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17 June 2014

Richard Rowe
Headteacher
Holy Trinity, Guildford, CofE Aided Junior School
Addison Road
Guildford
GU1 3QF

Dear Mr Rowe

**Requires improvement: monitoring inspection visit to Holy Trinity,
Guildford, CofE Aided Junior School**

Following my visit to your school on 17 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you, other senior leaders, pupils and three governors including the Chair of the Governing Body to discuss the action taken since the last inspection. I conducted a telephone conversation with a representative of the local authority. A range of the school's documentation was scrutinised. I made short visits to all classes and looked at a range of pupils' work.

Context

Three teachers have left the school since the last monitoring inspection and three have joined. Six governors have left because their terms of office came to an end and all of them have been replaced.

Main findings

The headteacher provides determined and resolute leadership. He has ensured that all leaders play an effective role in making rapid improvements to teaching and pupils' achievement. Teachers are now held robustly to account for the achievement of the pupils that they teach because leaders' checks on teachers' performance are very thorough and regular. Teachers act quickly on the good advice they are given and are eager to constantly improve. Teachers and teaching assistants rightly receive regular training which is having a tangible impact on the quality of teaching. Leaders have high expectations for the school's improvement and have set clear targets based on improving pupils' achievement. These targets are being met or exceeded because of the collective ambition of the staff.

Teaching has improved significantly. Pupils, including the most able, are given work that challenges them. Teaching assistants make an increasingly valuable contribution to pupils' learning, including disabled pupils and those with special educational needs. Teachers regularly check pupils' understanding through high quality questioning, making adjustments to lessons when necessary. Teachers' regular marking ensures that pupils know what they need to do to improve their work, especially in English, and increasingly pupils are making the necessary improvements. Pupils work enthusiastically and with endeavour in lessons, including with each other. The best lessons are alive with a buzz of learning.

As a result of better teaching, pupils' achievement is improving rapidly. Standards at the end of Year 6 are set to rise in 2014. Pupils' progress in all classes has accelerated and the proportions of pupils making or exceeding expected levels of progress are in line with or above national averages. Leaders now track pupils' achievement in much greater detail, allowing them to quickly identify individuals or groups of pupils who are at risk of underachievement and to take the necessary action.

Better information about pupils' achievement has enhanced governors' support and challenge for school leaders. Governors have a very good knowledge of the strengths of the school and the areas for improvement. They have a central role in monitoring the school's progress and evaluating improvements, including through regular visits to the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Leaders have made very good use of the effective support provided by the local authority. Work with South Farnham School, commissioned by the local authority,

has helped to improve teaching and leadership through reviewing the quality of teaching and deploying specialist leaders of education to provide support for individual teachers. All teachers, teaching assistants and some governors have visited South Farnham School to observe effective practice. In addition, representatives of the local authority have challenged school leaders to ensure the rate of improvement is swift. The progress of the school is evaluated regularly and leaders act on the good advice they are given. However, external support is now reducing as school leaders increasingly demonstrate a good capacity to bring about further improvements.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Surrey and the Diocese of Guildford.

Yours sincerely

Matthew Haynes
Her Majesty's Inspector