

Holy Trinity Church of England Primary School

Beechwood Road, E8 3DY

Inspection dates 25–26 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding teaching contributes to the excellent progress made by all pupils across the school.
- Children begin school with lower-than-expected levels of skill and knowledge, and then make rapid progress in literacy and numeracy because lessons are very well planned and taught.
- Marking of a very high standard contributes to pupils' excellent progress.
- Teachers and teaching assistants plan and teach collaboratively and inspire pupils to enjoy learning and to develop excellent personal skills.
- Pupils who speak English as an additional language make excellent progress because their needs are well met. This is also true of disabled pupils and those with special educational needs and pupils eligible for the pupil premium.
- Pupils behave outstandingly well in lessons and around the school.
- Pupils feel safe in school and are confident and respectful towards each other and adults.
- The head of school, the senior team and the governors lead the school outstandingly well, ensuring that both teaching and achievement are of the highest standard. The tracking of pupils' learning and progress is accurate, consistent and rigorous.

Information about this inspection

- Inspectors observed 12 lessons, one of which was a joint observation with the head of school. In addition, the inspection team made six shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended an assembly.
- Meetings were held with a group of pupils, the head of school, subject leaders, members of the governing body and a representative from the local authority.
- Inspectors took account of the responses to parent surveys carried out by the school. Members of the inspection team also spoke to parents and carers while they were bringing their children to school.
- The inspection team observed the school's work and looked at a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet-Christofides, Lead inspector	Additional Inspector
Keith Tysoe	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- A high proportion of pupils are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average as is the proportion supported at school action plus or with a statement of special educational needs.
- Pupils are from a wide variety of minority ethnic backgrounds and a large proportion speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a federation of five schools, each with its own head of school and governing body committee, which has an overall executive principal and executive governing body.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that pupils have more opportunities to engage imaginatively and take responsibility for their learning.

Inspection judgements

The achievement of pupils is outstanding

- Children join the school with skills and knowledge at below the levels expected for their age. By the end of the Early Years Foundation Stage, their achievement is either in line with expectations or beyond them. By the end of Key Stage 2, pupils' attainment is above average in both mathematics and English. Their progress is outstanding.
- Pupils read with interest and enthusiasm. Their literacy skills develop at a fast pace helped by a well-planned curriculum which is very rich in opportunities for the development of pupils' literacy. For example, a book focused on every half term feeds into pupils' learning in other subject areas.
- In the Early Years Foundation Stage, children learn quickly to recognise their letters and sounds because of the teachers' focus on play activities that are built around speaking, singing and fun. For example, when teaching the diagraph 'ow', the teacher got children to chant 'blow the snow' and they practised blowing silver glitter to replicate snow. Children laughed ecstatically and all learnt the 'ow' sound very quickly.
- Pupils who speak English as an additional language and disabled pupils and those who have special educational needs make excellent progress as a result of rich classroom activities and the close tracking of the skills that they need to develop.
- The pupil premium funding is used successfully to support the high number of eligible pupils by providing funding for extra teaching staff and extra-curricular activities. These pupils are making accelerated progress in line with their peers in both English and mathematics.

The quality of teaching is outstanding

- The quality of teaching is outstanding because teachers have high expectations of pupils and provide interesting activities which engage and motivate them. For example, in order to enable Year 4 pupils to understand about the intensity of earthquakes, the teacher got pupils working in groups to guess how a seismograph works, and how they could design one with the materials they had.
- Pupils learn and develop their skills rapidly. Teachers are able to track accurately how well pupils are doing, and what they need to learn next. Pupils are encouraged to check their own learning by talking to their partners or by writing on whiteboards and showing their teachers. They also regularly highlight their targets to indicate if they have achieved them, or if they still need to work at them.
- Teachers plan thoroughly to ensure that pupils continue to develop relevant skills. They use information and communication technology resources creatively. For example, in Reception, children were using tablet computers to develop their writing and numeracy and Year 3 pupils were confidently writing example answers on the whiteboard linked to their literacy activity.
- Teachers and teaching assistants are skilful educators, using positive language that motivates and engages pupils, including disabled pupils and those who have special educational needs, and those who speak English as an additional language.
- Positive relationships and vibrant classrooms contribute to a very stimulating atmosphere for learning across the whole school. Pupils' work is displayed and celebrated around the school. Sometimes pupils do not have enough opportunities to engage imaginatively and take responsibility for their learning.

The behaviour and safety of pupils are outstanding

- The behaviour of all pupils in the school is exemplary. Pupils are polite, considerate and have very good relationships with each other and with their teachers. Pupils attend school regularly

and are punctual.

- Behaviour is managed exceptionally well through clear and consistently positive messages from all staff, and displays around the school. Pupils know how to behave around the school building at all times and how to work and play together productively in their classrooms.
- Parents and carers praised the school and were happy that their children are safe, motivated and making progress. They receive high levels of support from the school to enhance their children's learning at home. For example, the parents and carers of children joining the Early Years and Foundation Stage take part in sessions with teachers to understand how phonics are taught.
- Pupils know how to keep themselves safe from bullying and they treat each other with respect. They apply the principles of e-safety when using computers and know how to keep healthy. The importance of keeping safe and healthy is reinforced through the curriculum and a focus on the 'Rights of the Child' convention.
- Pupils are keen to apply for positions of responsibility such as buddies and monitors of recycling activities.

The leadership and management are outstanding

- Senior leaders provide excellent role models for all their staff through their training, teaching and positive attitudes towards staff and pupils. They work collaboratively with staff, pupils and parents and carers to secure the best experiences for everyone at the school.
- The processes for monitoring and developing staff are rigorous and consistent. All staff are committed to providing the best possible learning experiences for all pupils.
- School leaders meticulously analyse how well pupils are doing in their subjects and provide high-quality support to improve areas that need to be worked on. They do this systematically and quickly so that all pupils are constantly learning and improving. This process has directly led to improvements in the quality of teaching as well as to the progress pupils make in their learning.
- The pupil premium is allocated effectively to focus on eligible pupils' needs, particularly in literacy and numeracy. As a result, the progress made by these pupils is excellent.
- The curriculum is a key strength of the school and has been exceptionally well planned and organised by the leaders of training, numeracy and literacy. The views of all staff and pupils were taken into consideration and, as a result, teachers and pupils enjoy a systematic and stimulating curriculum that ensures excellent coverage of all subjects and makes links across subjects and beyond.
- Teachers teach a range of topics, which contain elements of spiritual, moral, social, and cultural learning. As a result, pupils can reflect on, and empathise with other cultures and talk about events within Britain and around the world. They learn to speak Spanish, and celebrate their own languages and cultures through displays.
- Equal opportunities are embedded in every aspect of school life. All groups of pupils achieve well, and all staff are supported to perform at their best. Discrimination in this highly diverse school is non-existent. The school is sensitive to diversity and disability, and, as a result, pupils are tolerant and respect diversity.
- Leaders and managers in the school often share good practice with other schools locally and at conferences nationally. Within the federation, the school has a good reputation for the training of new teachers, leading on the Early Years Foundation Stage, and sharing an innovative, home-grown curriculum with particular strengths in mathematics.
- Safeguarding practices meet the accepted requirements.
- The local authority provides a series of focused visits which validate the school's own self-evaluation.

■ The governance of the school:

- The executive governing body ensures that school leaders carry out their responsibilities effectively to improve teaching and pupils' achievement. The Chair of the Executive Governing

Body actively supports and encourages the leadership team. Governors are linked to subject areas and visit the school regularly to carry out 'learning walks' and to monitor progress. They take part in specialised training provided for them by the local authority and are adept in using data to understand how well the school is doing. Governors ensure that teachers are rewarded for good performance related to the progress of pupils. The governing body ensures that pupil premium funding is allocated in the best interests of the pupils concerned and checks to make sure these pupils do as well as their peers.

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	100263
Local authority	Hackney
Inspection number	403731

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Gwen Gutzmore
Headteacher	Yvonne Barnett, Head of School Sian Davies, Executive Principal
Date of previous school inspection	17–18 January 2008
Telephone number	0207 254 1010
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