscientious about carrying out their many leadership responsibilities. They are confident in asking each other for help if they are stuck with their work.

### Behaviour

- The behaviour of pupils is outstanding. Pupils' attitudes towards learning are exemplary. They are very enthusiastic about their tasks and are keen to share what they have learned with others. They take care with their writing and consequently almost all work in books is completed carefully and presented well.
- Pupils enjoy their lessons and typically make comments such as, 'In English you can express your ideas in a range of ways' and 'In mathematics there are always new obstacles'. There is very little disruption to learning, with pupils only losing concentration when the work is not moving their learning forward as quickly as it could.
- Pupils are very considerate and mindful of the needs of others. For example, there is much fruitful collaborative learning and new arrivals with limited spoken English are supported very well by other pupils, especially those who share the same home language.
- Attendance has improved rapidly this year. In 2015, pupil absence was in the lowest 10% nationally.

Leaders have worked tirelessly with parents to ensure that they understand the importance of bringing their children to school regularly. As a result, rates of attendance this year are strong and there are very few instances of persistent absence remaining.

- Parents and members of staff are very positive about the pupils' behaviour, and school records show that instances of poor behaviour are very rare.
- Qualities such as politeness and respect are promoted and demonstrated strongly by all staff and consequently pupils are quick to follow these examples of considerate behaviour.

## Outcomes for pupils

## are outstanding

- Most children are working below the levels expected for their age when they join the school in the early years provision. They make excellent progress in the Nursery and Reception classes.
- Pupils make excellent progress across the curriculum during their time at the school. Attainment has risen to above average since the previous inspection and is continuing to rise. In 2015, pupils in Year 6 were in the top 1% nationally for having made the most progress from the end of Year 2. Pupils are very well prepared for the next stage of their education and later life.
- In 2015, attainment in reading and mathematics was above average and broadly average in writing. A whole-school project to improve writing, especially for boys, has been highly effective. Writing in the pupils' books is impressive and this, along with school information on how well pupils are doing, shows little difference between the attainment of girls and boys in this or any other subject.
- Pupils do well in reading, and attainment in the Year 1 phonics screening check has been above average since the previous inspection.
- In mathematics, pupils are able to make use of what they have learned previously to help them tackle mathematical problems. For example, in Year 4, pupils were able to use their knowledge of column subtraction to help them when comparing the capacity of various containers. Pupils in Year 6 demonstrate how well they have mastered the subject by explaining the methods they have used to help them with their calculations.
- Pupils who have special educational needs or disability make excellent progress because teachers are very aware of the individual needs of each pupil and provide them with bespoke support within each lesson.
- Disadvantaged pupils do as well as, and often better than, other pupils in school and nationally. Their progress is checked frequently and support provided when needed.
- Pupils who are learning to speak English as an additional language learn very rapidly because they are given well-targeted support from members of staff and other pupils.
- The most able pupils do well from their starting points because teachers make sure that expectations for their work are high enough.
- Very occasionally, pupils do not progress as far as they could during a lesson, because teachers have not noticed that they are ready to move on to harder work.

## Early years provision

## is outstanding

- Members of staff in the early years provision work together very well and are clear about what they want the children to learn. The children's work and school information show that outcomes are much higher this year than last year, particularly in boys' English.
- Additional funding for disadvantaged children is used to provide highly effective support so that they can achieve as well as their peers.
- Teachers and teaching assistants use praise very effectively to motivate the children to want to learn and do well. They use questioning very well to help extend the children's knowledge and understanding.
- Staff have very high expectations for the children's personal development and as a result children are independent and respond well to responsibilities such as packing away equipment at the end of a session. Clear routines are fully understood and children know how to be successful learners. For example, children in one Reception class knew that they could 'ask a friend' or 'use my brain' if they found their work on doubling numbers too hard.
- The classrooms and outdoor areas are attractive and a wide range of stimulating activities are available to

support the children's rapid progress. In the Nursery, there is a particularly good emphasis on developing the children's speech, such as by using the telephone and role play in the shop. These activities are especially helpful for those who are learning to speak English as an additional language. For example, one child in the shop was very keen to demonstrate his newly acquired knowledge of the names of a wide range of fruit and vegetables.

- Children behave very well and are confident that they will be kept safe by the observant members of staff. They are very enthusiastic about their learning and very keen to show off what they have learned. For example, some children in the Reception Year were very excited about the caterpillars that they were going to care for and were able to explain their life cycle.
- Leaders have a very clear knowledge of what works best and what more can be done to enhance provision further. There has been a big focus on making reading and writing more boy-friendly over the past year, and this has led to a vast improvement in the children's outcomes. There are close links with the parents and 'special books' show parents how well their children are doing.
- Children are very well prepared for Year 1 because their progress and personal development are both excellent.

## School details

<b>Unique reference number</b>	138589
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10011914

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy alternative provision sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pauline Daniyan
<b>Principal</b>	David Worrall (Executive Principal); David Atter (Principal)
<b>Telephone number</b>	020 8888 3736
<b>Website</b>	<a href="http://www.trinityprimaryacademy.org">www.trinityprimaryacademy.org</a>
<b>Email address</b>	<a href="mailto:admin@trinityprimaryacademy.org">admin@trinityprimaryacademy.org</a>
<b>Date of previous inspection</b>	4–5 June 2014

## Information about this school

- Trinity Primary Academy is much larger than an average-sized primary school.
- The executive principal also leads and manages another primary school in the Academies Enterprise Trust. The other primary school is subject to a separate inspection.
- There is a full-time Nursery class and two Reception Year classes in the early years provision.
- A high proportion of pupils speak English as an additional language. Pupils come from a variety of ethnic backgrounds and speak a wide range of languages.
- The proportion of pupils for whom the school receives the pupil premium grant is well above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and pupils who are looked after.
- The proportion of children who have special educational needs or disability is below average.
- The day-to-day running of the school is led and managed by the principal and vice-principal.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

## Information about this inspection

- The inspectors observed teaching and learning in 24 lessons, all jointly with the executive principal, head of school or the vice-principal.
- Meetings were held with leaders, other members of staff, two members of the academy chain and members of the governing body. The views expressed by 14 members of staff were considered.
- The 29 responses from parents to the Ofsted online 'Parent View' questionnaire were scrutinised and inspectors held informal discussions with a number of parents.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. The inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding procedures.

## Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Peter Nathan	Ofsted Inspector
Richard Barnes	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

