

Holy Trinity Church of England Primary School

Longlands Close, Crossbrook Street, Waltham Cross, Essex EN8 8LU

Inspection dates 8–9 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although improving, pupils' progress is not yet good, and their attainment in reading, writing and mathematics has not yet reached national averages by the end of Year 6.
- Teaching has not been good enough across subjects or year groups to lead to pupils' good progress over time. Some teachers do not set tasks which get the best out of all groups of pupils.
- Teachers' marking does not always help pupils to improve their work, especially in writing.
- Leaders responsible for subjects have not checked carefully enough how well all groups of pupils are learning. This limits their ability to improve teaching and achievement.
- Teachers do not share good practice with each other to improve their skills.
- Governors have undertaken a range of training since the previous inspection and now play a more effective role. However, they do not yet fully challenge leaders about the school's performance.

The school has the following strengths

- Current pupils are making faster progress because leaders have focused more effectively on improving teaching and achievement.
- Children in the Reception class make good progress because of good teaching.
- Relationships between all members of the school community are warm and caring. Pupils say they feel safe, and parents agree.
- Attendance is good because pupils want to come to school.
- Pupils behave well, particularly in the playground, dining hall and corridors. There is mutual respect between adults and pupils.
- Pupils' spiritual, moral, social and cultural education is promoted well.

Information about this inspection

- Inspectors observed 11 lessons, three of which were jointly observed with the headteacher and deputy headteacher.
- Inspectors interviewed a group of pupils, a representative of the local authority to determine the extent of support provided, members of the governing body, the school’s senior leaders and those responsible for leading English and mathematics. They also held discussions with the leader of the Early Years Foundation Stage and the leader responsible for pupils with special educational needs.
- Inspectors observed the school’s work and analysed a range of documents and policies, including the school improvement plan, information about pupils’ progress, attendance records and safeguarding policies and procedures.
- The inspection team considered the 33 responses to the online Parent View survey and two letters received. The 14 responses to the staff questionnaire were analysed.
- The inspection team looked at samples of pupils’ work and listened to some pupils read.

Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Janet Watson

Additional Inspector

Full report

Information about this school

- Holy Trinity is smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium (additional funding provided by the government for pupils who are known to be eligible for free school meals, those with a parent in the armed services or looked after by the local authority) is currently below the national average.
- The proportion of pupils from minority ethnic groups is above the national average.
- The proportions of disabled pupils and those who have special educational needs supported at school action, and at school action plus or with a statement of special educational needs, are above average.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress.
- Since the previous inspection, four teachers have left the school and have been replaced. A new deputy headteacher and a new leader for special educational needs have been appointed.

What does the school need to do to improve further?

- Improve teaching and raise achievement, especially in writing, by making sure that:
 - teachers share the effective practice of colleagues
 - marking gives pupils have a clear understanding of how to develop their work, and teachers check that pupils show they have understood and acted on the advice given
 - marking of writing in topic books is as rigorous as that in English books
 - teachers get the most out of pupils in terms of their work rate and the thought and effort needed to put into their work.
- Improve leadership and management by making sure that:
 - all subject leaders take responsibility for improving the quality of teaching and learning, and holding teams to account for the progress of the pupils in their subjects
 - the improvements made since September are built on with more urgency, so that teaching and achievement continue to rise
 - governors are sufficiently trained to fully understand and fulfil all their roles and responsibilities.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The school's 2013 Year 6 test results showed that pupils had made slower progress than their peers nationally, and were below average in reading and writing, and particularly in mathematics. This year pupils are beginning to make up for lost time and have made better progress since September, although writing remains weaker than reading and mathematics. The work in the books of pupils currently in the school shows that they are now learning effectively.
- The test results also showed that the attainment of Year 6 pupils known to be eligible for pupil-premium funding was between 12 and 18 months behind that of other pupils in reading, writing and mathematics. Since September, school information shows that this gap has narrowed to no more than six months. They are making similar progress to other groups of pupils.
- Disabled pupils and those who have special educational needs are making much better progress this year because the work set now challenges them effectively.
- The most-able pupils did not attain as well as they could have in the 2013 national tests. Teachers are now providing a greater level of challenge for these pupils, although this is not yet consistently good across the school.
- Children enter the Reception class with skills and abilities below those typical for their age. They make good progress, with a higher proportion than nationally achieving a good level of development.
- Since September, the school has made changes to the way phonics (the link between letters and the sounds they make) is taught in response to the below-average results in the Year 1 screening check in 2013. School information indicates that in 2014, the numbers achieving the required standard in the screening check will be much higher.
- Pupils enjoy reading and those in Year 2 are reading with increasing confidence because they can apply their knowledge of sounds and letters to read unfamiliar words. This year, more pupils are on track to reach at least expected levels of attainment in reading and writing.
- This year, the staff have undertaken a range of training to raise the standard of teaching in mathematics and address previous underachievement. As a consequence, pupils are now making better progress in mathematics across the school.
- Most pupils have positive attitudes to their work and enjoy learning. Current school data show that the proportions making and exceeding nationally expected progress by the end of this year will be close to the 2013 national averages.

The quality of teaching

requires improvement

- Although there have been improvements since September, teaching is still not good enough to ensure that pupils achieve as well as they should.
- Sometimes, pupils do not achieve enough during lessons. In a literacy lesson, pupils spent time copying words rather than using them in their writing. As a result, some pupils lost concentration and little progress was made because their thinking was not challenged.

- Teachers are given few opportunities to see effective practice in other classes to help them develop their skills.
- Teachers' marking and feedback to pupils are very effective in some classes. However, not all teachers provide clear enough advice for pupils about how to further improve their work, or make sure that pupils respond to advice by applying it and showing that they have understood. Also, the marking of writing in topic work is not as helpful as in English books.
- Where learning is most effective, teachers use subject knowledge to plan lessons which interest and engage the pupils and as a result they are enthusiastic learners. For example, during the inspection, in a session on phonics, pupils concentrated well in applying their knowledge of words to write sentences using tricky spellings. Teachers kept a close check on the progress pupils were making, and moved them on to more challenging work when necessary.
- Support for pupils who are disabled or who have special educational needs is now effective because the individual needs of the pupils are identified and the work is well matched to their abilities, enabling them to successfully contribute to lessons. The teaching assistants who support these pupils have access to a good range of resources. They are given clear guidance by the teachers and the leader in charge of special educational needs.
- Teaching in the Reception class promotes high levels of achievement and children are enthusiastic about applying their skills. For example, during the inspection, children in Reception were busily engaged in doing their own writing and making up 'sums' – which they could calculate correctly.

The behaviour and safety of pupils is good

- The behaviour of pupils is good. Most pupils display good attitudes to learning. Even in the few instances when some pupils lose concentration, they are not disruptive.
- Pupils are courteous at all times. They move around the school in a sensible and orderly manner. The behaviour observed in the playground, the dining hall and during a wet playtime was good. Pupils play together in a harmonious way and are respectful to the adults who supervise them.
- Pupils enjoy school. This view is endorsed by the parents who completed Parent View. Pupils say that there is very little poor behaviour, and that when it does occur it is dealt with 'swiftly.'
- The attendance of the pupils is good. The school is rigorous in following up absences and has a 'zero tolerance' policy towards holidays in term time.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and parents agree. Pupils understand how to keep safe in a range of situations, including when using of the internet.
- Pupils understand the different forms of bullying, including cyber bullying. They are confident that there is little bullying and the school's records support this view. Allegations of bullying are followed up rigorously and suitable procedures are followed. Discrimination is not tolerated.
- The development of pupils' spiritual, moral, cultural and social skills is good. Strong links with the church and frequent opportunities for reflection promote spirituality. Pupils have strong collaborative skills, as seen in a guided reading lesson where some more-able pupils were reading with weaker readers. Cultural links are well developed through the school's connection

with African schools and the study of other cultures. Pupils' behaviour clearly demonstrates that they know the difference between right and wrong.

The leadership and management requires improvement

- The actions leaders are taking to improve teaching and learning have had a clear impact, but not yet enough to raise the quality to good. The school has a caring atmosphere. The pace of change needs to be more rapid in order for the school to secure sustained improvement.
- Since the previous inspection, there has been a more concerted effort by senior leaders to recruit staff with good teaching skills. The new deputy headteacher is already helping to raise the standard of teaching.
- Staff who are responsible for leading subjects are not given sufficient opportunities to check on the progress of pupils within their subject. As a result, they are not able to identify gaps in pupils' learning in order to quickly arrange suitable help and guidance.
- The school has benefited from extensive support from the local authority and a National Leader of Education. This has been instrumental in assisting the school to make necessary improvements and ensuring that it has suitable plans for improvement, although its own judgements on how well it is doing are overly generous in some instances.
- Leaders check the progress of the pupils at regular intervals, and hold teachers to account for the progress of pupils in their classes. Teachers have individual performance targets which are linked to their pay and promotion, and understand this link.
- The additional funding provided by the government to ensure that pupils have increased access to sporting activities is used well to improve their performance and physical well-being. Specialist coaches have been employed, and they also provide training for teachers. New equipment has been purchased and the school participates in a wider range of competitions than previously.
- The school provides a wide range of activities to enrich learning and develop pupils' spiritual, social, moral and cultural education. They have many opportunities to develop their skills through music, art and sport. Links with the church are strong. The school welcomes pupils from all backgrounds and of all abilities.
- **The governance of the school:**
 - Since the previous inspection, governance has improved through more training and the recruitment of governors with particular skills. However, there are still gaps in the knowledge and understanding of governors' responsibilities, particularly in relation to the link between staff performance and pay. Governors have an improved, but not always accurate, knowledge of the strengths and weaknesses of the school, including teaching quality. They are able to compare pupils' performance against other schools locally and nationally. Governors manage the performance of the headteacher appropriately. They understand the role of the pupil premium and how it is spent, but do not evaluate its impact effectively. Governors are very clear about how the additional funding for physical education is spent. They make sure the school meets statutory safeguarding requirements.

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	117428
Local authority	Hertfordshire
Inspection number	442040

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mother Jane Dicker
Headteacher	Sarah Chaloner
Date of previous school inspection	14 February 2013
Telephone number	01992 623467
Fax number	01992 641644
Email address	office@holytrinity.herts.sch.uk

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