

Holy Trinity CofE Primary School

Address: Benner Lane, West End, Woking, Surrey, GU24 9JQ

Unique reference number (URN): 145700

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have the highest expectations for attendance and behaviour of pupils. They have designed effective systems to monitor attendance closely. Leaders do all they can to understand and support families where they can. They are determined to remove any barriers to attendance and ensure that pupils attend regularly. Leaders implement a wide range of strategies to support individual pupils who struggle with their attendance. This leads to rapid improvements for those pupils. Staff model a warm and welcoming start to the day. As a result, pupils feel safe and happy when attending school.

From the moment pupils arrive in school, they demonstrate exemplary behaviour. Pupils know what is expected of them and they rise to the high expectations set by leaders. They are polite and well-mannered and demonstrate a clear understanding of the school rules and values. Pupils demonstrate dedication and self-discipline in lessons focussing intently on their learning. Leaders are quick to support any pupils who struggle with regulating their behaviour. Clear well thought out plans have a positive impact on pupil success in school. Purposefully designed activities promote positive relationships between pupils. For example, older pupils enjoy building dens, climbing trees or dressing up with the younger children at lunchtimes.

Inclusion

Strong standard ●

Holy Trinity places inclusion at the heart of everything it does. Provision for pupils with special educational needs and/or disabilities or those who are disadvantaged is highly effective.

Leaders are resolute and focussed on meeting the needs of every pupil. They analyse information about pupils carefully and ensure that interventions are both timely and impactful. Staff adapt provision to respond to changing needs. They identify barriers to learning swiftly and implement well-matched support that enables all pupils to thrive. Early identification of needs and a suitable response is a notable strength, as is support for looked after children.

Training for staff is well considered and highly valued. Pupils' needs are at the forefront of any leadership decision about training and development. This ensures that the pupils receive the right help quickly. Support from external agencies is purposeful and well-established, with strong professional relationships that enhance the school's offer. Leaders demonstrate tenacity and drive, ensuring that pupils receive the very best experience of school life. They carefully consider any use of alternative provision to ensure that it is in the best interests of pupils, for example, where it has a notable impact on attendance at school.

The pupil premium strategy aligns closely with tried and tested strategies for supporting disadvantaged pupils. Leaders measure the impact of the strategy effectively.

Leaders have established a comprehensive and well-considered programme for pupils' personal development and wellbeing. They are proactive in ensuring that all pupils benefit from all that the school has to offer. The school values, including courage, truthfulness and humility, are embedded throughout school life. Pupils develop a clear sense of right and wrong.

Pupils have a secure and detailed understanding of a range of themes that prepare them well for life in modern Britain. Pupils love the annual diversity day when they learn about the different cultures, faiths and traditions of their friends. This helps them develop respect for others and celebrate the diversity of their school community successfully. Older pupils understand disability and gender equality well.

Pupils benefit from a wide range of opportunities that nurture their talents and interests. There is much joy in the school when pupils sing, fostering a sense of togetherness.

Pupils love their leadership roles, such as being an eco-warrior or taking responsibility for younger pupils' safe play in the sandpit. Through these leadership roles, pupils develop their communication and organisation skills successfully.

Leaders ensure that pupils learn how to stay safe in a wide range of contexts. This includes helping pupils to understand how to manage appropriate risks when climbing trees in 'The Maltings', staying safe when cycling on the roads and protecting their personal data online. As a result, pupils are well equipped to make informed decisions to keep themselves and others safe.

Pastoral support is a strength, tailored and responsive to pupils' needs. Pupils know that staff will listen to them if they have worries. Children in nursery learn how to understand their emotions. Pupils learn how to be a good friend and how to deal with peer-pressure successfully. They know how to maintain healthy relationships with their friends.

Expected standard

Achievement

Expected standard

Leaders have high expectations of what pupils can achieve. They ensure that pupils learn the important skills and knowledge needed in reading, writing and mathematics. As a result, at the end of key stage 2 pupils achieve above national averages in reading and mathematics.

Typically, pupils produce good work across the curriculum; this includes those with special educational needs and/or disabilities or those with other disadvantage. Inaccuracies are not always picked up swiftly or effectively and as a result pupils make the same mistakes. This is hampering achievement in writing.

The curriculum focuses on building vocabulary. Staff ensure that pupils learn and know a range of subject specific technical language such as 'axle', 'shaft' and 'gears'. Pupils use this vocabulary well when explaining their work.

Overall, pupils are ready for their next stage of learning. They demonstrate a broad understanding of a range of knowledge and skills.

Curriculum and teaching

Expected standard 

Leaders are knowledgeable about the quality of curriculum and teaching in the school. They are further strengthening the writing curriculum to ensure a greater level of consistency. Staff typically have secure knowledge of the subjects they teach. They set activities that develop pupils' understanding effectively. Staff use well-chosen resources and effective teaching strategies to ensure that pupils with special educational needs and/or disabilities, and those from other disadvantaged groups, can focus on exactly what they need to learn. Leaders closely monitor pupils' progress to ensure that pupils gain the basic knowledge they need to be ready for the next stage in their education.

The school has clearly identified what pupils need to learn and when they will learn it. Teachers use this information to identify and address pupils' misconceptions. For example, in phonics, staff ensure that pupils swiftly learn the correct pronunciation and are supported to correct errors when these occur. In writing, however, staff do not always ensure that pupils form their letters correctly. When this happens, pupils' misconceptions become embedded, rather than learning key aspects of letter formation accurately from the outset.

Early years

Expected standard 

Children make a confident start to their educational journey. Staff forge positive, warm relationships with children, enabling them to feel safe, emotionally secure and happy. Children play together well. They follow the school's routines and expectations readily and behave sensibly. These routines start well in nursery. As a result, all children demonstrate independence and resilience from an early age.

Leaders provide clear direction for the early years. They have worked quickly to bring a new nursery provision into the school. There is still some work to do that leaders are fully aware of. The ambitious curriculum, particularly in nursery, requires further refinement, so that it is aligned effectively across the early years foundation stage journey, particularly for key knowledge and vocabulary.

The curriculum is well taught. Staff and children typically engage well in quality interactions. Training has ensured that staff understand what is expected of them in terms of interacting with children. They extend language, enthuse children and deepen learning well. Leaders know that they need to continue to build staff expertise in high quality interactions to ensure that they maximise every opportunity throughout the day. Children, including those with special educational needs and/or disabilities, make progress from their starting points.

Leaders ensure that they build solid and supportive relationships with parents and carers. They provide many opportunities to communicate and to understand children's needs before they start school. This enables staff to target any support needed from day 1.

Leadership and governance

Expected standard 

Leaders and governors share the trust vision of 'Everybody valued, nobody left behind and nobody held back'. Trustees and school leaders have a detailed understanding of the school's context and the needs of its pupils. They are determined to remove any barriers to a pupils' future success.

Leaders understand the school well. They know what is working and what needs to improve further. Where leaders focus their attention, positive impact is evident. Every decision is taken in the best interest of pupils. Local governors are proud of the work the school does. They challenge and support in equal measure, whilst fulfilling their statutory duties well. Governors know the importance of the school to the community. They celebrate the many positive relationships with the local church and the community.

Parents and carers speak very positively about the school, the leadership and staff and the care that their children receive.

Leaders ensure that all staff have access to high-quality professional learning. For example, staff have benefited from training about how to best support pupils with special educational needs and/or disabilities. Leaders are mindful of staff workload and wellbeing and always consider this when making decisions. Staff appreciate that what they do is noticed and valued by leaders. They are proud to work at this school with many saying, 'it feels like a family'.

What it's like to be a pupil at this school

Pupils are proud to belong to this friendly village school at the heart of the community. They arrive each morning excited for the day ahead. Staff know pupils well and this helps them to feel safe and settled. Warm relationships between pupils and staff are seen everywhere and creates a genuine family feel to the school. Pupils have excellent manners and demonstrate polite attitudes to each other, staff and visitors alike.

Pupils behave kindly towards one another. They live by the school values of 'loved inspired, nurtured and empowered'. During lunchtimes, for example, pupils across the school play and support each other together in harmony. Pupils say any unkindness or bullying rarely happens. They know it will be dealt with if it were to occur. Pupils behave impeccably in lessons. They focus well and fully engage with their teachers and peers.

Pupils have positive attitudes to school and are keen to experience all that the school offers. Because of this, pupils attend regularly and on time. Pupils enjoy learning and appreciate the wide range of enrichment activities made available, especially the music and sports clubs which are well planned and available to all pupils. Pupils love to sing at this school.

Pupils make secure progress from their starting points. Staff provide effective support that helps to reduce pupils' barriers to learning or to accessing other aspects of school life. Typically, in the core subjects of reading and mathematics, pupils achieve above national averages. Writing outcomes, however, are not yet reflective of this.

Leadership opportunities such as school councillors, 'WHAM' leaders and eco-councillors allow pupils to support their community well and helps to develop their character. Pupils know and live daily the school rules of 'ready, respectful and safe'. As a result, pupils are well prepared for their next stages of education and life beyond school.

Next steps

- Leaders should ensure that they strengthen consistency in the teaching of foundational skills and knowledge, so that pupils become more accurate in their writing.
 - Leaders should continue to refine the curriculum in the early years so that it clearly identifies and sets out the key knowledge and vocabulary children learn across the early years foundation stage.
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About this inspection

This school is part of The Alliance Multi Academy Trust (TAMAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jon Hills, and overseen by a board of trustees, chaired by Keith Gardener.

Inspectors carried out this full inspection under section 5 of the Education Act 2005. Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the Headteacher, Deputy Headteacher, Special Educational Needs Coordinators and other school leaders and staff. Inspectors also spoke with the CEO, the chair of the board of trustees, local governors a diocesan representative during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a christian religious character. It is in the Diocese of Guildford. Its last Section 48 inspection was in July 2025.

The school uses one unregistered alternative provision.

The school's nursery provision is registered to admit 2-year-olds.

Headteacher: Liz Ambrose

Lead inspector:

Simon Woodbridge, His Majesty's Inspector

Team inspectors:

Lynn Powell, Ofsted Inspector

Daniel Botting, Ofsted Inspector

Lea Hannam, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 30 June 2026

School and pupil context

Total pupils

444

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

454

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.20%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.28%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

6.76%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	61%	Above
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	78%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	74%	Above
2024/25 (final)	92%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	73%	Above
2024/25 (final)	85%	74%	Above
2023/24 (final)	90%	73%	Above
2022/23 (final)	88%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	46%	Above
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-9 pp
2024/25 (final)	S	69%	S
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-3 pp
2024/25 (final)	S	81%	S
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-7 pp
2024/25 (final)	S	78%	S
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-3 pp
2024/25 (final)	S	81%	S
2023/24 (final)	67%	79%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.7%	13.0%	Below
2023/24 (3 term)	5.5%	14.6%	Below
2022/23 (3 term)	5.5%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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