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Mr Simon Knowles
Executive Headteacher
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Dear Mr Knowles

**Short inspection of Holy Trinity Church of England Primary School**

Following my visit to the school on 28 November 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2015.

**This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

There is a strong moral purpose at Holy Trinity. Leaders' ambitious vision for the school extends right across the school community. Working with parents and carers, leaders, staff and governors, you have secured a sharp and sustained rise in academic standards since the previous inspection.

You, the leadership team and governors have addressed the priorities for improvement identified at the previous inspection. For example, you have worked to ensure that teachers design activities and ask questions that help pupils, including the most able, to deepen and widen their knowledge in all subject areas. Pupils' attainment is consistently above the national average by the end of Year 6. In the phonics reading check in key stage 1, an above-average proportion of pupils reach the expected standard.

Teaching is consistently strong. Pupils are happy, settled and motivated to learn. They make good progress. The curriculum is rich and well structured. There are numerous engaging extra-curricular activities. You have rightly identified these as a way to give pupils further opportunities to deepen their learning.

**Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Staff support pupils' well-being meticulously through one-to-one support, counselling and curriculum input. Leaders work well with outside agencies and liaise with them quickly in order to secure effective support for pupils and their families. Leaders' regular follow up of pupils' absences is thorough and productive. Pupils who are away from school more than they should be rapidly improve their attendance.

Staff have secure knowledge and understanding of current safeguarding guidance and procedures. Pre-employment checks on adults working at the school meet statutory requirements. Staff training is up to date and their safeguarding practice is effective.

Governors carry out appropriate checks on safeguarding during the school year. There is a culture of vigilance, where pupils' welfare is actively promoted. Pupils are listened to, and they feel safe.

## Inspection findings

- My first line of enquiry focused on how leaders ensure that pupils' behaviour is effectively managed so that all can learn and make progress. This was because at the time of the previous inspection, pupils' attitudes were not consistently strong across the school. Some pupils did not display the same good manners in the playground as they showed in classrooms. Now, strong relationships and an engaging curriculum for all learners mean that behaviour in classes, and around the school, is consistently of the highest quality.
- Pupils move about the school sensibly and calmly, with very few reminders needed from supervising adults. They understand why this responsible behaviour is important and how it keeps everyone safe. Pupils interact positively, enjoying each other's company at playtimes. Pupils are unfailingly polite, well-mannered and courteous. They emulate the models of behaviour presented by the adults around them. Pupils report that they know adults care about them and say that this care is important to them.
- Adults use rewards and sanctions effectively. Pupils think the school's behaviour policy is fair and that the incentives are motivating. They understand why sanctions are in place and report that they keep everyone on task and learning. There is an attention to detail in all areas of school life that encourages all pupils to aspire to be the best they can be. This approach is promoted through the school's Christian values and ethos. Teachers make links to these values across the curriculum, prompting thought and discussion about behaviour and attitudes. These discussions are a real strength in many classes and show a maturity and wisdom developing in pupils across the school.
- My second line of enquiry focused on how well the curriculum meets the needs of individual pupils. This was because it is an area that the school has focused on since the previous inspection. Leaders feel that the development of the curriculum shows evidence of their work to deepen and widen pupils' knowledge.

- Curriculum leaders are clear about their rationale for the curriculum design and impact that it has made, particularly in encouraging pupils to think, reason and explain. The pupils report that they find the curriculum stimulating, relevant and challenging and want to know more about the subjects taught, including science, design and technology, and history. Their books show that the curriculum is both broad and deep, so supporting pupils in reaching and exceeding age-related expectations by the end of key stage 2.
- The curriculum supports the development of life skills as well as academic skills. For example, pupils have recently used their skills to bring about change in their community by influencing policy on social housing. Leaders monitor the curriculum effectively to ensure that it makes use of local and national events to support the teaching of British values. Leaders want the curriculum to continue to grow and change so it always remains relevant to everyday life and pupils' aspirations.
- My final line of enquiry focused on leaders' continuing priority to raise the attainment of disadvantaged pupils, who form between one-fifth and one-half of the pupils in each year group. In 2018, the progress made in reading, writing and mathematics by disadvantaged pupils in Year 6 was at or above that of all pupils nationally. The proportions attaining the expected standard and the higher or greater depth standard was higher than for all pupils nationally. I wanted to find out what the school is doing to produce these strong outcomes.
- The school's approach to high-quality class teaching supports the strong progress of all pupils from their starting points. Teachers know disadvantaged pupils well and quickly identify where they have misconceptions or are struggling, and take action accordingly. Assessment information and pupils' work show that this happens in all areas of the curriculum, not just in English and mathematics.
- Leaders and those responsible for governance have clear oversight of outcomes for disadvantaged pupils. They have made a commitment to providing key enrichment activities and high-quality learning experiences so that the pupils have opportunities to engage with theatre, the arts and politics, for example. The pupils speak and write articulately about these experiences, which have clearly made an important contribution to their good outcomes.

## Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to review and evaluate the wider curriculum design so that pupils further increase their knowledge, skills and understanding of the full range of subjects.

I am copying this letter to the chief executive officer, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Haringey. This letter will be published on the Ofsted website.

Yours sincerely

Karen Matthews
**Ofsted Inspector**

## Information about the inspection

I met with you, other senior leaders and members of staff, the chair of governors and the chief executive officer of the trust. I met with pupils from key stages 1 and 2. I visited classrooms across the school with senior leaders to gather evidence about the key areas of enquiry and to look at pupils' work. I looked at key documents including the school's self-evaluation of its own performance, the school development plan, and documents relating to safeguarding. I also looked at information on the school's website. I analysed the confidential online questionnaires completed by 55 pupils and 16 members of staff; and the views of seven parents who responded to Parent View, the online survey, including five free-text responses.