

Inspection of a good school: Holy Trinity C of E Primary School, NW3

Trinity Walk, Maresfield Gardens, London NW3 5SQ

Inspection dates:

13 and 14 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Holy Trinity is a small school with a big heart. Pupils flourish at this warm, welcoming and inclusive school. This is because a strong ethos of care permeates throughout the school. Parents and carers are overwhelmingly positive about the school. They say that staff are caring and kind.

Behaviour is exemplary. Pupils are kind and respectful to adults and each other. For example, they are taught about the importance of sportsmanship. They show respect for their opponents by shaking hands, and accepting victory or defeat graciously. Pupils are kept safe and feel safe at school. They know they can speak to a trusted adult if they have any concerns.

The curriculum is highly ambitious. It ignites pupils' curiosity and interests. Staff have high expectations for all pupils. As a result, pupils work hard in lessons and achieve extremely well. Classes are lively and energetic. Pupils say that teachers make learning fun. They are resilient, confident and talk enthusiastically about their learning. They particularly enjoy meeting famous authors such as Jacqueline Wilson and Katherine Rundell. Over time, pupils develop a rich body of vocabulary, knowledge and understanding. This means they are very well prepared for their next stage in education.

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

The school's curriculum is rich, broad and highly ambitious. Leaders have identified the fundamental knowledge and key skills they want pupils to know and learn. These have been sequenced carefully to ensure that pupils develop and deepen their understanding. This means that pupils learn and remember more over time. For example, children in

Reception count to 10 and beyond. They practise counting and grouping numbers in different ways. Older pupils confidently solve problems involving multiplication and division. Similarly, in art pupils explore a wide range of media and materials. For instance, pupils in Year 1 begin creating different effects by stencilling around their hand, smudging and layering materials. Older pupils improve their mastery of art techniques as they draw real-life figures with a good degree of accuracy using oil pastels.

The school has established a strong reading culture. The commitment to every child being a reader, including those with special educational needs and/or disabilities (SEND), is evident in every department. This is because reading is prioritised as soon as children begin school. Teachers and staff consistently implement the selected phonics programme with precision. Books accurately match the sounds pupils know. Staff provide effective support for pupils who fall behind so that they catch up quickly. Pupils are enthusiastic and enjoy reading with the teacher and their peers. They rise to the challenge of reading forty books in a year. As a result, pupils develop the key skills and knowledge they need to read confidently and fluently.

Leaders have high expectations for all pupils, including those with SEND. Pupils with SEND are identified swiftly and supported effectively. Teachers skilfully plan and adapt lessons and resources so that these pupils access the same ambitious curriculum as their peers. Teachers have strong subject knowledge and expertise. They rigorously check how well all pupils understand what they have been taught. Misconceptions are addressed through immediate, clear and consistent feedback. Pupils display extremely positive attitudes to learning. They listen carefully to adults and work respectfully with their peers. As a result, there is no disruption to learning.

The school has carefully considered the importance of the curriculum for pupils' wider development. All pupils, including those with SEND and/or from more disadvantaged backgrounds, experience an exceptional offer. For example, pupils in Year 3 and Year 4 worked with professional dance choreographers. They visited the London Contemporary Dance School and performed at a local festival. Pupils embody the school's vision and the importance of being aspirational. Visits from STEM (science, technology, engineering and mathematics) ambassadors and structural engineers inspire pupils to consider a career in these areas. Pupils confidently discuss and debate wider social and environmental issues such as the impact of global warming on the environment. This helps to prepare pupils for life in modern Britain.

Governors provide effective support. They have a clear understanding of the school's strengths and offer appropriate challenge to drive continuous improvements. Governors are deeply committed to the pupils, parents and staff.

Teachers and staff, including those in the early stages of their careers, said that leaders are highly supportive of their workload and well-being. Staff are extremely proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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

This is the second ungraded inspection since we judged the school to be good in November 2013.

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

Unique reference number	100032
Local authority	Camden
Inspection number	10289762
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair of governing body	Rev Andy Keighley
Headteacher	Laura Hall (executive headteacher) Keeley McCleave (head of school)
Website	www.holytrinitynw3.co.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is in a soft federation with two other local schools.
- The school uses no alternative provision.

Information about this inspection

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, head of school, assistant head of school, subject leaders and members of staff.
- The inspector spoke with representatives of the London Diocesan Board of Schools and the local authority, and met with three members of the governing body, including the chair of governors.

- The inspector carried out deep dives in these subjects: reading, mathematics and art and design. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with pupils about their learning and looked at samples of their work. The inspector also considered the curriculum in other subjects.
- The inspector looked at a range of documents, including leaders' priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The views of pupils, parents and staff were considered through discussions and responses to Ofsted's surveys.

Inspection team

Dawn Titus, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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