

# Inspection of a good school: Holy Trinity, Guildford, CofE Aided Junior School

Addison Road, Guildford, Surrey GU1 3QF

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Inspection dates:

30 April and 1 May 2024

## **Outcome**

Holy Trinity, Guildford, CofE Aided Junior School continues to be a good school.

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

Pupils flourish at this welcoming, ambitious school. Staff place equal value on pupils' social, spiritual, cultural and academic development. The school's ethos of 'learn to live' underpins every aspect of school life. Pupils' talents and interests are promoted through a wide range of clubs and activities. These include the school's high-performing orchestra, choir and sports teams. As a result, pupils thrive. They are kind, respectful and hard-working. The school supports pupils to become accomplished learners and caring people who are well prepared for the next stages of their education.

Pupils behave well. Staff model the school's values and work with pupils and their families to build strong and caring relationships across the school community. Pupils understand the school's values fully. These help them to make good choices in all that they do. Pupils know that there is always someone to talk to and that staff will resolve any worries quickly. They rightly say this strong culture of care helps them to feel very safe.

Pupils enjoy learning about different cultures. They have a deep understanding of fairness and equality. Pupils value differences in other people and the opportunity to learn from them. They are polite and respectful towards each other.

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

Reading is highly valued. Thoughtful cross-curricular reading opportunities invoke pupils' curiosity and foster their love of reading. Knowledgeable staff recommend books from the well-stocked library and make sure that pupils read widely and often. There is lively and enthusiastic discussion about books throughout the school. Teachers make good use of information from ongoing checks on pupils' learning. Pupils at the early stages of reading, and those at risk of falling behind, are identified quickly and receive effective support to become fluent readers.

The school has a broad and ambitious curriculum. In most subjects, the curriculum is sequenced with precision, identifying the important knowledge and skills pupils are to learn. However, in a few subjects, the essential knowledge and skills are not always set out clearly. This means that teachers are not always clear about how to help pupils build their learning towards the challenging curriculum goals that have been set.

The school makes sure that resources and activities are of a high quality and help pupils to learn well. Teachers explain ideas clearly. They prioritise developing pupils' vocabulary. For example, in mathematics, pupils are routinely asked to explain their thinking, using precise mathematical language. Pupils build well on what they already know, developing increasingly sophisticated understanding.

The identification of pupils with special educational needs and/or disabilities is accurate. The school works closely with teachers to ensure pupils with additional needs are provided with high-quality support. Staff benefit from well-organised training. Leaders, including those responsible for governance, review the impact of their curriculum rigorously to ensure all pupils have the opportunity to learn well. This enables them to accurately identify the improvements needed to meet their determination for all to succeed. Leaders give thoughtful consideration to staff workload and well-being. They ensure that all adults work together towards improving the school further for pupils.

In the core subjects, such as English and mathematics, teachers consider pupils' progress carefully, identifying precisely where more support is needed. However, the checks on what pupils know and remember are not yet fully developed across every subject. As a result, pupils do not always build successfully on their prior knowledge and achieve as well as they could.

Pupils' wider development and pastoral support are at the heart of the school. Pupils' attendance is high because they simply love coming to school each day. Pupils and their families value the strong community connections. Staff relish leading wider development activities, saying that it helps them to get to know the pupils better. Pupils take pride in their elected leadership roles, such as school councillor or 'eco-leader'. These help to develop their understanding of good citizenship and the democratic process. Older pupils enjoy supporting others as peer mediators.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, the school has not clearly identified and sequenced the precise knowledge that pupils need to learn. This means that some pupils do not build on their prior knowledge and learn as well as they could. The school should ensure that

the curriculum in all subjects specifies cumulative knowledge precisely and that the curriculum is implemented fully so that pupils produce work of consistently high quality.

- Assessment in some foundation subjects needs refining. Consequently, staff do not always have a precise understanding of the gaps in pupils' learning, meaning pupils do not always achieve highly across the curriculum. The school should help staff to check pupils' understanding carefully and use this information to inform their future teaching.

## 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 February 2015.

## 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>	125288
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10321888
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	381
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Deborah Pepper and Helen Murray (Co-Chairs)
<b>Headteacher</b>	Clare Brunet
<b>Website</b>	<a href="http://www.htpd.surrey.sch.uk">www.htpd.surrey.sch.uk</a>
<b>Date of previous inspection</b>	5 December 2018, under section 8 of the Education Act 2005.

## Information about this school

- The school is temporarily hosting Pewley Down Infant School on its premises.
- The school does not currently use any alternative provision.
- The school runs a breakfast club and an after-school club on the same site.
- The school is a Church of England school and is part of the Diocese of Guildford. The last section 48 inspection of the school's religious character took place in July 2019.

## 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.
- During the inspection, the inspector held meetings with the headteacher, the senior leadership team, other leaders, teachers and pupils.
- The inspector met with representatives of the governing body. The inspector also spoke

with a representative from the diocese and a representative from the local authority.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. In each subject, the inspector met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work. The inspector listened to some pupils read to adults. Other aspects of the school's curriculum were also considered.
- 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 inspector took account of a range of other information, including the school's development plans, school policies and governors' minutes.
- The inspector considered the responses to the Ofsted Parent View survey and the free-text comments that were submitted. They took account of the responses to the confidential staff survey. The inspector also gathered the views of staff, parents, carers and pupils throughout the inspection.

### **Inspection team**

Clare Morgan, lead inspector

Ofsted Inspector

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