

Inspection of a good school: Holy Trinity C of E Primary School

Sedding Street, Sloane Square, London SW1X 9DE

Inspection dates:

19 and 20 April 2023

Outcome

Holy Trinity C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy belonging to this vibrant school. They are kind and friendly and show respect to all. Leaders have developed a true spirit of community here. They show genuine care for pupils and their families. Staff do all they can to help every pupil.

Leaders have high expectations for what pupils can achieve. Pupils respond well. They show an interest in their learning and work hard in class. They enjoy taking part in special events, such as the annual Year 6 Shakespeare performance and World Book Day.

Pupils behave very well. They play happily with each other at breaktimes and lunchtimes. In class they focus on their work. Leaders have established a clear set of routines, which pupils follow. This helps to create a calm and orderly environment. As pupils move through the school, they take on increasing responsibility for their own behaviour.

Leaders provide pupils with a diverse range of opportunities to develop their talents and interests. There are many clubs, ranging from sport, music and drama to gardening, chess and cooking. Pupils also contribute to the life of the school in roles such as lead learners and pupil parliament representatives. Year 6 pupils act as 'shepherds' to children in Reception.

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

Leaders have designed a broad and ambitious curriculum. They have identified the essential knowledge and skills they want pupils to learn and have sequenced these well. Leaders enrich the curriculum for pupils through an extensive programme of trips and visits. They also ensure that curriculum content represents pupils' different backgrounds. They want pupils to recognise their place in the world. In the early years, children develop their language and communication skills and their knowledge of number. This prepares them well for Year 1 and beyond. As pupils move through the school, they build up their knowledge and subject skills with increasing depth and complexity.

A high proportion of pupils with special educational needs and/or disabilities (SEND) access the same curriculum as other pupils. A few pupils with SEND follow a specialised curriculum before moving on to the main school curriculum when they are ready. Leaders identify the needs of pupils with SEND well. They train teachers and other adults to support these pupils' learning. Pupils with SEND get the specific help they need to achieve well.

From the start of Reception, pupils learn to read using phonics. Teachers teach phonics well and, as a result, most pupils soon learn to read with fluency. Pupils who need extra help with reading get it. Adults who provide this help do so with skill. This helps these pupils to catch up with their peers. Leaders prioritise reading for all year groups. Pupils develop their reading comprehension skills and read a diverse range of texts. This prepares them well for the next stage of their education. Leaders also promote a love for reading through author visits, class libraries and book subscriptions. Pupils read often at school.

Teachers have good subject knowledge. They use this well to present new information to pupils. Teachers also revisit what pupils have learned before to check that pupils can remember key knowledge. However, sometimes teachers do not sequence activities or check pupils' understanding well enough. When this happens, teachers do not identify or address gaps in pupils' knowledge.

Pupils learn without disruption. They listen to teachers and to other adults who help them in class. They focus on their work and show a determination to succeed.

Leaders are committed to developing pupils' broader knowledge, skills and attributes. They have designed a comprehensive personal development programme. Pupils learn about important issues, including relationships, physical health, and equality and diversity. Pupils know right from wrong and they develop a resilience that prepares them well for the future. Leaders also provide an extensive range of opportunities for pupils to gain new experiences. Pupils visit many places of cultural interest, including museums, art galleries and places of worship. They benefit greatly from these memorable events.

Leaders are giving pupils a high-quality education. They are reflective and constantly seek to develop all aspects of school provision. Governors provide leaders with appropriate levels of support and challenge. They show a commitment to their role and fulfil their responsibilities well. Leaders have developed strong relationships with parents and carers. They involve parents in the life of the school and in the education of their children. Parents value this. Staff enjoy working at the school. Leaders listen and respond to their views. They ensure that staff workload is manageable and they prioritise staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a very strong culture of safeguarding. They provide staff with regular training and updates. This ensures that staff are alert to the signs of risk in pupils. Staff report any concerns about pupils in a swift and appropriate manner. Leaders have developed in-school provision to support pupils' emotional well-being. They work effectively with external agencies to secure the help pupils need. Pupils learn how to keep

themselves safe, including online. Leaders show intelligence and sensitivity in their work to raise parents' awareness of the risks to their children. Pupils are safe here.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not sequence learning as effectively as they could and do not check pupils' understanding with sufficient rigour before moving on to the next stage of learning. This means that some pupils have gaps in their knowledge or do not secure new knowledge well enough. Leaders should ensure that teachers are provided with the pedagogical training and development they need to secure and build up pupils' knowledge and understanding in a coherent way.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100490
Local authority	Kensington and Chelsea
Inspection number	10268717
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair of governing body	Brian Leathard
Headteacher	Avis Hawkins
Website	http://www.ccht.rbkc.sch.uk
Date of previous inspection	5 December 2017, under section 8 of the Education Act 2005

Information about this school

- In September 2019, the school federated with Christ Church C of E Primary School. The two schools form the Federation of Christ Church and Holy Trinity Church of England Primary Schools.
- The school uses no alternative providers.
- The school is a Church of England school in the Diocese of London. The school's last section 48 inspection, for schools of a religious character, took place in June 2018.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, members of the leadership team, other school staff, members of the governing body, a representative from the local authority and a representative from the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector met with the subject leader, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also considered some other subjects.

- The inspector met with the school's designated safeguarding lead and looked at safeguarding documentation and record-keeping, including the single central record. The inspector also spoke with staff and pupils about safeguarding.
- The inspector considered the responses to Ofsted's surveys for pupils and staff and to the online survey for parents, Ofsted Parent View.

Inspection team

Ian Rawstone, lead inspector

His Majesty's Inspector

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