

Holy Trinity C of E Primary School

Inspection report

Unique Reference Number	101317
Local Authority	Barnet
Inspection number	335695
Inspection dates	23-24 September 2009
Reporting inspector	Susan Thomas-Pounce

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	242
Appropriate authority	The governing body
Chair	Mrs Claire Mugridge
Headteacher	Mr Tim Bowden
Date of previous school inspection	14 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, 2 assemblies, had lunch with the pupils, observed playtimes and held meetings with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at the data the school has collected on pupils' progress, the school improvement plan and procedures for keeping pupils safe. Ninety-six parental questionnaires were returned and scrutinised by the inspection team, who also spoke with a number of parents during the parents' coffee morning. Staff and pupil questionnaires were also analysed during the inspection.

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

- the quality of teaching and learning in Years 3-6, and the effectiveness of the strategies to improve both boys' and higher ability pupils' writing
- how well pupils understand what they need to do next in order to improve their work
- the impact of leadership and management at all levels on improving the school
- the effectiveness of the Early Years Foundation Stage.

Information about the school

Holy Trinity is a one-form entry school with a nursery offering Breakfast and After School Clubs. These are well run and have good levels of attendance. There is a wide variety of minority ethnic groups within the school and a high proportion of pupils who have English as an additional language, although few of these are at an early stage of learning English. The overall proportion of pupils with special educational needs and/or disabilities is below the national average, but this percentage is above average in some year groups. Attainment on entry to the Reception Year is broadly as expected for their age. The school has received numerous awards including the Healthy School Award, an International Award and Activemark.

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

Holy Trinity is an effective school with a number of significant strengths. The school is successfully led by the very enthusiastic headteacher who ensures that a strong Christian ethos permeates the life of the school. Strong pastoral work undertaken with pupils is underpinned by high quality relationships developed between pupils, staff, parents and the wider community. Parents overwhelmingly praise the school. Pupils and parents say they feel valued and welcomed. The focus on individuals and work with the community is at the heart of this successful school. Pupils told inspectors how they enjoyed all the opportunities the school provided which helped them to learn and develop. They spoke about the responsibilities and contribution they had made to improve the life of the school. For example, the school council monitored school lunch quality and purchased playground equipment. Many parents commented on the dedicated leadership and the strong commitment by all staff to continually look for ways to improve. Parents and pupils are immensely proud of their school.

The school's positive reputation in the community and good pupil outcomes are due to the hard work of all staff and governors who share the headteacher's values and ambitions for the school. Pupils' adoption of healthy lifestyles is excellent. The school successfully instils in the pupils an outstanding spiritual, social and moral understanding. This accounts for their positive attitudes to school and good behaviour, which at times is exemplary. Together with their excellent awareness of other cultures and faith groups, their first-rate understanding of how to maintain a healthy lifestyle and how to stay safe, means they are well prepared for the next stage of their education.

There is a rising trend in pupils' attainment at the end of Key Stage 1, where standards are above average. However, these have not had time to permeate through Key Stage 2, where standards reached by the end of Year 6 are broadly average. Nevertheless, pupils make good progress through the school.

In the past, standards in writing were weaker than those in other areas. The situation is now better because of actions taken to improve teaching and ensure the curriculum encourages pupils' enthusiasm for learning, particularly writing. Initiatives have included giving pupils more opportunity and inspiration for their writing through

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a focus on the Big Write project. Parents and pupils commented favourably on the changes made, and all pupils including boys and more able pupils have benefitted. Parents appreciate the encouragement of their active involvement through 'talk homework' where children at home with their parents, brainstorm or talk together for 15 minutes as preparation for writing. Pupils were proud to talk about the way their writing had developed. One said 'I love it when we do Big Write because I have a chance to set my imagination loose'.

The drive and determination of the headteacher and senior leaders has ensured that teaching and learning are good overall. There is generally good teaching and learning in Years 3 – 6, however the quality is not as consistent as in the rest of the school. Pupils are not consistently challenged because activities are not always geared to meeting the specific needs of individual pupils. Although marking has improved throughout the school, pupils need a clearer understanding of what they need to do to improve especially in the development of their skills in writing. The team of senior staff and governors know what the school does well and what needs to be improved further. Accurate self-evaluation has meant that the school has successfully addressed areas of weakness. For example, attendance has improved since the last inspection and is now good. This realistic self-evaluation alongside the school's recent track record of improvements in performance confirms that there is good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that teaching in Key Stage 2 is more consistently good by:
 - planning activities that are accurately matched to individual pupil's abilities and needs
 - improving the quality of marking and ensure pupils are given clear guidance on what they need to do to make their work even better, particularly as they develop their writing skills.

Outcomes for individuals and groups of pupils**2**

All groups achieve good outcomes. Over time, standards by the end of Year 6 have been broadly average. In nearly all the lessons observed, pupils were making good progress, they used time well, and were motivated and keen to please. However, their progress through Years 3-6 is not consistently good because teaching sometimes fails to challenge every pupil. Ironing out this variability is a key issue for the school. Because they receive well-targeted support, pupils clearly enjoy their work and they appreciate being treated and valued as individuals. A particularly successful aspect of their personal development is the opportunities they all have to take on extra responsibilities as they get older. They show a distinct concern for the well-being of younger pupils at the school, enjoying opportunities to help out. The School Council has had a very positive effect on the development of the school. Pupils' understanding of the contribution they can make to the national and global communities is very well developed. Pupils confirm that incidents of racism and bullying are rare.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Senior leaders have worked hard to improve teaching and learning and this has been successful. Teaching assistants are effectively deployed and plans are well thought out so that teachers can build on pupils' prior learning. Teachers' assessment of pupils' learning and progress over time is thorough. Staff use this information well to identify pupils who need additional support programmes. Day to day assessment is weaker, especially in Years 3 to 6. This means that in some lessons, group work is not well matched to individual pupil's needs. Similarly, although marking is regular and rewards pupils' efforts, it does not always show pupils how they can improve nor consistently involve them in the process of getting better. This inconsistency is particularly noticeable in developing writing skills. Staff organise a wide range of successful extra programmes and activities. They can point to significant successes in helping pupils overcome difficult periods both through work within school and through partnership with specialists. The school is rightly proud of the way it helps pupils who are more vulnerable.

The curriculum has been developed well to enhance pupils' motivation to learn. There is a consistent approach to teaching and applying literacy, mathematics and other key skills across the curriculum. A wide range of activities are available to all pupils, including modern foreign language learning throughout the school. Many extra opportunities are provided for all pupils to work with pupils from other schools, including different faith schools and other countries. As a result, pupils from Holy Trinity have a very good awareness of cultural and ethnic diversity in the United

¹ 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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Kingdom, through direct experience. The school annually hosts a visit of Japanese children, and its international work, through the Comenius project includes linking with schools in Belgium and Spain as well as India and several schools in Africa, successfully broadens the pupils’ experience of global communities.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders are fully committed to continuous improvement. Strategies put in place to improve writing for both boys and higher ability pupils have been successful. The headteacher has a clear vision, which is successfully shared with staff, governors, pupils and parents. A striking example of this is the high priority given to working with the community and engaging parents and carers in their children’s learning. Parents commented that ‘the headteacher and staff have provided a wonderful atmosphere for the children in which they can feel part of the community and develop a sense of responsibility for each other’. The school has worked very successfully to build these relationships. This has been achieved through regular consultation, curriculum evenings, a strong homework partnership, extended school services and a wide range of social activities. The school has achieved considerable success in promoting community cohesion and this is an outstanding strength of the school. Very effective partnerships exist with other local schools, the church, local businesses and internationally. This is a school where everyone is supported to achieve their best. Diversity of social, ethnic group and faith are celebrated and valued. The wonderful banners and displays around the school made by the pupils celebrating both their community links and their diversity are testament to this. Systems to safeguard pupils and tackle inequalities are thorough. The governors monitor the school well. They conduct regular visits and ask probing questions. Leaders, including governors, set challenging targets for pupils’ attainment and these are generally met.

These are the grades for leadership and management

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

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

Early Years Foundation Stage

Provision on the Early Years Foundation Stage has improved. Children get off to a good start in the Nursery and information collected on children indicates that they achieve well as they move through Reception. Consequently, by the time they start in Year 1, most children reach levels that are above average.

Teaching and learning in the Nursery and Reception class are good. There is a good range of activities led by adults and those which children choose for themselves. Activities are interesting and exciting and the children enjoy all they do. As a result of being effectively supported, children in the Nursery were seen learning well. They identified letters in their first name and then used paint to print it. They were so proud of their efforts.

Children in Reception were observed making pictures after listening to a song about the bones in their bodies. This activity was well supported by the adult who developed children’s confidence and language well. Children are given lots of opportunities to learn how to record their efforts as they learn to work with numbers and shapes, make marks on paper and later begin to write simple sentences. However, adults do not always give children good guidance on what they need to do to improve, especially in relation to writing letters properly and spelling simple words correctly. Personal and social skills are well promoted in everything the children do. As a result, behaviour is good.

The Early Years Foundation Stage is well led and managed. There are good arrangements to ensure the health, safety and welfare of the children. Parents are particularly pleased that good induction arrangements ensure children settle into school quickly. Adults are well prepared and organised at the start of the day and so sessions run smoothly. Clear records are kept on all children which show the good progress that they make and where additional support might be needed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2

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Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Of the high proportion of parents who responded to the questionnaire and the group who spoke with the inspectors, the overwhelming majority were very positive about the school. In particular, the good quality of the school’s leadership and management was recognised. There were also a significant number of complimentary comments about the quality of the relationships the school had built with parents and carers. As a result, they felt partners in their children’s learning. Other positive comments included the commitment of the staff, the level of care, the range of opportunities available and how much their children enjoyed school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	87	13	14	0	0	0	0
The school keeps my child safe	78	82	18	19	0	0	0	0
The school informs me about my child’s progress	47	49	46	48	1	0	0	0
My child is making enough progress at this school	47	49	47	49	1	0	0	0
The teaching is good at this school	58	61	38	40	0	0	0	0
The school helps me to support my child’s learning	51	54	43	45	0	0	0	0
The school helps my child to have a healthy lifestyle	63	66	30	32	2	2	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)	46	48	42	44	0	0	0	0
The school meets my child’s particular needs	52	55	42	44	0	0	0	0
The school deals effectively with unacceptable behaviour	59	62	35	37	0	0	0	0
The school takes account of my suggestions and concerns	47	50	45	47	2		0	0
The school is led and managed effectively	68	71	28	30	0	0	0	0
Overall, I am happy with my child’s experience at this school	73	76	23	24	0	0	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

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>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



25 September 2009

Dear Pupils,

Inspection of Holy Trinity Church of England School, East Finchley N2 8GA

Thank you for welcoming us so warmly to your school recently. We enjoyed seeing how you work in your lessons, and sharing your assemblies, lunch and playtimes. Thank you for telling us how much you enjoy life at Holy Trinity. Please thank your parents for sending us their comments; we agree with them that you go to a good school.

Your teachers know you well and find lots of different ways to help you learn and develop. We saw this in your lessons and in the different programmes and extra activities the school sets up for you and your parents. We were particularly impressed with how your school works so successfully to help children and adults come together as a community.

Because your teachers and parents work so well together, you develop good personal skills, know how to lead healthy lifestyles and learn how to get on with others. You are very good at taking responsibility for yourselves and you contribute extremely well to the local community and care for those who are less well off than you.

Although your headteacher and other teachers know what needs to be done to improve the school, we have asked them especially to concentrate on making sure that:

- teachers set work which matches more closely your needs
- marking gives you clear feedback about your next learning steps especially when you are learning how to improve your writing.

You are rightly proud of Holy Trinity. We send you our best wishes for the future.

Yours faithfully
Susan Thomas-Pounce
Lead Inspector

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