

# Holy Trinity CofE Primary School

Sedding Street, Sloane Square, London, SW1X 9DE

## Inspection dates

22–23 November 2012

Overall effectiveness	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good because lessons are well planned with clear structure. Resources are very carefully designed to motivate pupils and capture their interest in their learning.
- Behaviour is good. Pupils feel safe and enjoy their time at this happy and secure school. They feel that bullying is rare and are confident that they are well supported by staff.
- Leaders ensure that subjects are planned effectively to support good achievement in English and mathematics. The school makes good use of the local area to enable pupils to take part in a range of trips.
- Governors have a good knowledge of the school. They provide an equal balance of support and challenge. They have a clear understanding of what the school does well and what it needs to do to improve further.
- School leaders provide clear strategies. They are carefully focused on continued improvement.
- Disabled pupils and those with special educational needs make outstanding progress in English and mathematics through very well designed support and guidance.
- Spiritual, moral, social and cultural development is promoted through a very wide range of opportunities and activities.

### It is not yet an outstanding school because

- Leaders and managers have not made certain that all pupils are set individual targets in English and mathematics so they know what to do to improve in their work.
- The sharing of targets is not always consistent to ensure that pupils' progress is outstanding.

## Information about this inspection

- Inspectors observed 19 lessons, of which 15 were joint observations with the headteacher and other senior staff and two assemblies.
- Meetings were held with staff, pupils, members of the governing body, representatives from the local authority and the diocese.
- Inspectors listened to pupils read.
- Inspectors looked at the school's work, information about the achievement of pupils, safeguarding, attendance, development planning and the school's self-evaluation.
- Inspectors took into account the 27 responses to the on-line questionnaire (Parent View) and 28 staff questionnaires.

## Inspection team

Michael Merva, Lead inspector

Additional Inspector

Madeleine Gerard

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary schools.
- Pupils come from a range of different heritages. An above average proportion of pupils speak English as an additional language. Some are at an early stage of learning English.
- The proportion of pupils supported at school action, school action plus and with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium for whom the school receives additional income is above average.
- A high proportion of pupils join the school at various times other than the start of the academic year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club each weekday. There is no alternative provision at the school.
- The after-school programme is not managed by the governing body.

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

- Ensure pupils make consistently good and outstanding progress by understanding their individual targets in English and mathematics.
- Further strengthen leadership and management by:
  - Checking regularly how consistently teachers are sharing targets with pupils in all year groups and how well pupils are meeting them.

## Inspection judgements

### The achievement of pupils is good

- In the Early Years Foundation Stage children join the school with skills and knowledge that are below expectations for their age. Communication, language and reading skills are particularly weak. Children make good progress in the Nursery and Reception classes and by the end of the Reception Year attainment is closer to average, and improving.
- The teaching of letters and sounds helps children in the Early Years Foundation Stage and pupils in Years 1 and 2 to make good gains in their reading skills. Standards in reading by the end of Year 6 are broadly average and improving.
- By the end of Year 6, standards are average in English and above average in mathematics. Standards are improving rapidly compared to previous years.
- Disabled pupils and those with special educational needs including those on school action, school action plus and those in receipt of a statement are very well supported. Their needs are clearly identified and they receive carefully tailored personalised support and guidance, for example the use of additional adults to provide effective support in lessons to meet their needs. As a result, they make outstanding progress.
- Pupils from White British and other White heritages, including those new to learning English, make good progress. They benefit from extra sessions and in-class support by specialist staff to support their learning.
- Pupils who arrive during the school year are carefully assessed to explore their basic needs. Well planned support in lessons and outside the classroom helps them to catch up with their peers and reach broadly average standards. They make friends quickly because other pupils are welcoming.
- Pupils who are eligible for the pupil premium receive additional support to boost their skills in English and mathematics. This allows them to make good progress so that the gap between them and other pupils within in the school and those nationally closes quickly.
- Parents' surveys and interviews from both Parent View and the school's own records indicate that parents feel that their children are doing well at the school.

### The quality of teaching is good

- The quality of teaching over time is good, and some is outstanding.
- Resources are well constructed and are used to make explanations clear, increase enjoyment, and support pupils in understanding new learning quickly. For example, in a Year 5 history lesson about Ancient Egyptian religion and culture, pupils were fascinated by photographs of Egyptian gods and tombs. These rapidly engaged pupils. They were highly engaged with the imagery of Ancient Egypt and the music from this period.
- Teachers set work at the correct level of difficulty for different ranges of pupils. This allows pupils to learn well in line with their individual needs and make good progress.
- Teachers set short time limits for learning tasks to help pupils work at a brisk pace. This enables them to check and review pupils' learning before moving on.
- Reading is promoted well across the school. Older pupils say they are very pleased with the selection of books they have to choose from and are clear about how much they enjoy reading. Children in the Nursery are positive about being able to change their home reading book each week.
- Pupils' progress is checked by teachers and they use this knowledge to plan work at the right level of difficulty.
- Teachers make clear what pupils will be learning in lessons. Personal targets are used particularly well in Year 6 so that pupils know what they need to do to move up to the next level in their work. However, the use of individualised targets for pupils in other classes is

inconsistent.

- Additional adults are used well to promote learning. They make a good contribution in lessons because planning makes clear how they should support specific pupils. Extra help and guidance for disabled pupils and those who have special educational needs are particularly well focused, making a strong contribution to their progress. These include enrichment activities and support from specialist therapists and external agencies.
- Pupils known to be eligible for free school meals benefit from a range of additional support, including enrichment activities and support from specialist therapists and external agencies.

### **The behaviour and safety of pupils** are good

- Pupils enjoy coming to school and their behaviour is typically good. They are universally polite and relationships are positive.
- Pupils are happy at school. One pupil typically said, 'If you come to school sad, the happy environment and smiling faces makes you feel happy too.'
- Pupils behave well in lessons and around school. They are able to manage their own behaviour and understand what the expected standards are.
- Adults in school use clear systems to manage behaviour well, but on a few occasions those individual pupils who need extra support are given reminders of the standard of behaviour required.
- Pupils are very clear that bullying is rare. They have a good awareness of the different types of bullying, for example cyber and racist bullying. During the inspection, the school was engaging in Kindness Week, which included a strong element of anti-bullying training. Pupils also are confident that staff deal quickly and effectively with any problems which may arise. This is evident in the school's records and logs of bullying and racist incidents.
- Attendance is average and improving. This is the result of the school's effective strategies to promote regular attendance. It has a high profile across the whole school community. For example, the school celebrates the importance of regular attendance and its positive impact on progress.
- The breakfast club provides a calm start to the school day in a very caring and supportive environment.

### **The leadership and management** are good

- The headteacher, leaders and managers, staff and parents work closely together as a team to promote and secure good teaching and good pupil achievement.
- Both the local authority and the diocese board provide light touch support for this good school. Since the last inspection, the school has sustained good teaching, behaviour and safety. It has improved attendance and raised attainment in mathematics. As a result, it is improving and has the capacity to improve further.
- The school's self-evaluation is accurate and defines appropriate priorities for improvement and gives clear guidance on how to achieve them.
- The school's management of the quality of teaching is rigorous and systematic. However, what is less consistent is the sharing of pupil targets and how well pupils are meeting them. Teaching is regularly and accurately checked by the school's leaders and the results are shared with the governing body. Clear links are made between the quality of teaching and the school's performance management process, resulting in appropriate targets and relevant training and coaching for staff. The process is closely related to pupil achievement and teachers' pay progression.
- The curriculum is broad, balanced and meets statutory requirements. It is also often very imaginatively delivered, including the use of engaging resources to help pupils' learning and

enjoyment. The school uses its central London location to provide a range of learning experiences beyond the school environment. These include art lessons at a local gallery and performances of plays, written by pupils, at the Royal Court Theatre. Music provides a very strong opportunity to increase pupils' learning and is comprehensively delivered across the school.

- Spiritual, moral, social and cultural provision is a strength of the school. Opportunities are provided to allow pupils to understand religious and moral ideals and to reflect on their own behaviour. This was observed during the inspection in an assembly involving information about a specific saint and the potential influence of her life on the pupils. Achievement was a strong feature of another assembly where pupils' progress in a range of areas was very well celebrated. Cultural opportunities are rich and the pupils demonstrate friendly behaviour at all times.
  - The Early Years Foundation Stage is well led and managed by its coordinator. There is a well organised induction system for children to help them to settle quickly when they join the school. Close links with parents help promote children's good achievement. Workshops for parents, for example on how reading is taught, help them support their children's learning at home.
  - Tackling discrimination is central to the school's work to ensure that all pupils, regardless of their background or ability, have equal opportunities to access all that the school has to offer and achieve well. The school has good systems to ensure all pupils do as well as each other and develop positive relationships.
  - **The governance of the school:**
    - Governors know the school well and accurately evaluate the school's work. They have a good understanding of the quality of teaching. Governors check carefully the management of the school's performance and ensure there are strong links to both classroom performance and the payment of salaries. They make sure that additional funding provided through the pupil premium is used to support pupils known to be eligible for free school meals. They check that additional teaching sessions and further learning opportunities for these pupils successfully close any gaps in their performance compared with all pupils nationally. Governors help make certain that all pupils do equally well. They carefully monitor arrangements for safeguarding to ensure that statutory requirements are met. They also closely monitor, review and revise a range of key policy documents. Governors fully examine the school's financial resources to check whether they are well used to have a positive impact on pupils' learning. They ensure that the school has effective procedures and policies for risk assessment. The governors have had training in relevant areas such as safer recruitment.
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## 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

<b>Unique reference number</b>	100490
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	402827

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	The Reverend G Rainford
<b>Headteacher</b>	Deryn Welbourne
<b>Date of previous school inspection</b>	23–24 January 2008
<b>Telephone number</b>	020 7881 9860
<b>Email address</b>	info@ht.rbkc.sch.uk

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