



Holy Trinity Church of England Primary School

Inspection Report

Unique Reference Number 102908
Local Authority Richmond Upon Thames
Inspection number 286523
Inspection dates 23–24 November 2006
Reporting inspector John Laver

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

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| Type of school | Primary | School address | Carrington Road |
| School category | Voluntary aided | | Richmond |
| Age range of pupils | 3–11 | | TW10 5AA |
| Gender of pupils | Mixed | Telephone number | 020 8940 2730 |
| Number on roll (school) | 182 | Fax number | 020 8940 7163 |
| Appropriate authority | The governing body | Chair | Mr Harry James |
| | | Headteacher | Mrs Penny Cox |
| Date of previous school inspection | 28 October 2002 | | |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Holy Trinity Primary School is a smaller than average primary school. The number of pupils eligible for free school meals is almost double the national average. The school has emerged from an unsettled period, with a new headteacher only recently in place.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Holy Trinity provides a satisfactory standard of education. Until the recent appointment of the new headteacher, the school had experienced a considerable decline in standards and achievement. This was mainly the result of unsatisfactory learning and poor behaviour, and with staff working largely in isolation. The current leadership has already tackled these weaknesses with determination, considerable support from the local authority, and the backing of a fully involved and committed team of governors. The senior leadership has built on these foundations, making a detailed and realistic evaluation of progress, and planning appropriately and rigorously for improvement. Consequently, the school is succeeding in raising achievement and standards above the previously inadequate level. Standards are now broadly average. The 'Every Child Matters' agenda is central to this process, and the results are already evident in substantial improvements, for example, in pupils' moral development.

Pupils are personally well cared for and supported. However, the quality of academic support and guidance is less effective. Behaviour and attendance have improved since the previous inspection, although the quality of teaching has not. The role of subject leaders has developed, but not sufficiently to have a consistent impact, for example, on the effective use of assessment. However, the most significant sign of progress is that achievement is improving. In relation to the good start children receive in the Foundation Stage, where provision is good, achievement is now satisfactory by the time pupils leave school.

Although all staff have a shared commitment to improvement, not all teaching is equally effective. There is some very good, briskly-paced and challenging teaching, but also too much that is satisfactory and not having sufficient impact on the quality of learning. There is inconsistent use of assessment to drive up standards and to set meaningful targets to enable all pupils to develop to their full potential. Thus there is currently a satisfactory capacity for improvement. Pupils are positive about the school, but as one pupil put it: 'It would be nice to have something more challenging.' Pupils are very clear about what they like and dislike. They recognise that the school is now 'a better place', and most parents are equally positive.

What the school should do to improve further

- Improve the overall quality of teaching in order to raise standards and improve achievement.
- Make better use of assessment in order to improve the learning of all pupils.
- Develop the role of subject leaders to ensure greater consistency and increase their influence over the quality of pupils' learning.

Achievement and standards

Grade: 3

Standards are average and achievement is satisfactory. In 2005, standards by the age of seven were above average, although they declined slightly in 2006. Girls' standards were consistently higher than those of boys, although a recent drive to improve boys' standards is now having a positive impact. Prior to 2005, standards of pupils by the age of eleven had significantly declined, and most pupils underachieved, the result of major problems in the school at all levels. Since 2005, there has been a clear improvement. Unvalidated test results for 2006 showed standards that were average overall. Eleven year olds demonstrated improved standards in English, reaching the national average. Higher attainers did particularly well. Standards in mathematics were considerably lower than in English. Many pupils in 2006 achieved well in relation to their ability. However, until recently, levels of achievement have been very variable, and the school has often not brought lower ability pupils to an appropriate standard. Achievement in lessons is still variable, and is linked closely to the quality of teaching, but it is now satisfactory overall. Most pupils are now achieving in line with realistic expectations. Initiatives involving the better use of assessment are beginning to produce results, but good assessment is not yet sufficiently embedded to ensure consistently good progress.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory with good features. Pupils' spiritual, moral, social and cultural development is good. They respond with reverence to times of prayer. Pupils understand their rights and responsibilities, for example by agreeing to a new behaviour charter. As a result they show positive attitudes and behave well. The school council is increasingly active in helping to improve the school. House captains set a good example to all. Attendance has recently much improved. It is now satisfactory overall, although there is still too much unauthorised absence. Pupils talk knowledgeably about the importance of healthy eating and take part enthusiastically in opportunities for sport and exercise. Most pupils enjoy school and show a satisfactory awareness of safety. They make an active contribution to the wider community, for example by supporting recycling and an orphanage in Uganda. Pupils are improving their key skills, resulting from the school's drive to raise standards, and so they are satisfactorily prepared for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. They have recently improved following the headteacher's rigorous approach to monitoring and driving up standards. Staff are

well supported and no longer work as what one described as 'islands within the same school.' Teachers now collaborate to employ more innovative approaches to learning and ensure improved standards. Pupils appreciate the quality of adult support and good relationships established by staff. Teachers manage behaviour well, resulting in a calm working atmosphere. Staff are still inconsistent in meeting the learning needs of pupils of different abilities. Sometimes strategies are very effective. In a Year 1 science lesson pupils learned actively to use their various senses to investigate the importance of sight. In these lessons the pace of learning is impressive and enjoyable: one boy in a Year 5 mathematics lesson exclaimed, 'Wow, this is fun.' However, in too many lessons opportunities to establish this level of challenge are missed, and teachers rely too much on providing the input. Then the pace of learning slows and pupils say that the work is too easy. Teachers use pupils' targets inconsistently to help drive up standards. As a result pupils are uncertain about how best to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The Foundation Stage provides a wide range of exciting activities both inside and outdoors, seen for example when Reception children were making Christmas decorations and learning a range of skills. The teaching of Spanish and French adds variety to the curriculum, and pupils enjoy swimming and visits. The school gives a high priority to personal development. For example, pupils show a good understanding of the importance of healthy eating. They enjoy the sports clubs, which contribute to their health and social development, but would appreciate more non-sporting activities. The quality of curriculum planning is variable. It does not consistently ensure that all pupils are challenged to meet their learning potential. This sometimes limits progress, particularly in literacy and numeracy.

Care, guidance and support

Grade: 3

The care, guidance and support of pupils are satisfactory. The school supports pupils' personal development well. However, recent improvements in academic support are not sufficiently embedded to be fully effective. There are robust arrangements for safeguarding pupils, and they are reviewed regularly. Staff are committed to ensuring pupils are well looked after, for example on school visits. Pupils with learning difficulties and disabilities receive a good level of support. Hence their achievement is improving. A recent focus on a whole school system of assessment has led to individual targets to help pupils improve their work. However, this system is not being used consistently by all teachers. As a result not all pupils are sufficiently clear what their targets are and how they might achieve them.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Some significant improvements in pupils' achievement and a rise in standards are already evident. The new headteacher has a clear grasp of what needs to be improved and is striving successfully to raise achievement. Governors have significantly strengthened their contribution to the school. They are now a knowledgeable body, consistently challenging the leadership, and have a clear focus on monitoring and improvement. Crucially, other staff share this commitment. Strategic planning is now well focused and is based upon the mostly accurate self evaluation by the new leadership. The Foundation Stage is well led and managed. Elsewhere, the role of subject leaders is still underdeveloped, despite recent improvements. Their monitoring role is now more substantial, but the impact on classroom practice is still inconsistent, particularly in terms of the use of assessment and setting targets to improve learning and progress in lessons.

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Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 3 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 3 |
| The extent to which learners adopt safe practices | 3 |
| The extent to which learners adopt healthy lifestyles | 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 | 3 |

The quality of provision

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|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| 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

We would like to thank you for welcoming us to your school. We greatly enjoyed our visit, both looking at what you did in lessons and talking to you. You were very honest and enthusiastic in telling us about your school, and we want to tell you what we found.

Your school gives you a satisfactory education. We agree with you that it has improved a lot recently, and is still improving, so we understand why you increasingly enjoy your time in school.

We believe that your behaviour in school has improved, and also you are absent from school less often. We know that you appreciate the help you get and that you feel safe in school. We also know that you like to be involved, for example in the school council. We are particularly pleased that you are now doing better in your work. We are sure that this is because both you and your teachers are working hard. We are particularly impressed by the good work we saw younger children doing.

We think that you are very lucky to have a new headteacher who understands the school very well and is determined to go on improving it. We believe that all adults and children in the school are also keen to carry on improving.

We know that you enjoy being busy in lessons, and have asked your teachers to set you even more interesting things to do. We have also asked the school to set you clear targets and explain even better how you can improve your work. Your teachers already help each other to teach all subjects well and we have asked them to do more of this. We have seen that many of you are doing well in English and agree with your teachers that you should now also be doing even better in other subjects.

Once again, thank you for a very interesting time in what is obviously an improving and happy school.

Yours sincerely

John Laver (Lead Inspector)