

Holy Trinity Church of England Primary School

Address: Upper Tulse Hill, Lambeth, London, SW2 2RL

Unique reference number (URN): 100622

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	● ● ● ●
Needs attention	● ●
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

The school has designed a broad and ambitious curriculum. Leaders set out clearly what pupils should learn from the start of their education all the way through to Year 6. Staff are clear about what knowledge and skills pupils need to build over time. This helps teachers plan lessons that link new learning to what pupils already know.

Teachers explain ideas clearly and check pupils' understanding often. For example, they use questions, short tasks and class discussion to spot gaps and address them quickly. In mathematics, pupils benefit from a consistent approach that builds fluency and confidence. In English, pupils learn how to write fluently because they are taught spelling, handwriting and composition in a structured way. Pupils read widely and often. Staff follow the school's chosen phonics programme with accuracy. Regular training and support for staff enables them to ensure that pupils learn sounds in a clear sequence and practise using them with books that match the sounds they know. This helps pupils read with growing confidence.

Teachers adapt lessons so that pupils with additional needs can take part fully. Support staff work closely with teachers to break learning into manageable steps. In most subjects, pupils remember important knowledge and talk confidently about what they have learned. Leaders are aware of pockets of practice in teaching that need to be refined. They are taking clear actions, including providing training for staff, to secure improvements.

Inclusion

Expected standard 

The school welcomes every child and makes sure that they feel part of the community. Staff know pupils well and act quickly when a pupil needs extra help. They identify needs early so that support can start without delay.

Pupils with special educational needs and/or disabilities learn alongside their classmates whenever possible. Teachers make adaptations to the planned learning where necessary so that all pupils can access the curriculum successfully. Support staff use clear strategies to help pupils understand new ideas and make steady progress from their starting points. Training has been provided to ensure that staff have the necessary expertise to understand and meet pupils' needs.

The Ducklings class provides a calm and nurturing space for pupils with more complex needs. Specialist staff focus on building communication, independence and core skills. Pupils also relish joining their peers for lessons and activities in physical education and music as well as playtimes. This helps them to feel included and confident.

Leaders work closely with outside specialists, such as speech and language therapists and mental health professionals. These experts help shape support plans so that pupils get the right help. When families face barriers, leaders work hard to secure assessments, funding or additional support. Leaders review pupils' support plans regularly. They check what is working and make changes when needed.

Leadership and governance

Expected standard 

Leaders provide steady and thoughtful leadership during a period of significant challenge that has placed real pressure on the school. Despite this, leaders keep a strong focus on pupils' wellbeing and learning. Staff are proud to work at the school, supported by the positive culture that leaders have created. They say that workload and wellbeing are considered carefully when any changes are made. Leaders have strengthened the curriculum since the last inspection. They have engaged with external advice to refine subject planning and improve teaching, especially in early reading and phonics. They check the quality of teaching regularly and give staff clear guidance and professional learning on how to improve. This work is helping pupils learn more securely over time.

Safeguarding is well managed. Staff receive regular training and know how to report concerns. Leaders act quickly when pupils need help and work closely with outside agencies to support families. The governing body check safeguarding arrangements carefully.

Governors and school leaders have set clear strategic priorities. They consider the impact their decisions have for pupils. They know that attendance and outcomes at the end of Year 6 need to improve. They have clear plans in place and are acting swiftly to make the changes needed. Leaders are beginning to see early signs of progress, although some improvements are at an early stage. Governors understand the school's context well. They support leaders through difficult decisions and provide an appropriate level of challenge. Governors value the work of the leadership team and are planning for the school's longer-term stability.

Personal development and wellbeing

Expected standard 

Pupils talk about the school's values with pride. Rewards are given each week for pupils that embody these values, such as the award of 'values ambassador' or attending 'friendship Friday'. Pupils' involvement in fundraising for charity helps them to build empathy and compassion. Pupils learn how to stay healthy, both physically and emotionally. They take part in lessons that help them understand friendships, feelings and how to keep themselves safe online and in the community. Leaders use specialist therapeutic support, when needed, to help pupils who need it. This support makes a real difference to pupils' wellbeing.

Generally, pupils understand the importance of fundamental British values. They demonstrate respect for one another and enact democratic processes when they vote for their class ambassadors. Pupils value the roles and responsibilities that they are given. Pupils know they can influence decisions to further improve the school through well-established groups, such as the school council. They take pride in receiving awards at the termly great achievers' celebration.

The school offers a range of wider opportunities, such as sports, music and creative clubs. Pupils enjoy these opportunities and talk enthusiastically about trips, such as visits to museums and landmarks in central London. Pupils enjoy taking part in the talent show and speaking to visiting authors. These experiences help to broaden pupils' horizons and build their confidence.

Disadvantaged pupils and those with additional needs are fully included in school life. Staff adapt activities so that all pupils can take part. This helps them feel part of the wider school community. Pupils are taught to show respect for different cultures, faiths and backgrounds. They learn about the diverse community they live in and celebrate the heritage of their classmates. This helps to equip pupils well for life in modern Britain.

Needs attention

Achievement

Needs attention 

While leaders are ambitious for pupils to achieve well, some pupils do not achieve as highly as they could, including in national assessments. Gaps in pupils' knowledge in some areas of the curriculum hamper pupils' ability to achieve highly by the end of year 6. This experience contrasts with pupils' achievement in key stage 1. Here, pupils largely secure the basic skills they need in reading, writing and mathematics. Disadvantaged pupils and those with additional needs achieve well in some areas, but outcomes are uneven across subjects.

Leaders have been taking action to improve achievement, but it is too soon to determine the full impact over time at this stage. For example, early reading has been strengthened. Almost all pupils learn to read confidently by the end of Year 1. Older pupils read regularly and talk with enthusiasm about the books they enjoy. Writing is improving because teaching focuses on developing their handwriting, spelling and sentence structure. These improvements reflect leaders' aim to ensure that pupils are increasingly well prepared for their next steps.

Attendance and behaviour

Needs attention 

The school's attendance rate has been below national figures for some time. Too many pupils are persistently absent. This means they miss important learning, and it affects how well they achieve over time. Disadvantaged pupils and those with additional needs have, over time, been attending less regularly than their peers. Leaders understand the scale of the issue and are taking appropriate action. They check attendance daily, follow up absences quickly and work closely with families who need extra help. They also use support from outside agencies when needed. These steps are beginning to make a difference.

Pupils behave well in lessons and around the school. Classrooms are calm and orderly. Pupils listen carefully, follow routines and show respect for adults and each other. Pupils are rewarded for their high standards of behaviour and kindness. Staff manage behaviour consistently well, and pupils respond quickly to reminders. As a result, learning is rarely disrupted. Pupils who need extra support in managing their emotions are supported well by caring staff. As a result, the school is a calm and purposeful place for pupils to learn. Playtimes are positive, and pupils enjoy spending time with friends. They say that adults help them sort out problems fairly. Any unkindness or bullying behaviour, while rare, are tackled and not accepted.

What it's like to be a pupil at this school

Leaders and staff are skilled in helping pupils to feel secure, happy and well supported. Pupils benefit from a calm and stable environment, even as the school manages the challenges of a reducing number of pupils. Morning routines help pupils to settle quickly, so learning can begin straight away. Pupils say that adults care about them and help them to do their best.

Pupils enjoy their learning. They achieve well in some subjects. Many pupils take pride in their work and engage well with the curriculum. Those pupils who face barriers to their learning, including pupils with special educational needs and/or disabilities, are supported effectively. However, some pupils do not achieve as well as they should in some areas of the curriculum. Although pupils enjoy school, attendance is too low. Some pupils miss out on considerable amounts of learning, and this affects how well they achieve. Leaders are taking a range of important steps to address these issues.

School life is underpinned by its ethos. Pupils understand the school's values of curiosity, hope, empathy, resilience, creativity and happiness. They talk confidently about what these values mean in everyday life. They show them in the way they treat each other, for example holding doors open for one another, playing kindly and showing respect. Classrooms are calm and orderly. Pupils listen well and try hard. Pupils feel safe and know who to talk to if they are worried. They learn how to stay safe online and in the local area. Bullying is uncommon, and pupils say that staff deal with it quickly when it happens.

Pupils relish opportunities to widen their experiences beyond the classroom. Educational visits bring the curriculum to life. They talk confidently about visits to the Houses of Parliament, museums and local landmarks. Pupils develop responsibility through community engagement and a wide range of leadership roles.

Next steps

- Leaders should build on current strategies so that their actions embed consistent and notable improvements in pupil attendance and reduction in persistent absence for all groups of pupils.
 - Leaders should embed recent improvements to the curriculum and teaching, so pupils deepen their knowledge and consistently achieve well across the curriculum.
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About this inspection

The chair of the board of governors in this school is Chris Tongeman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, staff and pupils during the inspection. They also held discussions with the improvement partner from the local authority and a representative from the diocese. The lead inspector met with members of the board of governors, including the chair.

Inspectors considered the responses of parents to Ofsted's survey, Ofsted Parent View, including the free-text comments.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in November 2025.

The school currently uses no alternative provision.

Acting Headteacher: Pauline Thomas

Lead inspector:

Robert Grice, His Majesty's Inspector

Team inspectors:

Ian Scotchbrook, Ofsted Inspector

Lucy Bruce, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context

Total pupils

171

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

58.48%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

8.77%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.77%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	61%	Below
2024/25 (revised)	54%	62%	Below
2023/24 (final)	49%	61%	Below
2022/23 (final)	42%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	74%	Below
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	60%	74%	Below
2022/23 (final)	44%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	64%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	73%	Below
2024/25 (revised)	70%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	56%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	34%	46%	Below
2024/25 (revised)	39%	47%	Close to average
2023/24 (final)	27%	46%	Below
2022/23 (final)	37%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	62%	Below
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	45%	62%	Below
2022/23 (final)	37%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	59%	Close to average
2024/25 (revised)	72%	59%	Above
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	42%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	60%	Below
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	47%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	34%	68%	-34 pp
2024/25 (revised)	39%	69%	-30 pp
2023/24 (final)	27%	67%	-40 pp
2022/23 (final)	37%	66%	-29 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	80%	-30 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	45%	80%	-34 pp
2022/23 (final)	37%	78%	-41 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	78%	-22 pp
2024/25 (revised)	72%	78%	-6 pp
2023/24 (final)	55%	78%	-23 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	42%	77%	-35 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	80%	-29 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	47%	79%	-32 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.6%	5.2%	Above
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	24.4%	13.3%	Above
2023/24 (3 term)	18.8%	14.6%	Above
2022/23 (3 term)	20.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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