

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	102908
<b>Local Authority</b>	Richmond Upon Thames
<b>Inspection number</b>	335986
<b>Inspection dates</b>	11–12 March 2010
<b>Reporting inspector</b>	Andrew Saunders

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

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<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>	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Harry James
<b>Headteacher</b>	Mrs Penny Cox
<b>Date of previous school inspection</b>	23–24 November 2006
<b>School address</b>	Carrington Road Richmond TW10 5AA
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## Introduction

This inspection was carried out by three additional inspectors. Approximately 50% of inspection time was spent looking at learning. Inspectors observed 10 teachers and saw 13 lessons. They held meetings with senior leaders, groups of pupils, staff and governors, and spoke to parents. They looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures, school leaders' monitoring of teaching and learning, the school development plan, minutes from governors' meetings and the questionnaires received from 90 parents and carers, as well as responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How effectively the school has raised attainment, particularly at Key Stage 1, and for boys in reading and mathematics.
- The effectiveness of the school in improving attendance and managing behaviour.
- How well leaders and managers at all levels contribute towards improving outcomes for pupils, particularly within Key Stage 1.

## Information about the school

This is an average sized school. Numbers are increasing and the school is now a two-form-entry. Some cohorts in the older age groups are very small. The Early Years Foundation Stage includes a Nursery with morning and afternoon sessions, and two Reception classes. The school is located in an urban area, and is at the beginning of an extensive building programme. The proportion of pupils eligible for free school meals is above average. There is a larger than average proportion of pupils from a wide range of minority ethnic backgrounds; just over half are from a White British background. There are more pupils at an early stage of learning English than are found nationally. The proportion of pupils with learning difficulties and/or disabilities is average, the largest group being those with moderate learning, speech, language and communication difficulties. The school has gained numerous awards, including International School status (intermediate award) and the Eco-Schools award. The school runs a breakfast and an after school club which were included as part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Since its last inspection, Holy Trinity has continued to improve and offers a good standard of education to its pupils. This is because of the energetic and visionary leadership of the headteacher. She has enabled a broad range of those involved with the school to participate in bringing about improvements. There is a strong focus on the care and well-being of staff and pupils. As a result, the care, guidance and support pupils receive are exceptional. Many parents expressed their deep appreciation of all the school offers their children. A parent voiced the opinions of many, saying that the headteacher 'is tremendously dedicated to the school and is determined that the school is a great environment for the children. Holy Trinity is a happy school that gives a great start to our children.'

The Early Years Foundation Stage supports pupils' learning and development well because it has good resources and staff know the pupils very well. They ensure pupils get the support and challenge they need to make good progress and as a result they are well prepared for the next stage of their learning. Pupils continue to make good progress through the school, because most teaching is good, and some is outstanding. Where teaching is not as effective as the best, progress can occasionally slow down, for example where pupils are not given work that challenges them enough, or are not given opportunities to respond to comments in their books. Where pupils have learning difficulties and/or disabilities, they are quickly identified and provided with support which is carefully planned. Adults working alongside them are well informed; support includes a range of appropriate agencies from outside the school. As a result, these pupils make similar, good progress to their peers. Pupils who are at an early stage of learning English are also well supported and make good and sometimes exceptional progress.

Many pupils commented about how much they like coming to school. As one pupil put it, 'All of the teachers make our lessons easy and joyful. Everybody is nice and caring and you feel very safe around them.' They like taking part in discussions about how to improve their school and are particularly enthusiastic about it being an Eco-School. They demonstrated this by challenging the headteacher not to drive her car to school. The school has done much to encourage good attendance, and this is now above average. Pupils make very good use of the many opportunities to reflect on what they are learning.

The curriculum has been thoughtfully adapted to reflect a more creative approach and to involve the interests and contributions of the pupils. Leaders and managers at

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all levels discuss and set challenging targets and regularly review these. As a result of improving assessment, targets for current groups of pupils have been raised. The school has an accurate view of its current strengths and where it needs to develop further. The record of improving attainment and the accurate self-evaluation of senior leaders indicate that the school has good capacity for further improvement.

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

- Raise attainment further, by ensuring that all teaching is good or better, within a year, by:
  - providing more able pupils with more challenging work, particularly in mathematics
  - giving pupils opportunities to respond to marking.

## Outcomes for individuals and groups of pupils

2

Attainment has improved and is average at the end of Year 6. In recent years, attainment at the end of Year 2 has been below average, but observations and the school's tracking data show that the current cohort has made up considerable ground and their attainment is now broadly average. Cohorts vary greatly in their skills and knowledge when pupils start school and a high proportion of pupils join the school other than at the usual times. Considered on an individual basis the majority of pupils make good progress from their starting points, including boys, because teachers often relate the lesson to what pupils have learnt before and use contexts that interest the pupils. In lessons observed, most children are working at the levels that might be expected, and know what they need to do to improve further. However, some of the pupils who are more able, occasionally find work too easy, for example in mathematics.

Pupils enjoy learning and behave well, demonstrating good attitudes to the activities provided. As a result they work hard in lessons, both independently and in pairs or teams. Pupils know they are well cared for; if they are worried, they feel there is always someone they can talk to and they feel confident that issues will be dealt with quickly. Pupils know what their targets are for the next steps in their learning and this has helped to increase their progress. They are exceptionally well informed about what they can do to stay healthy and actively participate in making good choices towards this. They also relish the opportunities they have to help improve the school and their wider community. They readily contribute their own prayers at suitable times, such as the laying of the foundations for the new buildings. This reflects their highly developed spiritual understanding. They demonstrated their effective information and communication technology skills and a strong sense of awe and wonder in an assembly about the work they have done. Pupils from many different backgrounds get along harmoniously and they provided a welcoming refuge for pupils from another school, who were temporarily displaced.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers make good use of techniques, such as 'thumbs up' and good questioning to check how well pupils have understood the work covered. Not all teachers identify quickly enough when the work is not stretching more able pupils. Pupils receive positive feedback both verbally and through marking in books. However, they are not always expected to respond to written feedback and miss these opportunities to consolidate their progress. Teachers make good use of the resources available and enable pupils to contribute ideas. Staff are increasingly confident users of technologies, such as the interactive whiteboards and laptops, which are being used effectively in lessons. Teaching assistants are well informed and sensitively provide the help pupils need to overcome difficulties. Pupils have a significant influence on the topics they study and the curriculum includes many interesting opportunities to enrich their learning, such as circus skills and many music, singing and dance activities. Enrichment weeks and a wide range of visitors, such as during the international week, make further contributions which the pupils enjoy. This demonstrates the great lengths the adults go to in order to make learning fun. They also go out of their way to listen to pupils and this ensures pupils are particularly well cared for and have a tremendous sense of security. The breakfast club and after-school club are well organised and staff running these also know the pupils well; pupils like attending. Good record keeping ensures that observations about pupils are shared with parents or staff as appropriate.

*These are the grades for the quality of provision*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The strong, dedicated leadership of the headteacher and the senior leadership team has brought about significant improvements since the last inspection, particularly in raising the standard of teaching so that progress has improved. As a result, the school has an excellent reputation in the local area, numbers have increased and parents are wholeheartedly behind the school. The new buildings will give the school much needed space to expand the activities and opportunities for pupils. The governors have been rigorous in providing the school with the support they have needed to bring about these changes and are not afraid to ask searching questions. Together with the headteacher, they have ensured that financial management is sound and have overcome a considerable deficit. They also act effectively to ensure that the safety of the pupils is paramount; at the time of the inspection all requirements were in place and effective. Pupils with wide-ranging learning needs and/or disabilities are given every opportunity to succeed and the school goes to great lengths to provide additional support where it is needed. As a result, pupils who have found it difficult to cope elsewhere make great gains in their learning and development. This is a highly inclusive school. The school ensures that pupils, whatever their ethnic or cultural background, or their ability, are valued and free from discrimination. Equality of opportunity for all pupils is promoted effectively. An extension of this is the impressive contribution the school makes to developing community cohesion, locally, nationally and globally, through effective partnerships, such as with a school in Chile and teachers in Barcelona. The school is rigorous in evaluating how effective these links are. This means that pupils are highly aware of their role within a wider context, and have exceptional understanding about the differences in beliefs and cultures that exist. The school is well placed to bring about further improvements and there is considerable determination to do so.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children join the Nursery with a wide range of knowledge, skills and understanding. However, the highly welcoming atmosphere and deep dedication of the staff mean that they settle very quickly and staff get to know them very quickly. Parents expressed their considerable admiration for this part of the school, in helping their children to make such a positive start to their learning journey. The use of innovative techniques, such as singing instructions and requests, along with exceptional resources, help children to make rapid progress from their starting points. Moving into the Reception classes is well managed and good progress continues. As a result, children develop the ability to work independently and to collaborate, to solve problems and develop their ideas. Children feel safe because of the very positive relationships with adults and know how to ask for help when they need it. Children from a wide range of backgrounds play happily together. Any additional needs are identified quickly and support is well targeted, for example for those learning English as an additional language or with communication difficulties. The learning environment is well resourced, including the outdoor area in the Nursery. The outdoor area for the Reception classes is less effective at the moment, because of the disruption from the building programme.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents and carers are highly supportive of the school and hold the headteacher in the highest esteem. While some did not respond about whether the school helps their children to be well prepared for the future, almost all other responses to this question were positive; comments show that parents and

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carers who did not respond felt they had not experienced enough of the school to be able to respond. Further comments particularly praise the care of all the staff for the children. A small number of parents and carers would like to see an improvement in communication between them and the school. Inspectors found that there are many ways in which good communication is developed between the school and parents and carers and this aspect of the school is a considerable strength.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 255 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	76	17	19	3	3	0	0
The school keeps my child safe	69	77	20	22	1	1	0	0
The school informs me about my child’s progress	62	69	25	28	3	3	0	0
My child is making enough progress at this school	58	64	22	24	6	7	0	0
The teaching is good at this school	61	68	22	24	3	3	0	0
The school helps me to support my child’s learning	48	53	35	39	5	6	0	0
The school helps my child to have a healthy lifestyle	50	56	37	41	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	47	29	32	1	1	0	0
The school meets my child’s particular needs	48	53	31	34	5	6	0	0
The school deals effectively with unacceptable behaviour	49	54	31	34	4	4	0	0
The school takes account of my suggestions and concerns	51	57	29	32	5	6	0	0
The school is led and managed effectively	69	77	17	19	2	2	0	0
Overall, I am happy with my child’s experience at this school	67	74	21	23	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 March 2010

Dear Pupils

### **Inspection of Holy Trinity CE Primary School, Richmond TW10 5AA**

Thank you for helping us when we visited your school recently. We enjoyed meeting many of you and were pleased to hear what you thought about your school. You told us you think it is a good school, and we agree with you. There are many good things about your school and these are a few of them.

- The headteacher has made sure that the school continues to improve.
- You said that the teachers make lessons fun and we could see that you enjoy learning.
- Teachers keep track of how you are doing, and you make good progress because teaching is good.
- You behave well and get along with one another.
- Those of you who need extra support get help from the adults around you.
- All the staff look after you and care for you very well. They make sure you are safe.
- You respect each other and know a lot about the wider world in which you live.
- You are very keen on making sure your school is eco-friendly and have done a lot to make this happen.

We have asked your school to help you do even better by improving in the following ways.

- Make sure that teachers give you more challenging work, particularly if you sometimes find the work too easy.
- Give you the chance to make changes to your work when they have marked it.

You can help by continuing to work as hard as you can. Most of all, you should continue to enjoy being such a positive part of your school.

Yours sincerely

Andrew Saunders  
Lead inspector

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