



Holy Trinity and Saint Silas CofE Primary School, NW1

Inspection Report

Unique Reference Number 100033
Local Authority Camden
Inspection number 285706
Inspection date 14 March 2007
Reporting inspector Glynis Bradley-Peat

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

Type of school	Primary	School address	Hartland Road
School category	Voluntary aided		London
Age range of pupils	4-11		NW1 8DE
Gender of pupils	Mixed	Telephone number	020 7267 0771
Number on roll (school)	205	Fax number	020 7916 5881
Appropriate authority	The governing body	Chair	Father Graeme Rowlands
		Headteacher	Ms A Williams
Date of previous school inspection	15 October 2001		

Age group 4-11	Inspection date 14 March 2007	Inspection number 285706
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector

Description of the school

The school is smaller than average and serves an area of high deprivation. Over two thirds of the pupils come from ethnic minority backgrounds, the majority from Bangladeshi and Black African groups. Almost half of the pupils have English as an additional language. The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils identified with learning difficulties and those with a statement of educational need is above the national average. The proportion of pupils joining or leaving the school at other than the usual times is also higher than average. Children start school with levels of attainment that are significantly below those expected for their age. The school has achieved Artsmark Gold, Healthy Schools Status and Active Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'This is an exceptional school, led by a very talented and hard working headteacher....We are very proud that our son has had the chance to be educated at Holy Trinity.'

Inspection evidence agrees with the sentiments of this parent, Holy Trinity really is an outstanding school. The charismatic headteacher and her dynamic team of managers and teachers have achieved much since the last inspection. This is because of a candid and robust approach to evaluating the work of the school and those within it. There is an unrelenting focus on standards and achievement and a drive for excellence at all levels. For example, French is already taught across the school and there are plans to introduce the teaching of a second language.

Pupils make excellent progress and reach high standards in all areas of the curriculum, not just English, mathematics and science. Exceptional progress begins in Reception where the quality of education is excellent and continues until pupils leave the school at the end of Year 6. This is because of superb teaching and the exceptional relationships teachers have with pupils. High expectations coupled with meticulous planning means that pupils all achieve as well as they possibly can, including those with learning difficulties and pupils with English as an additional language. The school is innovative in its approach to sharing outstanding practice and makes a variety of films for sharing amongst its own staff, other establishments and the wider community. These are of exceptional quality and have also had a great impact on the achievement of the pupils, specifically boys' writing.

The curriculum is outstanding because it is highly creative and very flexible. It provides each and every child with the chance to excel. Extra-curricular activities and clubs are very well supported and pupils say how much they enjoy them. The school has forged strong links with other educational establishments, local and national theatres, the local church and sports centres to name but a few. Because of these links the staff and pupils have benefited greatly as evidenced by the fantastic work seen this week by the inspector during 'Arts Day'. Pupils' empathy with the work of Shakespeare was quite remarkable.

Outstanding care, guidance and support underpins the exceptional personal development and well-being of pupils. They relish coming to school and their behaviour is excellent at all times. They are responsible, mature young people who show genuine concern for one another. Beautiful shows of flowers greet visitors to the school and evidence of pupils' work in the wider community is widespread, including a sculpture which they helped to make.

What the school should do to improve further

- There are no significant areas for improvement, but the school should now implement improvements identified in its own school development plan.

Achievement and standards

Grade: 1

Standards have risen since the time of the last inspection and are now exceptionally high. Achievement is outstanding. A large proportion of pupils enter the school with social and academic skills which are exceptionally low. They get off to an excellent start in Reception and make exceptional gains in their learning in a very short space of time. Throughout Years 1 and 2 progress continues to accelerate and pupils reach broadly average standards by the end of Year 2 in national tests. The leadership of the school are never complacent and continually seeks ways in which they can improve pupils' achievement. For example, a comprehensive plan ensured a positive impact on mathematics results.

Between Years 3 and 6, progress is very impressive and pupils meet and exceed highly challenging targets. This extraordinary progress is reflected by the school's consistent appearance in the top one percent of schools nationally for achievement in English, mathematics and science. The percentage of pupils gaining the higher levels is significantly above average. Pupils with learning difficulties and disabilities receive expert support which enables them to take huge strides towards their targets. No groups of pupils underachieve. Those starting school with little English make splendid gains in their learning.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy coming to school and say, 'We love school because teachers make learning fun.' They know that their views and opinions are listened to and acted upon. A highly influential school council has achieved much and promoted healthy eating extremely well. Their achievements include the creation of a 'healthy tuck shop', daily fruit, a 'whole-school good health week' with daily fitness sessions and fruit smoothie making, the monitoring of school dinners and letters to Camden to ask for a new kitchen. Pupils quite clearly appreciate the benefits of exercise.

Pupils feel secure and safe and say that they can always find an adult to discuss any worries they have. They can also place any concerns into private 'worry boxes' if they prefer and state that these work well. Pupils spoke enthusiastically about the very wide range of clubs and activities they are involved in. They commented excitedly about their participation in sport, French lessons, visits to places of interest and much more. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils were particularly keen to tell the inspector about their participation in the annual 'Shakespeare Project'. Pupils talked eagerly about working on the costume, set design, dance, music and drama and said they enjoyed working in teams. They also talked of their appreciation of the many visits they have the opportunity to go on such as those to the ballet, opera and theatre. Their behaviour is exemplary both in and around school and attendance is high.

Pupils enjoy making a wide range of contributions to the community. In addition to the sterling work of the school council, pupils take an active part in organising fund-raising events for many different causes. They work constructively with others and speak highly of their role as playground friends where older pupils look after younger ones. They also act as buddies and share their skills with Reception; Year 6 organise and manage the running of the events on 'Sports Day'. The school has developed links with other local schools, which are highly successful and beneficial, and the church. This enables pupils to join in events which prepare them well for the next stage in their education. Along with their high level of basic skills, they are prepared outstandingly well for their future.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding in every way. Teachers take a pride in planning comprehensive and stimulating work for pupils; it is checked by subject leaders rigorously. This results in high quality lessons which pupils thoroughly enjoy. Teachers employ a wide range of activities in all classes which keep every pupil engaged and interested. Interactive whiteboards enhance learning greatly because teachers are highly skilled at getting the best from them.

Teaching is entirely captivating. Excellent questioning techniques prompt pupils into using their speaking skills extremely well. They work together in pairs and groups in a mature way and focus very well on the tasks set. This is because teachers' classroom management is excellent and pupils' energy is channelled effectively. The relationships between teachers and pupils are exemplary. Pupils respond very positively to the well developed sense-of-humour of their teachers. In super drama and French lessons, pupils' sheer delight in learning was evident, they never stopped smiling. In an excellent writing lesson, pupils eloquently described characters from 'The Merchant of Venice' and were able to talk articulately about emotions and feelings.

Teachers regularly offer both verbal and written feedback to pupils so that they know what they must do next time to make their work better. Pupils know their targets and say, 'Targets give you something to aim for.' They are encouraged to assess each other's work and evaluate it. Teaching assistants support pupils extremely well. They are thoroughly briefed by teachers who involve them in all aspects of the lesson. This helps all pupils to achieve as well as they possibly can and contributes much to their success.

Curriculum and other activities

Grade: 1

The curriculum contributes a great deal to the excellent personal development and well-being of pupils. Its creativeness shapes the high quality of teaching seen during the inspection. A particular strength of the curriculum is the performing arts; specialist

teachers are employed which enhances the opportunities for pupils to really excel. All pupils' needs are more than effectively catered for. The school provides variety and enrichment so that there is always something to motivate and enthuse every pupil. Extra-curricular opportunities abound and the take up for them is high. The pupils told the inspector about the many visits and visitors available to them in the school. One boy talked at length about how much his writing had improved because of the day spent with an actor, journalist and playwright.

Brilliant displays adorn the school which demonstrate a high level of skill. Art and drama work is an outstanding feature of the curriculum. The use of French further enriches pupils' experience of language, preparing them well for the next stage of their education. The introduction of a second language aims to enhance this further.

Care, guidance and support

Grade: 1

Staff are all very committed to ensuring the safety and welfare of the pupils in their care. As one parent so eloquently put it, 'Holy Trinity has seen him flourish in so many ways and the caring, friendly and dedicated attention to the school, children and parents alike, never ceases to amaze me.' Child protection requirements are all in place and procedures are known by all staff. Checks on adults who work in the school are carried out regularly and rigorously.

Pupils' academic progress is painstakingly tracked to make sure that all pupils do as well as possible and that underachievement is spotted early on and tackled. Targets are set, met and exceeded because pupils know what these are and strive to achieve them.

Leadership and management

Grade: 1

Leadership and management are outstanding and the overwhelming majority of parents agree. One wrote, 'This is an excellent school. It is extremely well led and directed by a superb headteacher who has achieved amazing results....' The headteacher and her deputy are unrelenting in their drive for continual improvement and never rest on their laurels. Teamwork features highly in all that leaders and managers do. Monitoring of the quality of teaching and learning is rigorous and involves staff at all levels who efficiently carry out their duties. All staff are aware of the schools' many strengths and where they can enrich provision even further because they evaluate their subjects areas exceptionally well. Governors play a full role in all walks of school life and are rightly proud of how much the school has achieved. However, even in such a successful school, they realise the importance of holding it to account for its work. The track record of improvement since the last inspection coupled with a dedicated, highly talented staff means that the school has tremendous capacity for further improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

What a wonderful day I spent in your school! On my arrival I was greeted by beautiful displays of flowers in the school garden and felt welcome immediately. This was only the start. What delightful art work you had all produced and how lovely it looked. I watched many of you on films and your teachers too. What exciting things you were doing and taking part in, no wonder you told me how much you enjoy school! You know the benefits of eating healthily and taking part in regular exercise and told me that you feel school is a safe and friendly place. You behave really well and come to school regularly and this is one reason that you learn so well. Another reason is the super teaching you all receive, every lesson I saw was interesting and fun. Also, your headteacher does her job very very well and always has your best interests close to her heart. All these things mean that your school is outstanding and your parents think so too. You really do fantastically well in English, maths and science, but not only these subjects; you do well in all the others too, especially your English and drama where you have really enjoyed Shakespeare.

I was very pleased to hear that your school is still planning things to make your learning even more fun. You will have the chance to learn another language in addition to the French that you already learn. Wow!

I look forward to watching the progress that you all make in your school and wish you all the success you deserve in the future.

Kind Regards

Glynis Bradley-Peat
Additional Inspector