

Inspection of a school judged good for overall effectiveness before September 2024: Holy Trinity Church of England Primary School

Beechwood Road, London E8 3DY

Inspection dates:

1 and 2 July 2025

Outcome

Holy Trinity Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy coming to Holy Trinity Primary School. They feel well looked after here. Pupils feel safe because they can speak to staff they trust if they have a worry. The school knows its pupils well and builds strong links with families. For example, the school runs 'Family Friday', where parents and carers come in to see and experience how their children learn.

The school wants pupils to be 'empowered, inspired and prepared'. Pupils understand that staff expect them to work hard and behave well. They are reminded regularly to give their best and know that trying hard leads to better learning. Staff support them to persevere, even when tasks are difficult. Pupils said adults help them stay focused and not give up. These high expectations help pupils to learn the curriculum successfully. As a result, pupils typically achieve well across subjects.

Pupils understand how to behave because they follow the clear rules to be 'ready, respectful, safe'. Pupils focus well in lessons and listen to adults and each other. They know what adults expect and respond quickly when reminded. These simple rules help everyone feel calm and cared for in school, and in turn, support pupils to learn well.

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

The school has planned its curriculum with care and a clear purpose. The curriculum sets out key knowledge in well-ordered steps to help pupils build on what they know. This careful order helps pupils remember more over time. Staff link new ideas to what pupils have learned before. For example, in science, Year 4 pupils explained the greenhouse effect using facts they learned previously about the Earth's atmosphere. However,

sometimes the school does not ensure that pupils are secure in the prior knowledge that they need to help them make sense of new learning. This results in gaps in pupils' understanding.

Staff explain new learning clearly and break tasks into steps that help pupils to be successful. They also use questions and examples to help pupils understand new or complex ideas. Typically, pupils know what they are learning and what they need to do next. Staff check pupils' work and show them how to improve it. However, occasionally, teaching does not provide enough support for pupils to understand subject-specific vocabulary fully. When this happens, it is hard for some pupils to understand new ideas.

The school uses a wide range of tools to identify the needs of its pupils effectively, including those with special educational needs and/or disabilities (SEND). It makes sure that staff have the expertise to put in place effective adaptations which are closely matched to pupils' needs. As a result, pupils with SEND learn the curriculum well.

Children learn how to read from a very young age. As soon as they join the Nursery, the school prepares children to learn phonics by helping them to distinguish sounds around them. When they start in Reception, pupils receive phonics teaching from well-trained staff. They practise their developing skills by reading books which match the sounds that they already know. Pupils who fall behind receive effective support, and they catch up quickly. As a result, most pupils read fluently by the end of Year 2.

Leaders check attendance daily and act promptly when pupils miss school. They work closely with families and external agencies to support pupils who struggle to attend. For instance, staff use telephone calls, meetings and home visits to help parents understand why good attendance matters. This results in improvements in overall attendance for pupils.

Pupils benefit from many varied opportunities to develop as confident, respectful citizens. They take part in debates, school council work and leadership roles to learn about democracy and responsibility. Pupils take part in charity work to learn values such as compassion and endurance. They also join sports competitions and music performances to build their skills and confidence. Many enjoy after-school clubs such as music, sports and gardening. Residential trips give older pupils chances to build their independence and teamwork. Together, these experiences help pupils grow in character and develop respect for others.

Leaders and governors know the school's strengths and what needs to get better. They make decisions that put pupils' safety, care and learning first. Governors check leaders' work and understand the school's challenges well. Staff say that leaders help them manage their workload. Leaders give staff clear support, training and opportunities to work together so they feel guided and valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school does not ensure that pupils have the prior knowledge needed to make sense of new learning. This results in gaps in pupils' understanding. The school should support teachers in checking that pupils have the required prior knowledge before introducing new concepts.
- On occasions, teaching does not ensure that pupils have an accurate understanding of subject-specific vocabulary. When this happens, some pupils do not grasp key knowledge securely. The school should ensure that teaching supports pupils to acquire an accurate understanding of subject-specific vocabulary, enabling them to learn the curriculum well.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in March 2020.

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	100263
Local authority	Hackney
Inspection number	10379074
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair of governing body	John Clark
Headteacher	Rebecca Mackenzie
Website	www.holytrinity.hackney.sch.uk
Dates of previous inspection	4 and 5 March 2020, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is in a hard federation with six other schools in the local authority.
- The school has decreased in size from two forms of entry to one form of entry in each year group.
- The school is designated as having a religious character. It had its last section 48 inspection on 20 March 2019.

Information about this inspection

- Inspections are a point-in-time evaluation 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 held discussions with the executive headteacher, the headteacher and other members of the senior leadership team.
- The inspector also met with governors, including the chair of governors.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 considered the views of parents through their responses to the online survey, Ofsted Parent View.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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