

Trinity CofE Primary School

Inspection report

Unique reference number	130931
Local authority	Shropshire
Inspection number	381277
Inspection dates	28–29 February 2012
Lead inspector	Gerald Griffin

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Steve Jones
Headteacher	Michael Hunter
Date of previous school inspection	12 July 2007
School address	Butt Lane Ford Shrewsbury SY5 9LG
Telephone number	01743 850 227
Fax number	01743 850 239
Email address	admin.trinity@shropshirelg.net

Age group	4–11
Inspection date(s)	28–29 February 2012
Inspection number	381277



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Gerald Griffin

Additional inspector

Keith Williams

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed the teaching in 14 lessons, as well as visiting a further three lessons for shorter periods to further evaluate pupils' progress and the quality of marking. A total of nine teachers were observed teaching, as well as a small number of teaching assistants. Inspectors held meetings with groups of pupils, a member of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at records of pupils' progress; safeguarding documentation; records of exclusions and poor behaviour; and results of the school's checks on the quality of teaching. Inspectors took account of the views of the 122 parents and carers who responded to the inspection questionnaire.

Information about the school

Trinity is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is average. Nearly all pupils are of White British heritage. The rest of the school population is made up of small numbers from a wide range of different minority ethnic groups, and a few of them speak English as an additional language. The school meets the government's current floor standard, which sets minimum expectations for pupils' attainment and progress. The school holds a number of awards including Active Mark. There have been several recent changes of headteacher. Currently the school has an acting headteacher. A permanent headteacher will take up post at the start of the summer term, 2012.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school in which pupils achieve well. Despite many strengths, it is not outstanding because the quality of teaching, and of leadership and management, is not high enough to ensure that pupils make consistently outstanding progress in all subject areas.
- Children make a good start in the Early Years Foundation Stage, and their good progress continues throughout Years 1 to 6. Attainment when they leave school at the end of Year 6 is above average. All groups do well, including disabled pupils and those with special educational needs, and pupils who speak English as an additional language.
- Teachers provide pupils with a wide range of rich and engaging experiences. Relationships in lessons are very positive and pupils enjoy their learning. Occasionally the typically quick pace of learning is not sustained, and work is not sufficiently demanding to stretch all pupils. Teachers' marking and feedback are good in some classes, for example in Year 6, but they are inconsistent and pupils in other year groups are not always clear about how they can improve their work, especially in mathematics.
- Pupils' behaviour is good and they make a strong contribution to the well-ordered school and the smooth flow of lessons. They feel extremely safe in school and have a good understanding of how to keep themselves safe. Attendance is above average and has risen this year.
- The headteacher's focused drive to improve the school is enthusiastically shared by staff. The leadership of teaching and management of performance are good. Leaders' robust checks on teaching are used well to plan successful actions to overcome weaknesses, although their checks on pupils' reading to quickly spot and respond to any slowing of progress are not as rigorous as they are in writing and mathematics.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Ensure that teachers consistently secure a rapid pace of learning throughout lessons by providing work that challenges all pupils.
- Make sure that teachers' marking provides all pupils with clear information about how they can make their work better, especially in mathematics.
- Strengthen leaders' checks on progress in reading to ensure any slowing in progress is diagnosed and dealt with rapidly.

Main report

Achievement of pupils

Much good and some outstanding learning was seen in lessons during the inspection. In the Reception class, children are curious and enthusiastically use the good resources in this setting to investigate and experiment. As a result, they gain a good level of independence in managing their own learning. Their knowledge and understanding of the world are developed well; they are keen to work, both indoors and out. In one Reception lesson seen, children were making good progress in their creative development when making decorations to hang outside. In a Year 6 English lesson, pupils made speedy gains in their understanding of metaphors and how to use them in a poem they were writing. They discussed and checked their ideas in small groups, which helped to develop their knowledge and improve their writing. Pupils worked with a good level of independence; they were able to plan their well-structured poems with minimal help from the teacher. Pupils are developing their basic skills of reading, writing, communication and mathematics well in all subjects. For example, pupils display accurately their results from science experiments as graphs. Nearly all pupils listen well, speak confidently and articulate their ideas very clearly.

Parents and carers' view that pupils achieve well is well founded. Year groups are small and children join the Reception with levels of knowledge, skills and understanding that vary from year to year. Last year these levels were below those expected for their age. Children make good progress in all areas of learning and last year started Year 1 with average attainment. Progress is especially good in reading because children develop strong phonics skills (linking letters to the sounds they make). Leaders check carefully that their assessments of children's levels and progress are accurate. This good start is built upon in later years in reading, writing and mathematics. Attainment in reading at the end of Year 2 last year was average; it is above average this year. Attainment in Year 6 is above average, including in reading, and pupils are two terms ahead of what is expected nationally. Good achievement and positive attitudes prepare pupils well for secondary school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Disabled pupils and those with special educational needs concentrate well in lessons. Their good progress is secured as they meet their small but challenging next steps in learning and gain both satisfaction and confidence. Pupils who speak English as an additional language receive skilled support that means they quickly acquire English language skills.

The school has successfully accelerated the progress of boys, which until recently had been slower than that of the girls. Changes to the curriculum have ensured that it now includes topics that especially appeal to boys, for example a study of Dinosaurs, and they now work harder. Progress in writing has accelerated this year because teachers make better use of pupil progress data to plan successful extra help, enabling them to catch up on work missed in the past.

Quality of teaching

Across the school, teachers have high expectations of their classes. Teachers' questions are probing and make pupils think deeply. Teachers use the many exciting and relevant learning opportunities provided by the curriculum effectively to interest and engage pupils. Good use is made of resources such as games and computers to engage pupils and develop their learning. In the Reception classes, teachers plan an appropriate balance of adult-led and child-chosen activities. Occasionally, tasks that children choose do not challenge them as well as the work led by adults. Homework is set regularly in all years, and extends their class work well. Teachers' regular checks on pupils' knowledge and understanding during lessons are used skilfully to plan the next steps in learning.

Most teachers make good use of their accurate data on pupils' progress in reading, writing and mathematics to plan challenging work. Occasionally, the pace of work slows when tasks are either too easy for some pupils or too hard for others. Teachers plan many opportunities to promote pupils' spiritual, moral, social and cultural development, for example by getting them to think about how they can overcome barriers to learning so that they can meet goals that they set for themselves. Parents and carers' feeling that teaching is good is correct. This was confirmed by inspection evidence and the views of the pupils themselves.

Teaching assistants provide valuable support, especially for disabled pupils and those who have special educational needs, and pupils who speak English as an additional language. They help pupils to concentrate in class and keep notes on their progress that are shared with the teacher to help with future planning. Marking and feedback provide older pupils with a very clear understanding of how they can improve their work. This is not the case in all other years. Marking is better in writing than it is in mathematics.

Behaviour and safety of pupils

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Parents and carers, pupils and staff have a very positive view of behaviour and safety, and school records support the judgement that good behaviour is the norm. Pupils displayed very positive attitudes towards school and learning in all the lessons observed. They are enthusiastic and make every effort to ensure that the learning of others thrives in a supportive atmosphere. For example, in a Year 1 music lesson seen, pupils listened attentively and spontaneously applauded the work of peers who clearly found the work hard. Pupils show high levels of courtesy to adults and their peers. They cooperate and collaborate well in groups. They manage their own behaviour well, which ensures lessons nearly always proceed without interruptions.

Pupils have a good understanding of what constitutes bullying, including cyber- and prejudice-based bullying, how to avoid it and what to do if they meet it. They say that bullying is very rare and school records back this up. Pupils are highly confident that any case of bullying would be quickly resolved by the school. They know clearly how to keep themselves safe, for example when crossing the road and using the internet. Pupils take great care to keep those around them safe.

Pupils' enjoyment of school is reflected in their above average attendance and punctual arrival at school.

Leadership and management

Key leaders, including the governing body, set challenging targets for the school. Their drive has successfully sustained pupils' good progress since the last inspection. Plans to accelerate the progress of boys and in writing have been successful. This record shows the school has the capacity for sustained improvement. Leaders are successful at sharpening teachers' skills. For example, improvements in the teaching of phonics have accelerated pupils' progress in reading. Leaders have strengthened the quality of teachers' marking for older pupils. They are working hard to improve marking for other pupils, especially in mathematics, but it is too early to judge the success of their efforts.

Leaders' regular checks on progress in reading are less rigorous than those in writing and mathematics. The needs of disabled pupils, those who have special educational needs and pupils who speak English as an additional language are accurately assessed and used to provide them with appropriate learning programmes. The success of these programmes is regularly checked and revised to ensure they are effective. The targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective. The members of the governing body use their good understanding of data to challenge the school robustly over its performance.

Parents and carers' questionnaires show that they are very happy with the way the school advises them on helping their children to learn at home. The school provides very good opportunities for parents and carers to work alongside their children in Reception. They say that the school is led and managed well, although some of them wrote of their concerns about the recent changes of headteacher and its impact on

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the school. The governors told inspectors that they made the appointment of a new permanent headteacher as soon as was possible.

The curriculum is good and meets pupils' needs, widens their horizons and raises ambition. It strongly promotes pupils' spiritual, moral, social and cultural development. For example, it provides many opportunities for pupils to reflect on their actions and those of others. Pupils' good knowledge and understanding of a balanced diet and the dangers of smoking are two examples of how it supports healthy lifestyles. In a physical education lesson seen, younger pupils were making good progress in developing their balancing skills and older pupils talked enthusiastically about the many sports clubs offered, which reflect the school's national award.

The school's effective policies show a clear commitment to combating discrimination and to equal opportunities, as shown in the improving progress made by boys. The arrangements for safeguarding pupils meet statutory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 March 2012

Dear Pupils

Inspection of Trinity CofE Primary School, Shrewsbury SY5 9LG

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and the opportunity to talk with some of you and read your questionnaires, and to see you in lessons and at play. I especially enjoyed joining some of you for music lessons. You are rightly proud of your school's happy atmosphere and the way you all get on so well together. Trinity is a good school.

You told us that you enjoy school and feel extremely safe and secure. You try hard in lessons and your progress is good. Your behaviour is good in class and around the school. You have very good relationships with your teachers. Older pupils told us that you valued the feedback from them about the quality of your work and how you can make it better. You attend school regularly and are punctual. The curriculum provides plenty of exciting clubs and visits, which you enjoy. It also provides you with plenty of opportunities to think about your feelings, right and wrong, and to work together and appreciate different cultures.

The headteacher and staff are working together to make the school even better, and we have asked them to do three things to help you increase your rate of learning. These are to:

- help you to always make rapid progress by making sure work is not too easy or too hard
- provide all of you with high-quality marking that shows you exactly how to improve your work, especially in mathematics
- check your progress in reading in the same good way as in writing and mathematics.

All of you can help the school by continuing to try your best in lessons and behaving and attending so well. We wish you all the best in the future.

Yours sincerely

Gerald Griffin
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**