

# Inspection of Holy Trinity CofE Primary School, NW3

Trinity Walk, Maresfield Gardens, London, NW3 5SQ

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Inspection dates:	19 and 20 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	<b>Good</b>

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

Pupils are proud to attend this nurturing and supportive school. Staff encourage pupils to 'soar on wings like eagles,' which is a central message within Holy Trinity's aspirational ethos. This ambition is also reflected in the school's broad and rich curriculum.

Pupils achieve well in national tests. This is because the school has the highest expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils are very well prepared for the next stage of their education.

Staff work in close partnership with parents and carers, and the community, to deliver the best possible experience for all pupils. For example, role models from the local area visit the school to talk to pupils about their experiences of working in science and technology. Pupils have the opportunity to use first class facilities in the local area for example in sport and computing.

Pupils' behaviour is exemplary. They are polite and courteous to staff and their peers. Pupils feel safe and know that there is always a trusted adult they can talk to if they have a concern. Pupils thrive on being responsible and giving back to the community.

Pupils appreciate the extensive range of clubs they can choose to attend. These include chess, gardening, debating, robotics, and the choir. Leaders encourage pupils to take part in these activities. This is because they see such experiences as important for developing pupils' character.

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

The school has a broad and ambitious curriculum. It is well sequenced, enabling pupils to build up their knowledge as they move through the school. Leaders ensure that the curriculum reflects the diversity of their local community. For example, in history, pupils learn about many different civilisations such as ancient Egypt and Baghdad. In the early years, staff provide high levels of support for children to develop their language and communication as well as their personal, social and emotional development. Children flourish in this supportive and purposeful environment.

The school's focus on early reading is at the heart of curriculum thinking. From the start of Reception, pupils learn to read using phonics. Staff have been trained well and teach with precision. Pupils and those at the early stages of reading develop the phonic knowledge and skills they need to read with fluency. Teachers make sure that pupils read books which match the sounds they know. They swiftly identify pupils who are not as confident and put in place a range of appropriate support. This results in pupils, including those with SEND or who are new to English, becoming confident and enthusiastic readers. This love of reading continues throughout the school with the '40 books in a year' challenge.

Teachers set work for pupils which matches the aims of the school's curriculum. They have excellent subject knowledge. Teachers choose activities that help pupils develop a

greater depth of knowledge. For example, in science, older pupils can explain how sound and light travel using advanced vocabulary such as 'particles' and 'cochlear.' Teachers check pupils' understanding regularly and address any gaps in learning.

Pupils have very positive attitudes to learning. The school identifies the needs of pupils with SEND with precision. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations made to teaching if needed. As a result, pupils achieve well and produce work which is of a high quality.

The school has established a comprehensive and age-appropriate programme to support pupils' personal development. The well-being curriculum reflects the school's emphasis on 'living life in all its fullness.' Teachers explain sensitive topics such as consent and healthy relationships with care. Pupils have a voice in school life and take on positions of responsibility, including as class representatives and house captains. They are taught to respect different beliefs and cultures. Pupils also enjoy a wide range of visits to places of interest, for example to the Tower of London as well as many art galleries and museums.

Leaders have robust systems for ensuring that pupils attend school regularly. They work with families and other agencies to ensure that pupils' welfare is carefully monitored. This means that action can be taken if there are any patterns of concern. As a result, attendance has improved.

Staff are very positive about working at Holy Trinity. They are proud to work in a school which cares and has such a strong community ethos. They appreciate the many professional development opportunities on offer. Governors fulfil their statutory responsibilities well. They hold leaders to account for the quality of education at the school but also consider staff welfare. Parents, reflecting the views of many, say the school 'goes the extra mile' and is 'fabulous.'

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	100032
<b>Local authority</b>	Camden
<b>Inspection number</b>	10345616
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andy Keighley (chair) Andrew Hull (acting chair)
<b>Headteacher</b>	Keeley McCleave (head of school) Laura Hall (executive headteacher)
<b>Website</b>	<a href="http://www.holytrinitynw3.co.uk">www.holytrinitynw3.co.uk</a>
<b>Dates of previous inspection</b>	13 and 14 September 2023, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provisions for pupils.
- The school has a Church of England religious character. The school had its last section 48 inspection in July 2019. The next section 48 inspection will be within five years of the previous inspection.
- The school runs its own breakfast club.
- The school belongs to a partnership of local Church of England schools.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued 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, science, history, and computing. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning.
- Inspectors also considered the curriculum in 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 senior leaders. Inspectors also met with leaders with responsibility for behaviour, SEND and pupils' personal development.
- Inspectors met with members of the governing body and representatives from the local authority and diocese.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Susan Maguire, lead inspector

His Majesty's Inspector

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