

# Holy Trinity C of E VC Primary School and Nursery Unit

## Inspection report

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<b>Unique reference number</b>	126911
<b>Local authority</b>	Dorset
<b>Inspection number</b>	381247
<b>Inspection dates</b>	21-22 March 2012
<b>Lead inspector</b>	Janet Dinsmore

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	685
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mariannick Ross
<b>Headteacher</b>	Kay Rawlings
<b>Date of previous school inspection</b>	11-12 November 2008
<b>School address</b>	Cross Road Weymouth DT4 9QX
<b>Telephone number</b>	01305 783200
<b>Fax number</b>	01305 773314
<b>Email address</b>	office@holytrinitypri.dorset.sch.uk

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<b>Age group</b>	3-11
<b>Inspection date(s)</b>	21-22 March 2012
<b>Inspection number</b>	381247381247



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## Introduction

Inspection team

Janet Dinsmore

Additional inspector

Angela Malanczuk

Additional inspector

Penny Orme

Additional inspector

Phil Taylor

Additional inspector

This inspection was carried out with two days' notice. The team observed 29 lessons taught by 23 teachers. Meetings were held with staff, groups of pupils and governors. 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 school documentation, including monitoring of teaching, assessment data, school development plans, incident logs and minutes of the governing body meetings. Questionnaires were received from 161 parents and carers and were analysed alongside those from pupils and staff.

## Information about the school

Holy Trinity Primary school is a much larger than average sized primary school serving a residential area on the outskirts of Weymouth. It was formed in 2007 and has a purpose-built new building from that date. A new headteacher was appointed in September 2011 and the majority of teaching staff have also changed since the school opened. The proportions of pupils known to be eligible for free school meals is average, as is the proportion of disabled pupils and those with special educational needs. The percentage of pupils from ethnic minority groups, and those for whom English is an additional language, is also average. Provision is made for Nursery and Reception aged children in the Early Years Foundation Stage. The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress at the end of Key Stage 2.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Holy Trinity Primary is a satisfactory school. It provides good opportunities for pupils’ spiritual, moral, social and cultural development and engages well with parents and carers, who value the high quality of relationships throughout the school community. Overall effectiveness is not good as improvements are needed in the quality of teaching and aspects of leadership and management.
- Achievement is satisfactory because progress is not yet consistently good for all groups of pupils. Children make good progress in the Early Years Foundation Stage and are beginning to make better progress in Key Stage 1 and lower Key Stage 2. Good progress has not yet been sustained for long enough to raise attainment, particularly at the upper end of Key Stage 2.
- Teaching is satisfactory overall. The actions to improve teaching in the last 18 months have proved successful in some aspects but have not yet had sufficient time to impact fully on the quality of provision and outcomes for all groups. In observed lessons there were good examples of marking and feedback to pupils. Changes to the curriculum mean that pupils are often motivated and engaged in their learning but there is still some teaching that does not sufficiently challenge pupils and does not provide enough opportunities for active and participatory learning, particularly for the more able pupils.
- Pupils behave well and work together well in lessons. Pupils are polite and courteous and say that incidents of bullying are rare and dealt with swiftly and effectively by the school.
- Leadership and management are satisfactory. Clear ambition is evident from the headteacher, deputy and the governing body to drive improvement. Self-evaluation is accurate. Although the resulting plans address the correct areas for development they do not yet have clearly measurable success criteria for evaluating progress towards these goals and middle leaders are not yet fully involved driving school improvement. The management of staff performance is satisfactory and is leading to further improvements in the quality of teaching.
- Schools whose overall performance is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve teaching so that a greater proportion is good and outstanding by ensuring that there is a high level of challenge for all pupils and sufficient time spent in active learning for all groups, particularly the more able.
- Improve leadership and management by
  - ensuring that improvement planning has clearly measurable success criteria so that developments can be measured against outcomes for pupils
  - developing the role of middle leaders in evaluating the performance of the school, particularly of progress made by different groups of pupils.

## Main report

### Achievement of pupils

Achievement is satisfactory. Pupils are making expected progress but not all groups are making consistently good progress across the school. Attainment is average at the end of Key Stage 2 and an insufficient proportion of higher ability pupils are reaching the higher level. However, school assessment data show that current progress is improving for all cohorts except Years 5 and 6, where it remains satisfactory.

Children make a good start to learning in the Early Years Foundation Stage. They use their knowledge of letters and sounds well to begin writing and reading activities. They show independence and cooperate well together. In Key Stage 1 pupils are using their good knowledge of sentence story structure to develop their writing skills further. Reading is taught well and pupils use knowledge of sounds to decode words and enjoy reading. Pupils in Key Stage 1 are now making good progress in reading although attainment in reading is average, with less than the expected proportion achieving higher levels. Attainment in reading is average by the end of Key Stage 2 but now showing improvement.

Progress in Key Stages 1 and 2 is satisfactory overall and stronger when teaching is challenging and captivating. Pupils apply number skills and visual representation well to solve division problems in Year 3. Reading skills were well used in Year 3 for pupils to find out about Vikings through an interactive information and communication technology programme. Most pupils enjoy learning and work with enthusiasm, both in teams and independently; however, they are less engaged and progress slows when work does not match their individual needs. In satisfactory lessons, the more able pupils are insufficiently challenged by the planned activity and a greater proportion of time is spent in whole class explanation, impeding progress for all groups.

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Disabled pupils and those with special educational needs, pupils eligible for free school meals, pupils from ethnic minority backgrounds and those at an early stage of acquiring English make satisfactory progress and the school is beginning to evaluate pupils' progress more closely so that effective interventions can be put in place when underachievement is identified. The school has identified gaps in the progress of different groups and these are now closing, for example for girls in mathematics at Key Stage 1. Parents and carers comment that their children are developing independence and inspection evidence endorses this. They also say that their children are making good progress at the school but this is not yet the case for all groups of learners.

**Quality of teaching**

In good lessons teachers plan well to motivate learning for all groups and deliver activities that are well matched to extend pupils' prior learning. In the Reception class children were finding how they could make moving parts on model animals and using riddles to describe them, effectively developing their fine motor and language skills. Pupils in Year 1 were exploring ways that stories start and using these well in their own writing in addition to the many prompts for learning displayed in classrooms. The consistent use of these displays across the school supports learning well. Teachers use target setting, assessment and marking well to improve pupils' writing and this shows that improvements have been made to the quality of teaching since the last inspection. Pupils are also competent at peer and self-assessment for writing and as a result are showing good knowledge of how to improve their work. The whole school systems for self-assessment start with the youngest children and 'steps to success' are used consistently in lessons so that pupils know what to do. In the lessons where teaching is no better than satisfactory, the level of challenge for all pupils is not high enough and too much teacher talk prevents pupils being active and participatory learners.

Teaching assistants are used well in the majority of lessons to support learning which they do through good questioning when working with groups. Some are well trained to deliver effective intervention, for example in reading. In sessions observed during the inspection, clearly focussed and targeted support resulted in good progress.

The curriculum has a positive impact on teaching, and teachers make good use of opportunities to promote pupils' social, moral, spiritual and cultural development. Pupils contribute to the planning of curriculum topics by identifying what they want to find out, so the themes of lessons are matched to pupils needs and interests. Parents and carers comment on the opportunities these developments have provided, for boys in particular to be more engaged in learning, and have been effective in ensuring any differences in the progress of boys and girls are being narrowed. Parents also comment on the recent improvements in teaching. Most parents and carers say their child is well taught at the school but inspection evidence shows that this is not yet the case for all groups of pupils.

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## **Behaviour and safety of pupils**

Pupils' behaviour is good; they are polite, considerate and respectful. School records and inspection evidence show that behaviour over time is good, and that incidents of bullying and misbehaviour are rare and are dealt with swiftly and effectively. Pupils confirm this. Pupils report that they feel safe in school and they are confident in the school's ability to deal with such incidents. They are aware of different forms of bullying, including cyber bullying, and know what steps to take in order to prevent and deal with bullying should it occur. They have a good understanding of how to stay safe on the internet. Almost all parents and carers report that behaviour is good at the school and that their children are safe. Most say that their child's lessons are not disrupted by bad behaviour. Pupils have positive attitudes to learning and manage their own behaviour well. The school's ethos and good promotion of social, spiritual and moral understanding contributes to good behaviour in lessons, even when the pace of learning is slower. There are high quality relationships throughout the school community and this underpins the good behaviour. Staff manage behaviour consistently well. Pupils' attendance is average and since the last inspection, the school has reduced the proportion of pupils who are persistently absent.

## **Leadership and management**

The senior leadership and the governing body have evaluated the school accurately and share drive and ambition to improve the school, particularly in terms of achievement. They recognise the weaknesses in progress and teaching that remain. Improvement planning highlights actions for improving teaching, the curriculum and quality of interventions to accelerate progress, but does not yet contain measurable targets for expected outcomes for pupils. Improvements in teaching and the improving picture of achievement that are becoming more embedded show that the school has the capacity for further improvement. These improvements are a result of effective training, coaching and mentoring for teachers to improve practice, particularly in the teaching of writing and the use of assessment. The curriculum is effective because it provides well planned learning opportunities across subjects that motivate pupils and involve parents and carers. There are also many opportunities for extension and enrichment through visits, visitors and a good range of popular clubs and events that also promote good social, moral, spiritual and cultural development.

Recently appointed middle leaders are working effectively to review individual pupil progress and ensure that it is improving. However, they do not yet have a secure enough overview of the progress of different groups over time to play a more influential role in driving forward school improvement. School leaders and the governing body ensure that safeguarding meets statutory requirements and that equal opportunities are promoted satisfactorily. Discrimination is not tolerated by school leaders or staff and the school fosters an inclusive ethos embracing diversity. Nevertheless, leaders and managers are aware of the need to ensure that all pupils meet their potential. Engagement with parents and carers is good because most say

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that school helps them to support their child's learning through the frequent opportunities for them to come into school as part of the planned curriculum, and to attend workshops and parents' and carers' evenings.



## 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](http://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.**



23 March 2012

Dear Pupils

**Inspection of Holy Trinity C of E VC Primary School and Nursery Unit,  
Weymouth, DT4 9QX.**

Thank you so much for making us so welcome at your school and telling us about all that you are learning. You behave well around school and in lessons and the school helps you to have good understanding of how to relate well together, make good decisions about right and wrong, appreciate special moments and perform and celebrate success together. You are helping your teachers plan your topics to find out what you want to know.

Your school is satisfactory. Although teaching is improving and many of you said it is good, some of you are still not making as much progress as you could, especially those of you who find work easier. You are learning to assess your own work well and, as you said, teachers are giving you good advice about how to improve your work.

Your new headteacher has made some good changes to your school. Most of your parents and carers know how well you are doing at school and appreciate all the opportunities to come in to find out about your learning.

To improve the school further we have asked your teachers to make sure that the activities in lessons really challenge you all and that there is more time for you to take responsibility for your own learning, particularly those of you who find work easier. We have also asked that the senior staff to make plans that clearly show them how well they are making improvements and fully involving all the leaders in driving forward the school so that you all make good and better progress.

We know that you will continue to work hard and we know that many of you will get better at your work. We wish you well for your future.

Yours sincerely  
Janet Dinsmore  
Lead inspector

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