

# Leatherhead Trinity School and Children's Centre

Woodvill Road, Leatherhead, Surrey KT22 7BP

## Inspection dates

11–12 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders drive necessary improvements with enthusiasm and determination. The school has improved significantly since the last inspection.
- Leaders have improved disadvantaged pupils' outcomes significantly. These pupils are making good progress across the curriculum.
- Safeguarding is effective. Pupils feel safe and well cared for.
- Middle leaders play a vital role in school improvement. They follow the strong example of their senior colleagues and show ambition for the pupils in the school. They are well placed to secure further improvement.
- Senior leaders check constantly that the quality of teaching and learning is of a high standard. They ensure that a range of training opportunities are available to hone teachers' skills. As a result, teaching and learning overall are good and improving, although small pockets of weaker teaching still remain at key stage 2.
- The early years provision has been transformed since the last inspection. Children get off to a flying start. They are well taught in a safe and nurturing environment.
- Pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable are supported well. Pupils' emotional well-being is cared for particularly well, including for those who attend the school's specialist provision.
- Leaders supplement the wide curriculum with an interesting range of trips, visits and clubs.
- The school is well supported by the local authority and the diocese.
- Governance has been strengthened since the last inspection. Governors are knowledgeable, experienced and highly committed to improving the school.
- While teachers' planning overall has improved significantly, at times, activities are not adapted during lessons to suit pupils' needs fully. Consequently, whole-class teaching does not always stretch most-able pupils sufficiently well or pick up all pupils who fall behind.
- Senior and middle leaders' improvement plans do not show precisely enough how they will measure success. Consequently, it is difficult for governors to monitor sharply the impact of leaders' actions.

## **Full report**

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

- Improve leadership and management, by ensuring that:
  - plans show how leaders will monitor precisely the success of each action
  - governors call leaders to account more precisely for the impact of their actions.
- Improve teaching and pupils' outcomes to match the best in the school, by ensuring that all teachers adapt their teaching to meet the needs of pupils with SEND and those who are the most able.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The acting headteacher and her deputies, following good practice already established, demonstrate a refreshingly honest approach to seek out areas to improve. Leaders have addressed the areas requiring improvement identified at the last inspection with rigour and the school is on the up.
- In particular, leaders have tackled the underperformance of disadvantaged pupils effectively. At the time of the last inspection, disadvantaged pupils were not supported well enough. Leaders have now successfully created a culture among staff to provide disadvantaged pupils with extra support and opportunities. Governors and leaders make sure that the pupil premium funding is used appropriately.
- Middle leaders play a vital role in school improvement. They follow the strong example of their senior colleagues and show ambition for the pupils in the school. They understand the importance of monitoring the progress of pupils accurately. They are well placed to secure further improvement.
- Leaders ensure that they make good relationships with parents and carers. Parents are appreciative of the contact they have with school staff, including a weekly newsletter. Parents are highly satisfied with the school and the vast majority would recommend it to others. One parent said, 'I really feel this is a welcoming school.'
- Leaders show a deep commitment to developing staff and pupils so they can achieve their best. Teachers and other members of staff feel highly valued. A number of staff said, 'We love working at this school.' Staff are inspired by leaders' unwavering commitment to improving the school.
- Staff feel that their views are now taken fully into account and that they are partners in improving their school. Leaders have refocused teachers' priorities so that there is more consistency in teaching and learning and the implementation of the curriculum. A teacher said, 'There have been a number of new initiatives since the last inspection to help with our workload and allow us to focus on planning and teaching.' As a result of effective leadership, staff feel part of a collaborative team.
- Leaders have put in place effective performance management for staff that focuses on pupils' progress and encouraging pupils' thirst for learning. Where teaching standards do not meet leaders' high expectations, they challenge colleagues to improve, putting appropriate support in place.
- The local authority and diocese provide regular and effective support to school leaders and governors.
- Leaders have enhanced the school curriculum to make sure that there is more emphasis on wider subjects such as science and French, and that the progression in learning is planned effectively. Leaders ensure that there are rich experiences that supplement learning, including trips and visiting speakers. A large number of extra-curricular clubs are available for pupils covering a wide range of areas of interest, including performing arts and sports. Pupils speak highly of the extra-curricular opportunities they are provided with.

- Leaders use the physical education (PE) and sport premium funding well to support pupils to participate in PE activities. Pupils, including children in the early years provision, have access to specialist PE teaching.
- Leaders have developed pupils' spiritual, moral, social and cultural understanding well. This is because leaders have a well-planned personal, social and health curriculum and a strong moral ethos. Pupils are prepared well for life in modern Britain.
- School leaders have an accurate view of the school's strengths and weaknesses. However, their various written plans for improvement do not show precisely who will be responsible for each action or how success will be measured. This lack of precision means that leaders do not evaluate sharply enough the results of their actions to improve the school.
- Leaders ensure that the specialist provision, the Communication and Interaction Needs (COIN) Centre for pupils with speech, language and communication difficulties, provides a good level of education. Pupils have access to a wide range of support so that their needs are met well.

### **Governance of the school**

- A review of governance took place after the last inspection. As a result, new governors were recruited, and an improved committee structure was put in place. Governors are now skilled and knowledgeable. All governors undertake training so that they understand their responsibilities well. Governors visit the school regularly to see day-to-day working for themselves. They fulfil their statutory roles effectively.
- Governors are determined to help the school go from strength to strength. However, because improvement plans do not show exactly how leaders' actions will be evaluated, it is difficult for governors to call leaders to account in full.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture in the school. The school has taken into account current government legislation to produce a suitable safeguarding policy that is published on the school's website and is available to visitors when they enter the school.
- Leaders have made sure that staff are well trained in safeguarding procedures. They are kept up to date with the latest safeguarding guidance, including in keeping children safe from the dangers of radicalisation and extremism.
- Staff know what to do should they have a concern about a child. Leaders work well with external agencies to ensure that pupils are kept safe. Detailed chronological records of any concern and the outcome of any actions that have been taken are kept systematically.
- Leaders make sure that all statutory checks on adults working at the school are made. These checks are recorded systematically on a single central register.
- Governors check that safeguarding procedures are in place and are successful. Minutes

of meetings and notes of visits show that school leaders and governors discuss the effectiveness of safeguarding regularly.

## Quality of teaching, learning and assessment

**Good**

- Teaching, learning and assessment across the school have improved significantly, especially at key stage 1, since the last inspection. Teachers now have consistently high expectations of what their pupils can achieve.
- Teachers take account of pupils' starting points and plan appropriate learning activities. This is an area that has improved greatly since the last inspection. Typically, teachers have good questioning skills. They find out what pupils know and can do. However, at times, teachers do not reshape their plans during lessons as a result of pupils' responses. This means that there are occasions when pupils with SEND are left behind or most-able pupils do not tackle harder work for themselves.
- Teachers check the standard of pupils' work with colleagues in school and through moderation with other schools. Leaders and teachers track closely improvements in pupils' learning and target pupils for extra support if they are not making enough progress. This well-considered approach enables standards to rise quickly.
- The teaching of writing is effective. Teachers deepen pupils' understanding of grammar through precisely targeted activities. Pupils' vocabulary is broadened successfully through stimulus material and experiences. Pupils write with accuracy because they are encouraged to edit their work to make it better. Teachers provide opportunities for pupils to write at length for a variety of purposes.
- Teachers have improved strategies for teaching reading. At key stage 2, they engage pupils well by introducing challenging texts as part of the curriculum theme. For example, pupils in Year 5 are studying 'The Adventures of Tom Sawyer' and are excited about reading this text. Teachers help pupils to explore these challenging books so that pupils gain a wide understanding of literature. Teaching at key stage 1 supports pupils to develop phonic skills successfully.
- Teaching of mathematics is secure across all years. Pupils' knowledge and mathematical skills are developed well. Pupils use a variety of support materials and strategies to work things out for themselves. Teachers provide plenty of opportunity to solve real-life problems. Pupils talk about how they may solve a mathematical problem, although they do not routinely record their reasoning in their books. While teachers are adept at modelling mathematical manipulations for pupils to follow, at times, most-able pupils do not have enough opportunity to think for themselves.
- Teaching assistants support pupils well. They work well with the teacher to provide extra help for those pupils who need it. Teaching assistants make an effective contribution to teaching, learning and assessment.
- Leaders ensure that pupils learn a broad range of scientific knowledge well. Practical investigation is a successful part of pupils' learning experience. However, in some of the physics topics, such as light and electricity, teachers do not pick up or correct all pupils' misconceptions. Science teaching at key stage 1 is strong.
- Teaching and learning in French are highly effective. Pupils enjoy speaking, listening and responding in the target language. Teaching successfully develops pupils'

confidence and interest in learning a modern foreign language.

- Parents are provided with detailed written information and regular updates about their children's progress. Parents confirm that their children are taught well, although a small number express concern about the high turnover of teachers in their children's year group.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff make sure that the well-being of pupils is put at the forefront of all they do. Pupils are looked after well.
- Pupils say that they feel safe and secure. They are able to explain how the school helps them to keep safe, including when using the computer.
- Pupils say that bullying happens rarely because of the caring ethos of the school. They also say that should they have a concern, teachers resolve issues quickly and successfully.
- Leaders promote healthy lifestyles, especially eating a healthy diet. Pupils cooperate well with each other during lunchtimes and share the tidying up afterwards.
- A school council provides an effective vehicle to canvass pupils' views. Pupils' leadership skills are developed well by providing them with responsibilities such as those of school prefects. Pupils are encouraged to speak in front of audiences, such as in class assembly to their peers and parents, to help develop self-confidence.
- An overwhelming majority of parents commented in Ofsted's questionnaire that their children are happy at school and cared for well.
- Pupils are keen to learn and the majority try hard in lessons. However, a small proportion of pupils do not keep their books in a neat and tidy manner. This does not reflect their good attitudes to learning.

### Behaviour

- The behaviour of pupils is good. Staff have high expectations of pupils' conduct and reward positive behaviour appropriately. As a result, pupils behave well and are courteous and polite to others.
- Pupils take care of their surroundings. They move about the school in an orderly fashion. The school is a peaceful and calm learning environment.
- Pupils' attendance is around average and improving slowly. Leaders make clear to parents and pupils their expectations about the importance of good attendance. While there are individual cases of pupils' attendance improving, there is still a small number of pupils who do not attend regularly enough.

## Outcomes for pupils

**Good**

- Observations of lessons, scrutiny of pupils' work and review of the school's own assessment and tracking information all confirm that pupils develop secure knowledge and skills. Pupils achieve well in reading, writing and mathematics throughout the school, especially at key stage 1. They are well prepared for their next stage of education.
- Disadvantaged pupils are increasingly doing well. Leaders' support and intervention strategies are having a sizeable impact so that many disadvantaged pupils are making strong progress from their starting points. The differences between disadvantaged pupils and other pupils nationally are diminishing.
- Outcomes for Year 6 have improved year on year and in 2018, pupils' progress overall was around the national average.
- While standards have improved significantly, not all most-able pupils are achieving at the high standard that is expected of them. School leaders are aware of the need to extend and deepen the outcomes for these pupils.
- Pupils learn phonics well. Almost all reach the required standard by the end of key stage 1. Pupils read often and staff make every effort to support pupils to read widely and experience a variety of challenging texts. Pupils learn how to decode words and generally read with fluency and accuracy. However, while weaker readers in key stage 1 recognise grammatical symbols such as question marks, some do not learn early enough to read with expression and intonation.
- Pupils with SEND, including those registered in the COIN Centre, typically make good progress. However, at times, progress for some pupils stalls because teachers do not always adapt their lessons to exactly meet their needs. Leaders monitor the progress of these pupils carefully, providing extra support when necessary to get pupils back on track.
- Leaders have provided many opportunities for pupils to practise their numeracy and literacy skills across the curriculum. However, teachers have not yet agreed exactly what standards are expected. For example, while pupils draw graphs regularly in their topic work and science, teachers do not always ensure that these graphs are completed with accuracy.
- While progress is improving across the school, there are a few pockets of less strong progress at key stage 2. Leaders are well aware of these relative shortcomings and are supporting teachers suitably to hone their skills or intervene to strengthen pupils' progress in these areas.

## Early years provision

**Good**

- Since the last inspection, leaders have acted decisively to improve the Nursery provision, which has been transformed. All staff receive regular training and classroom practices are reviewed to constantly improve provision. Staff have high expectations of children and what they could and should achieve as two-, three- and four-year-olds. The staff team has been strengthened and is highly effective.

- Staff know the children in the early years setting well, due to a systematic induction process supported by parents. Children are happy, safe and thriving. Parents speak positively about the education that their children receive. As one parent said, 'I am extremely impressed with the nursery and what my child has been learning, including phonics and how to draw.'
- The learning environment is enriched with an interactive outside learning space. Children in Nursery and Reception are provided with choices to explore and deepen their understanding purposefully across a range of curriculum areas.
- Teaching is effective. Children's achievements are tracked well and activities adjusted so that children make good progress, especially in early communication and interaction skills. Children's progress in the wider learning areas, such as shape and space, are monitored less meticulously in Nursery.
- Staff develop positive, nurturing, working relationships with the children in early years. They encourage children constantly and help them to maintain a focused enthusiasm about learning. Teachers' and teaching assistants' good questioning helps children to develop their thinking and extends learning further.
- The curriculum is developed effectively. A thematic approach to learning builds children's excitement well. Children have plenty of opportunity to listen to others and talk about their own views. Visits and trips enrich children's experiences. For example, a recent visit to a zoo inspired children to write.
- Children practise their early reading and writing skills regularly. They learn about phonics and staff constantly help them to expand their vocabulary. Children are eager to use their understanding about letters and sounds to have a go at writing.
- Children attain well and most reach a good level of development by the end of Reception. Children who are disadvantaged and those who speak English as an additional language also make strong progress. Published information and the school's records show that achievement is now above national averages.
- Leaders have ensured that transition through Reception and Year 1 is planned well and effective.



## School details

Unique reference number	135009
Local authority	Surrey
Inspection number	10088157

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair	Diane Smith MBE
Acting Headteacher	Hannah Gray
Telephone number	01372 813615
Website	<a href="http://www.leatherheadtrinity.surrey.sch.uk">www.leatherheadtrinity.surrey.sch.uk</a>
Email address	<a href="mailto:woodvill@leatherheadtrinity.surrey.sch.uk">woodvill@leatherheadtrinity.surrey.sch.uk</a>
Date of previous inspection	28 February–1 March 2017

## Information about this school

- Since the last inspection, there has been a change in headteacher, who is currently on maternity leave. The deputy headteacher is acting as headteacher at this time.
- The school has a speech, language and communication centre which is specialist provision for 21 pupils with an education, health and care plan. Most pupils join mainstream classes for part or all of their education. The school calls this centre the Communication and Interaction Needs (COIN) Centre.
- At the time of the last inspection, the school operated over two sites. The school now operates from one site.
- Nearly a third of pupils are supported by pupil premium funding.
- The number of pupils with SEND is above the national average for primary schools.
- An inspection of the school's distinctive Christian character was carried out under section 48 of the Education Act 2005 in January 2016.

## Information about this inspection

- The lead inspector met with the members of the governing body, a member of the diocese and a representative of the local authority.
- Meetings were held with the headteacher, senior leaders and two groups of staff. There were 28 responses from staff to Ofsted’s staff questionnaire.
- Inspectors took account of 69 responses to Ofsted’s online parent questionnaire, Parent View. An inspector met with parents at the school gate.
- Teaching and learning were observed across all age groups. Inspectors were accompanied to all lessons by a senior member of staff.
- Inspectors carried out a scrutiny of pupils’ work. Meetings were held with two groups of pupils. Inspectors also looked at work in lessons and talked to pupils around the school.
- A telephone conversation was held with a member of staff at the local pupil referral unit.
- A number of documents were scrutinised, including improvement plans, safeguarding documents and policies.
- The school’s website was viewed.

## Inspection team

Sue Child, lead inspector	Ofsted Inspector
Ross Macdonald	Ofsted Inspector
Sam French	Ofsted Inspector
Clementina Aina	Ofsted Inspector

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