

Holy Trinity Church of England Aided Junior School

Addison Road, Guildford, Surrey, GU1 3QF

Inspection dates

2–3 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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		Require improvement	3

Summary of key findings for parents and pupils

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

- Current Year 6 pupils have made no more than expected progress through Key Stage 2.
- Teaching is not yet consistently good for pupils to make good progress over time.
- There remain gaps in attainment between pupils with special educational needs and those eligible for pupil-premium funding and similar pupils nationally.
- Teachers do not consistently use accurate assessment information to set work at the right level for pupils, particularly those with special educational needs.
- Teachers do not always give pupils clear advice about their next steps in learning when marking their work or give them time to respond to this.
- Teachers do not give pupils long-term targets, which means that pupils are unclear about what they need to do to move up to the next level of attainment.
- The pace of learning sometimes slows as teachers spend too long explaining a task or pupils work for too long without opportunities to reflect upon their learning.
- Monitoring of teaching by leaders is not rigorous enough and judgements about the quality of teaching are too generous.
- Targets in the school's development plan are not always as specific as they need to be, to hold staff fully to account for pupils' performance.

The school has the following strengths

- Pupils and staff work together in a vibrant community that helps pupils to develop 'a love of life'.
- Current school data indicate that former underachievement is being addressed, and progress in reading is good.
- There are very close links with the local community and parents overwhelmingly believe that their children are happy and safe at school.
- Pupils behave well so that learning proceeds without interruption and they feel safe.
- Leaders and governors have improved the progress that pupils make, since September.

Information about this inspection

- Inspectors observed teaching in 29 lessons or part lessons in all classes. Some of these observations were conducted jointly with senior leaders.
- They held informal discussions with parents and carers. They also took account of 200 responses to the Parent View online survey, and 25 questionnaire responses from staff.
- Meetings were held with pupils, leaders at all levels, members of the governing body and a representative of the local authority.
- Inspectors looked at pupils' work in lessons, and separately with senior leaders.
- They heard pupils reading, and observed them in class and around the school.
- Inspectors considered a wide range of school documentation. This included information relating to the attainment and progress of pupils from entry to the school and across different years; the performance management of staff; records of lesson observations; the school's website; the school's development plans; its self-evaluation; minutes from governing body meetings; behaviour records; and safeguarding information.

Inspection team

Najoud Ensaff, Lead inspector	Additional Inspector
Milan Stevanovic	Additional Inspector
Victoria Turner	Additional Inspector

Full report

Information about this school

- Holy Trinity Church of England Aided Junior School is larger than the average-sized junior school.
- The large majority of pupils are of White British heritage and few come from minority ethnic backgrounds or speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium (those eligible for free school meals, in the care of the local authority or with a parent in the armed services) is much lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to good by making sure that:
 - pupils' work is always accurately assessed
 - teachers use this assessment information to set work at the right level for all pupils, particularly those with special educational needs
 - marking consistently includes clear guidance for pupils about how to improve their work and pupils are given time to respond to this
 - pupils are given long-term targets which help them to move on to the next level of attainment.
- Raise the effectiveness of leadership and management to good by making sure that:
 - the checks carried out by leaders at all levels on the quality of teaching are rigorous so that leaders have a realistic and accurate view of teaching and they focus on pupils' progress over time
 - targets in the school development plan, particularly those linked to teachers' performance, are always specific, so that the extent to which teachers are having an impact on pupils' progress is easy to measure.

Inspection judgements

The achievement of pupils

requires improvement

- The school's progress information does not yet show sustained good progress across classes and subjects. Progress is not as good in writing and mathematics as it is in reading. This is because, until very recently, leaders focused too much of their energies on developing the creative curriculum, rather than improving the quality of teaching in the school.
- The progress that pupils in Year 6 made across the school was well below average for mathematics in 2011 and for both English and mathematics in 2012. Current Year 6 pupils have made good progress in reading and broadly expected progress in writing and mathematics, since joining the school.
- While recent performance information suggests that pupils' progress is improving, standards for those pupils eligible for pupil-premium funding and those with special educational needs still lag behind those of all pupils nationally because of previous underachievement.
- Pupils do not typically make good progress over time. This is because teachers do not consistently mark their work accurately or use this information closely to match work to pupils' abilities and needs. As a result, the pace of learning slows for pupils with special educational needs and occasionally for more-able pupils.
- Pupils typically enter the school with attainment that is well above average and they leave with similar attainment. Current school information indicates that, over time, pupils are making progress in line with others nationally, although progress in reading is stronger than in mathematics and writing.
- Minority ethnic pupils and those who speak English as an additional language make similar progress to other pupils at the school.
- The progress of disabled pupils and those with special educational needs in lessons is not always good because teachers do not always set work at the right level for them. However, over time, these pupils make similar progress to their peers, as a result of additional support outside of lessons.
- The progress of pupils eligible for the pupil premium is generally in line with that of their peers, although gaps in their attainment remain, with them trailing behind other pupils nationally by between two and three terms, particularly in writing and mathematics.

The quality of teaching

requires improvement

- Teaching is not yet consistently good across all classes and subjects. As a result, pupils do not make sustained good progress across the school. Teachers do not consistently set work at the right level for pupils, so that sometimes more-able pupils are not challenged enough and pupils with special educational needs are not supported properly in their learning.
- The pace of learning in lessons is not consistently strong. This is because teachers spend too long explaining tasks or pupils work for too long on a task without an opportunity to reflect on their learning.
- Where teaching is better, teachers have high expectations, use accurate assessment information to build successfully on pupils' prior learning and actively involve pupils in their learning. For example, in a mathematics lesson in Year 5, pupils were provided with word problems that matched their abilities well; they were given an 'Inspector Solve-it' toolkit with which they could measure their success and were given good opportunities to discuss their learning in pairs and groups. All pupils were well challenged.
- In Year 6 literacy lessons, pupils were well guided because of the teachers' skilful questioning and careful planning. Teachers' strong subject knowledge, careful monitoring and very good use of additional adults meant that pupils, including those with special educational needs, made rapid progress.
- While teachers provide pupils with some guidance about how to improve in lessons, they do not consistently do this in marked work, and pupils are not given opportunities to respond to their

guidance. As a result, they do not make good or enough progress.

- While pupils set their own targets in learning journals, teachers do not provide them with individual long-term targets. This means that most pupils are not aware of the levels they are working at and what they need to do to move to the next level of attainment.
- There is now some good teaching in the school. Where teaching is good, teachers accurately know the level that pupils are working at, and set work at the right level for all pupils. They have high expectations in terms of pupils' presentation in books and give pupils effective guidance about how to improve. They also ask questions to gauge pupils' understanding, reshape tasks in response to this and provide pupils with opportunities to shape their own learning. For example, in a Year 6 literacy lesson, pupils generated their own steps to success; they fully understood how to improve their work and pupils of all abilities produced writing of a good quality as a result.
- Opportunities for pupils to work in pairs and groups in lessons help them to develop good social skills, which are also promoted through sports activities, extra-curricular clubs and events such as the 'Trinity Trek'. Their cultural development is also well promoted through music, art and visits to places of worship.
- Pupils' moral and spiritual development is very well promoted through assemblies and 'Thoughtful times'. Individual parents and pupils commented very positively on the way in which the school helps children to develop personally and emotionally.

The behaviour and safety of pupils are good

- Most pupils report that they feel safe at school and that behaviour in lessons is typically good. They say that the few instances of bullying at the school are almost always effectively dealt with and that there are adults that they can talk to if bullying occurs. Pupils know about different forms of bullying such as physical and verbal bullying.
- The school's records of behaviour indicate that this good behaviour is usual for almost all pupils. Behaviour is not yet outstanding because in lessons where teaching is weaker, pupils' engagement wavers and they fidget or talk.
- During the inspection, learning almost always proceeded without interruption in lessons. Pupils were welcoming and friendly, treating each other and adults with courtesy and consideration.
- Pupils have a good understanding of how to keep safe, in the case of a fire and on the road when cycling, as well as about e-safety.
- Almost all parents and carers believe that their children are safe at the school and that pupils behave well. They know that discrimination is not tolerated.
- Attendance for the vast majority of pupils is high, reflecting pupils' enjoyment of school.

The leadership and management require improvement

- Targets in the school development plan relating to the management of teachers' performance are not specific enough to make sure that progress towards these is easily measured. Current checks on teaching by leaders at all levels are not consistently focused on the impact of teaching on pupils' progress over time. Therefore, judgement grades are based solely on what is seen in lessons and are often too generous.
- While senior leaders at the school identify the school's strengths and weaknesses accurately, they do not have a consistently realistic view of how the quality of teaching and achievement of pupils compare to other schools nationally, and they do not provide enough information to the governing body about the way that teachers' performance leads to salary progression.
- The restructuring of the leadership of year groups and other aspects of the school, combined with termly progress review meetings that these leaders conduct with teachers, has meant that staff are increasingly held to account for pupils' progress. This is beginning to have some impact: progress in reading is now good across almost all classes and the progress that pupils in

Year 6 have made since the start of Key Stage 2 is in line with that nationally.

- While the school analyses the impact of additional support for pupils with special educational needs and those eligible for pupil-premium funding, this is not yet robust enough to make sure that gaps between them and their peers are closing fast enough.
- With the support of an external consultant, leaders and managers have raised the quality of teaching, particularly in mathematics. This has meant that progress over time for groups of pupils in Year 6 in mathematics is in line with or above what is expected.
- Subjects and topics are appropriately organised and balanced, with pupils reporting that they enjoy coming to school and appreciate the opportunities they are given. The strong focus on creativity means that pupils' cultural and emotional development is particularly well developed.
- The parents and carers who responded to Parent View are almost all very positive about their experiences of the school. A notable minority of parents and carers both in the survey and on inspection indicated that they were not happy with the homework provided to their children. Leaders are aware of these concerns and are currently addressing them.
- **The governance of the school:**
 - The governing body has formalised the way it finds out about the quality of teaching in lessons. It understands the school's performance in relation to similar schools and asks searching questions of the school, particularly about the teaching of mathematics, provision for pupils with special educational needs and the way that pupil-premium funding is spent. Members of the pay committee are informed about teachers' salary progression. They know what the school is doing to tackle any underperformance. The governing body makes sure that child protection and safeguarding policies meet requirements. Governors make sure that equality of opportunity is appropriately promoted by the school.

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	125288
Local authority	Surrey
Inspection number	411928

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Reverend Robert Cotton
Headteacher	Richard Rowe
Date of previous school inspection	5 February 2009
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