

Inspection of Holy Trinity Church of England Primary School

Carrington Road, Richmond, Surrey TW10 5AA

Inspection dates:	1 and 2 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Staff and pupils embody the school's values of 'aspiration, love and community'. Pupils get along well with each other. The school has high expectations of pupils' behaviour and attainment. Pupils achieve well by the end of their time at school.

Pupils benefit from the extensive offer which promotes their wider interests. Music and singing are highly valued. Pupils also develop their skills and talents through the musical clubs, including the two choirs and the opportunity to learn a brass instrument in Year 4. Pupils, parents and carers are enthusiastic supporters of the staff band, 'Take Sats', who perform at regular school events, such as 'Holy Trinity in the Park'.

Pupils enhance their leadership skills as mentors, buddies and 'well-being ambassadors'. This helps to establish the school's inclusive ethos. For example, buddy readers in Years 5 and 6 read with younger children. They also model positive behaviour by regularly walking with their buddy to the local church.

Pupils contribute to the local community through fundraising, including through the 'refill store', which promotes waste reduction. Pupils also contribute further afield. For example, the junior leadership team organises bake sales to support a linked school in Uganda.

What does the school do well and what does it need to do better?

Children in early years get off to a flying start. The curriculum is designed to give them opportunities to learn and practise new concepts effectively. For example, children apply their number knowledge when finding hidden Easter eggs and place them correctly on a number line. Routines and communication are prioritised. This means that children join in with familiar stories and songs using actions and props. Children take turns, feel confident trying new things and are supported to do their best in a nurturing environment.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) appropriately. It ensures that pupils receive the support and resources they need to help them learn. Leaders prioritise high-quality teaching in lessons. Staff are trained to adapt resources effectively and use personalised approaches, when appropriate. As a result, pupils with SEND access the curriculum and achieve well.

The school curriculum is sequenced precisely so that pupils return to key ideas to develop their understanding. At times, however, teaching does not consistently check that pupils understand key concepts before attempting more complex tasks. This means that some pupils struggle to deepen their understanding by connecting new knowledge to their previous learning.

Reading is a priority. Children start learning to read as soon as they begin in Reception. Books are well matched to the sounds that they know. Staff are suitably trained to deliver the school's reading programme. Pupils who need help to keep up with their reading are supported effectively. This means that over time pupils become skilled and confident

readers. Pupils are well motivated to read widely and are excited to get stars and eventually certificates for their daily 'rainbow readers'.

The programme for pupils' personal development is excellent. The curriculum extends beyond the academic with rich experiences for all pupils. For example, in Reception, children host ducklings, which helps build their understanding and language of what animals need to survive in their habitats. A rich array of trips and visitors give pupils opportunities to develop their understanding further. For example, when learning about key scientific discoveries in history, pupils also hear from contemporary scientists so that they understand what they might need to do to pursue a career in this field.

Some aspects of the behaviour systems have been recently reviewed. Pupils behave well in lessons. Bullying incidents are rare, and pupils feel that issues are dealt with swiftly. Typically, pupils interact positively with each other. The school is working effectively to support a group of pupils whose behaviour does not consistently meet set expectations, and with whom some pupils feel that issues persist. Leaders have suitable systems in place to monitor attendance and punctuality; as a result, pupils attend well and on time.

Staff feel supported and enjoy working at the school. They appreciate the adjustments made to help with their workload and well-being. Those responsible for governance fulfil their statutory duties effectively. They have worked with staff to maintain the school's high standards during a period of recent leadership transition. Parents are overwhelmingly positive about the school's academic and pastoral support. One parent, expressing the views of many, said, 'Staff pour their heart into the school to create a caring environment for our children, without compromising academic achievements.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teaching does not consistently check that pupils are clear on the key concepts before attempting more complex tasks. Consequently, some pupils struggle to integrate new knowledge into larger ideas. This means that they are not as able to deepen their understanding and make connections in their learning. The school should review how teaching supports pupils to practise and remember the concepts they have been taught previously.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102908
Local authority	Richmond Upon Thames
Inspection number	10379122
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair of governing body	Francis Neal (co-chair) Eils Osgood (co-chair)
Headteacher	Andy George
Website	www.holytrinityschool.org.uk
Dates of previous inspection	8 and 9 July 2015, under section 5 of the Education Act 2005

Information about this school

- Holy Trinity Church of England Primary School has a religious designation and is part of the Diocese of Southwark. The last section 48 inspection was in February 2020.
- The school has undergone a period of leadership transition over recent years. The current headteacher took up their post in January 2025.
- The school runs its own breakfast and after-school clubs.
- The school currently does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, teachers and support staff. The lead inspector met with a group of governors, including the chair. The lead inspector also spoke with the local authority school improvement partner and the diocesan education adviser.
- Inspectors carried out deep dives in these subjects: reading, design and technology, music and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- Inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector	His Majesty's Inspector
Christian Hicks	His Majesty's Inspector
Dave Collins	Ofsted Inspector

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