

# Inspection of Holy Trinity CofE Primary School

Effra Road, Wimbledon, London SW19 8PW

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Inspection dates: 2 and 3 July 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2013.

## **What is it like to attend this school?**

This is a welcoming and friendly school, where pupils are exceptionally supportive of each other, caring and kind. The school teaches pupils extensively about the importance of community through shared 'growing together' values and initiatives, such as a monthly collection for a local food bank. Pupils take up responsibilities widely. For example, reading ambassadors in Year 6 read with younger pupils. Junior leadership team members helped to write the school's 'equality charter'.

The school has high expectations for all pupils, who achieve well, including those with special educational needs and/or disabilities (SEND). Children in the early years develop a good foundation for later learning. Older pupils build exceptionally well on their starting points.

Behaviour is excellent. Pupils are courteous and polite. They are tolerant and sympathetic to each other's needs. This contributes to a harmonious school community.

Pupils' wider experiences at school are of exceptional quality. Musical opportunities such as choir, orchestra, instrumental lessons and school productions enable pupils to develop their talents, including by performing at notable venues. Sporting experiences are broad and include pupils at all stages of sporting aptitude. Educational visits develop pupils' confidence and enrich their experience, such as a stay in France for pupils in Year 6 where they speak the French language and experience local culture.

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

The curriculum is well devised with careful thought about the ambitious end points pupils should reach in order to be well prepared for their next steps. For example, from Year 4 onwards, all pupils study music technology extensively to help them understand the music industry and prepare them to study the subject at secondary school.

Pupils produce high-quality, accurate work. They draw on detailed knowledge across the curriculum, applying what they have previously been taught to understand increasingly complex and ambitious concepts. The carefully sequenced knowledge within the school's curriculum supports them well to do this. For example, in history pupils in Year 2 learn about the beginnings of the British Empire under Elizabeth 1, then consider what made the Roman, British and Nubian Empires powerful, before going on to consider in Year 6 how Britain relied on the people, land and resources of its empire for support during the World Wars.

Training, support and close monitoring by leaders has a strong influence on the expertise of staff. Staff know the aims of the curriculum well. Teaching focuses precisely on small steps in learning. Information is presented clearly and teachers and leaders check that pupils have understood it well. This includes for pupils with

SEND, who develop a secure understanding of the subjects they study, preparing them well for the next stage in their education.

In the early years, adults support children especially well to develop a secure foundation in mathematics, literacy and communication and language. However, in a few other areas of the early years curriculum, content is not broken down in the same careful detail as it is in others. As a result, staff are not sufficiently clear about what to focus upon in their interactions with children in the provision and how to help them to get the most out of the activities they have access to, nor to ensure that all children have developed the essential knowledge they need to be prepared for future learning.

Reading is prioritised throughout the school. Library visits, author workshops and book weeks help to promote the value of reading. The school provides a diet of classical and contemporary fiction, poetry and non-fiction texts. Teachers, volunteers and pupil reading ambassadors provide many opportunities for pupils to read. Pupils at the early stages of reading develop secure phonic knowledge. The curriculum has been carefully planned and leaders check how well children have learned it, identifying gaps in their knowledge and tailoring teaching to address those gaps swiftly and effectively. Pupils receive timely additional support where needed.

Pupils listen attentively and work hard. Staff take thoughtful approaches to supporting the individual needs of pupils who find it more difficult than others to meet the school's high expectations. Attendance rates are high. The school works intelligently to support families when attendance rates are low and encourages them to ensure that their children attend regularly.

Pupils are taught extensively about respect and treating everyone equally and fairly and with kindness. The school helps pupils to recognise healthy relationships, resolve differences with others and to spot risks in relationships and online.

Leaders, including the governing body, have strong expertise. Their keen focus on improvement has brought about substantial redevelopment of the curriculum and initiatives to improve workload for staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, some of the knowledge that children in early years need to know is not explicitly identified. As a result, children miss opportunities to secure fully their understanding of some concepts in readiness for their learning at the start of Year 1. Leaders should ensure that the early years curriculum builds sequentially in all areas. This will ensure that children are developing

the necessary language and knowledge to prepare them consistently well for their future learning.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102665
<b>Local authority</b>	Merton
<b>Inspection number</b>	10323331
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Natasha Grande (co-chair) Grace Walder (co-chair)
<b>Headteacher</b>	Ysanne Rickards
<b>Website</b>	<a href="http://www.holytrinity.merton.sch.uk">www.holytrinity.merton.sch.uk</a>
<b>Date of previous inspection</b>	5 and 6 March 2013 under section 5 of the Education Act 2005

## Information about this school

- This is a Church of England school in the Diocese of Southwark. The school's most recent section 48 inspection, for schools of a religious character, was carried out in February 2018.
- There have been several changes to leadership since the school's last inspection, including the appointment of a new headteacher.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and design and technology.
- For each deep dive, inspectors 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.
- Inspectors also looked at curriculum information in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with the headteacher and other leaders. Inspectors also met with leaders with responsibility for early years, SEND, behaviour and attendance and pupils' personal development.
- Inspectors met with representatives from the local governing body.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Rebecca Iles-Smith, lead inspector	His Majesty's Inspector
Barry Blakelock	Ofsted Inspector
Samantha Ingram	His Majesty's Inspector
Katerina Christodoulou	Ofsted Inspector

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