

Inspection of a good school: Holy Trinity CofE Primary School

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

Inspection dates:

24 and 25 May 2022

Outcome

Holy Trinity CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are very proud and happy at Holy Trinity. They are confident that should any incidents of bullying happen, staff will deal with them efficiently. Relationships between staff and pupils are thoughtful and caring. Pupils respect diversity. One pupil said, 'What is most important is that we are kind and don't hurt anyone's feeling just because they look different.'

Leaders have high expectations. Through the 'leader in me' approach, pupils learn to take responsibility for themselves and the community. For instance, pupils raise funds for charities, write letters to residents at the local care home, sing at community events and collect donations for the food bank. Pupils look after their mental health by practising yoga and meditation. At playtimes, pupils relish playing in areas such as 'the sand pit', 'the retreat', 'the gym' and 'the horseshoe'. Where needed, they take time out to have a moment of quiet reflection in the sensory garden.

Pupils appreciate the after-school clubs. These include the dance, choir, dodgeball and Spanish clubs. They are keen to find out about their local heritage and look forward to trips to Guildford Cathedral, the Shah Jahan Mosque, and woodland areas, to learn about local habitats.

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

Leaders and governors are ambitious for all staff and pupils. They have created an interesting and engaging curriculum, which starts in the early years. Leaders have ensured that the curriculum in all subjects sets out the important knowledge, skills and vocabulary pupils should learn and know well. The curriculum is carefully organised so that new learning builds on what pupils already know, including for pupils with special educational needs and/or disabilities (SEND). Leaders ensure that these pupils' pastoral needs are met effectively. They also enhance pupils' learning with a wide range of exciting trips and visits.

Pupils look forward to their lessons. Teachers provide opportunities for pupils to continually revise and practise what they have learned previously. In most subjects, staff accurately identify, plan and provide support for pupils with SEND. For instance, in mathematics, teachers skilfully adapt lessons and help pupils with SEND learn and achieve well. However, in some subjects, teachers do not check and help pupils with SEND make links with what they know and can do already. Leaders are providing training in this area.

Leaders prioritise reading. They have recently introduced a new phonics programme, which is well organised. Staff foster pupils' love of reading. Pupils enjoy choosing books from the well-stocked library and look out for the latest recommendations made by the 'reading ambassadors'. Pupils enjoy listening to the stories staff read. They talk animatedly about the plot and characters in the books. Teachers make sure that the books pupils read help them practise the sounds they learn. However, sometimes staff do not spot when pupils fall behind. This means that some pupils do not learn to read as quickly as they could. Leaders are addressing this.

The atmosphere in classrooms and corridors is calm and harmonious. Children in early years talk enthusiastically and confidently about their work. They wait their turn, listen respectfully and help each other. Children are curious to find out more about the ideas they learn by exploring their environment.

Personal development is at the heart of lifelong learning at Holy Trinity. Pupils have many opportunities to engage in discussion and debate. They play a role in important decision-making, either through the school council or as eco-warriors, playtime buddies or 'junior managers'. They develop their confidence and express their opinions clearly. For example, pupils spoke passionately about their successful 'campaign' to raise awareness in the area about the impact of plastic waste and gas emissions. Pupils know about different cultures, faiths and communities. They are knowledgeable about topics such as inclusion, disability, homelessness or refugeehood. When asked about inclusion and diversity, one pupil explained, 'We like that in our school everyone shines out for the person they are.'

Trustees and local governors share an accurate understanding of what is working well and of the areas that need to develop further. Leaders make effective use of the training and resources provided by the trust. Staff feel extremely valued and respected. They are highly positive about the support that they receive to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong, robust culture of safeguarding in school. Staff have a clear understanding of what to do, and what to be aware of, to ensure that pupils are kept safe. Pupils and families who need support are identified quickly. Leaders are quick to seek advice from other agencies, and make referrals in a timely manner. They make sure partner agencies give the right help to pupils.

Pupils have a strong understanding of the benefits and risks of the internet. They are aware of the dangers of posting things online, including personal information and images.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that, in some foundation subjects, teachers do not check and help pupils with SEND make links in their learning. This means that pupils with SEND do not always embed the knowledge they need to know and remember well. Leaders need to continue their work to ensure that, across the curriculum, teachers provide these pupils with work that helps them learn as well as they could.
- Some staff do not teach phonics fully effectively. They do not check and ensure some of the weakest readers catch up as quickly as they could. Leaders need to make sure that all staff who teach phonics are well trained.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Holy Trinity Church of England Primary School, to be good in December 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	145700
Local authority	Surrey
Inspection number	10238327
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	Board of trustees
Chair of trust	Keith Gardner
Headteacher	Jonathan Hills (Executive Headteacher)
Website	www.holytrinity-primary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined The Alliance Multi-Academy Trust (TAMAT) in April 2018.
- The executive headteacher is also the chief executive officer (CEO) of TAMAT.
- As a Church of England school, Holy Trinity is part of the Diocese of Guildford. The most recent section 48 inspection was in January 2017.
- The school does not currently use any alternative provision.

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 held meetings with the executive headteacher, the head of school, senior leaders and staff.
- The inspector carried out deep dives in these subjects: English, mathematics and geography. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector evaluated the effectiveness of safeguarding. She reviewed the school's single central record. The inspector met with the designated safeguarding lead and spoke to pupils, staff and parents.
- The inspector met with the CEO of TAMAT, representatives of the board of trustees and the local academy board, including the chair of governors.
- The inspector made a telephone call to a representative from the Diocese of Guildford.
- The inspector considered the views of staff who responded to Ofsted's online staff survey.
- The inspector took account of the responses to the Ofsted Parent View questionnaire and the free-text comments. The inspector met with several parents during the inspection.
- The inspector met with pupils to discuss their views about the school and talked to them informally about the school.

Inspection team

Shazia Akram, lead inspector

Her Majesty's Inspector

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