

Holy Trinity Church of England Primary School

Inspection report

Unique Reference Number	135786
Local Authority	Shropshire
Inspection number	360751
Inspection dates	23–24 May 2011
Reporting inspector	David Driscoll

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	Jane Mosford
Headteacher	Nicholas Turner
Date of previous school inspection	Not previously inspected
School address	Middleton Road Oswestry SY11 2LF
Telephone number	01691 654832
Fax number	01691 688913
Email address	admin.holytrinity@shropshirelg.net

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Royal Exchange Buildings
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Introduction

This inspection was carried out by three additional inspectors, who observed 23 lessons taught by 11 teachers. They held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' attendance, attainment and progress, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 46 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent is teaching meeting the needs of the most able pupils?
- How effective are procedures for improving attendance, reducing persistent absenteeism and helping pupils to make up for the work they have missed while absent?
- How well does the school support pupils from a Gypsy or Roma background in order that they may make the best possible progress?
- How much account do the school's leaders take of pupils' outcomes when evaluating the effectiveness of provision?

Information about the school

This larger than average school was formed in September 2009 as a result of the amalgamation of Oswestry Infant School and Beech Grove Junior School. The proportion of pupils with special educational needs and/or disabilities is high, as is the proportion of pupils with a statement of special educational needs. The very large majority of pupils come from a White British background, although a small number come from several minority ethnic groups, including a very few pupils from a Gypsy or Roma background. The school shares its site with a children's centre, which is not managed by the governing body and so is subject to a separate inspection.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Holy Trinity provides a satisfactory education for its pupils. After a good start in the Early Years Foundation Stage, pupils make steady progress and leave school with broadly average levels of attainment. The proportion of pupils reaching the higher National Curriculum levels is below average because the most-able pupils are not always given suitably challenging work, and so do not make as much progress as their classmates. Where teachers do plan more difficult tasks for them, too long is often spent on the introduction to the lesson before moving on to more individualised work. Pupils with special educational needs and/or disabilities, on the other hand, make consistently good progress because the teaching assistants adapt tasks more precisely to meet their needs. The school is also very effective in calling in specialist help to support its work with such pupils whenever the need arises.

Most other outcomes are good because the school has developed a curriculum that successfully teaches pupils how to be caring and responsible members of society. Pupils are keen to take responsibility both in and out of school. They are polite, respectful and behave well. Pupils tolerate each other's failings and demonstrate a good understanding of different faiths and cultures. They feel particularly safe in school because of the good care and support they receive. In particular, they point to how well they help and get on with one another and say that there is always an adult to turn to for help. Parents and carers agree with their children's views and praise the school for keeping their children safe. Support for pupils whose circumstances may make them vulnerable is well managed and effective in promoting good outcomes, including academic progress.

Parents and carers are understandably pleased with how smoothly the amalgamation has been managed. Two commented that they initially had concerns about disruption, but that they had no need to worry. The school has satisfactory capacity for further improvement. The systems for evaluating pupils' personal development are accurate and effective. Attendance, for example, has risen to average from a low level because the learning mentors specifically targeted those families most in need of support. The same approach has also seen a significant reduction in persistent absenteeism. Improving teaching and the resulting academic progress has not been as successful. Data from assessments are held in different forms so they have not been analysed in sufficient detail to provide a complete and accurate overview of progress. As a result the school's leaders, including members of the governing body, have been unable to focus lesson observations precisely to find out why some classes, groups of pupils or year groups do not do as well as others.

Up to 40% of the schools whose overall effectiveness is judged 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 the quality of teaching so that the proportions of pupils reaching level 3 by the end of Key Stage 1 and level 5 by the end of Key Stage 2 reach or exceed national averages by July 2012, by:
 - ensuring tasks are always challenging for the most able pupils
 - moving more quickly from whole-class activities to tasks that are more closely matched to pupils' individual needs.
- Make more effective use of assessment information by:
 - analysing data on pupils' academic progress in order to identify strengths and weaknesses in performance
 - using the results to draw up and implement plans to address the weaknesses and target lesson observations to evaluate their effectiveness.

Outcomes for individuals and groups of pupils

3

Pupils enjoy coming to school, where they achieve satisfactorily. Children join the Early Years Foundation Stage with knowledge, skills and understanding that are low for their age. They make good progress and start Year 1 with attainment that is broadly average. Progress is satisfactory throughout the rest of the school, so attainment remains average by the time they leave. In lessons, pupils are keen to learn and get on with their work. A few become fidgety and their interest starts to wane if they have to spend too long on the carpet at the start of a lesson. Pupils listen to their teachers and follow instructions well. The least able, especially those with special educational needs and/or disabilities, pay close attention to the guidance given by teaching assistants and work hard to complete the tasks they are given. More-able pupils often complete their work very quickly and sit quietly waiting for another task. Most pupils from a Gypsy or Roma background make good progress, although for some their progress is slowed by unannounced absences. When the school has advance warning that such pupils will be absent the pupils are given distance learning materials so they can continue learning while they are away. As soon as they return, they are placed in small groups or receive one-to-one tuition to make up any ground lost. This approach is also used with other long-term absentees and is effective in making sure they are able to catch up with their peers.

Pupils enjoy helping others and playing a part in the community. They volunteer for many different roles in school, including listening to younger children read and helping them to play together. They are involved with several charities and have close links with a local children's hospice, which help them to understand the plight of others less fortunate than themselves. Pupils have a keen interest in staying healthy. They are particularly pleased to tell visitors about the quality of school dinners, and point out the environmental benefits of the locally sourced, organic foods used.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils like the way that the curriculum has been planned in themes that are more interesting and relevant. These themes are well planned to provide pupils with good opportunities to apply their literacy skills in different subject areas. There are fewer opportunities to use computers because of residual problems with integrating the two original networks. However, these have been resolved in the past few weeks and the school is poised to take advantage of the increased availability of computers. The provision for personal development, especially cultural aspects, is well organised and effective. Pupils were fascinated to learn about a day in the life of an Indian bride, for example, and very much look forward to their contacts with a school in London where the pupils come from backgrounds completely different from their own.

Lessons are planned in great detail for pupils with special educational needs and/or disabilities. Planning for others is more generalised, which is one reason for the difference in rates of progress between different groups. Teachers have a good knowledge of the subjects they teach and provide clear explanations of what pupils are to do. They are less effective at explaining what they expect pupils to produce, so some are not always clear of how much they are expected to write or what quality of work is expected. Behaviour is managed well. Pupils move swiftly and purposefully between different activities because routines are well established.

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The systems for identifying pupils' personal needs and supporting them are well organised. The school can point to telling examples of where it has identified particular needs, especially those related to behaviour, and helped pupils with a statement of special educational needs in particular, to either make improved academic progress or control their emotions. The school has a large number of teaching assistants whose expertise is accurately targeted to where it will prove most beneficial, and their work is supported by links with a very wide range of different agencies who provide specialist support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and his deputy have been successful in developing a good team spirit among staff, whose morale is high and who feel proud to work at the school. They share a satisfactory drive for improvement and the school has made steady progress since it was opened. The areas most in need of improvement have been accurately identified. The plans to address priorities related to personal development have proved successful, but those relating to academic progress are less sharply focused. The difficulties in analysing data from assessments have led to overgenerous evaluations of progress and the quality of teaching. This has led to gaps in performance between groups continuing, limiting the school's work on ensuring equality to satisfactory, despite good efforts to tackle discrimination. The headteacher is well aware of the pupils' backgrounds and has implemented well thought out strategies to promote community cohesion. In addition to the good work through the curriculum and the productive link with a high achieving London school serving a minority ethnic community, the school has also joined with others across the world, such as in Sri Lanka.

Members of the governing body have a clear overview of the school's main strengths and weaknesses. They play a good part in drawing up the school development plan. However, the lack of analysed data has meant that they have not been able to robustly hold the school to account for its academic performance. They ensure that all statutory requirements are met, including for safeguarding pupils. The school goes much further than required in this respect through its extensive involvement of specialist agencies and the work of learning mentors with specific families. Parents and carers find the school welcoming and hold very positive views about its performance. Almost all are very happy with all that the school provides and the information they receive.

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

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

A relatively high proportion of children join the Nursery with speech and language difficulties. They receive good support from speech and language therapists, and all children are given plenty of encouragement to speak and increase their vocabulary. Plenty of time is given to helping pupils learn their letters and the sounds that they make. The emphasis on learning to speak, read and write ensures children make good progress in these areas of learning, especially in writing. Progress is good in most other areas of learning, although satisfactory in knowledge and understanding of the world. Planning for this aspect is often combined with activities promoting creative development, and the knowledge and understanding of the world part can sometimes be forgotten in practice. Children learn the importance of following rules and behave well. They work and play happily together, sharing toys and taking turns.

Routines are well established and all welfare requirements are met, so children feel secure. They trust their teachers and very much enjoy coming to school. Lessons always provide a wide range of different activities. These are carefully planned to build on accurate assessments of children's attainment so that even the most able are well catered for. Although there is a very good ratio of well-qualified adults to children, there are occasions when an individual child is left for too long without their progress being checked. Assessment information is analysed well to identify priorities for improvement, so there has been good progress since the school was opened. Parents and carers are overwhelmingly pleased with the provision, saying how happy their children are.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Relatively few parents and carers responded to the questionnaire. Those who did are very happy with all that the school provides. They hold views that are similar to inspectors' judgements in most respects, although inspectors found teaching and progress to be satisfactory rather than good. There was no particular pattern to the very few comments relating to concerns about the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 341 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	59	19	41	0	0	0	0
The school keeps my child safe	24	52	21	46	1	2	0	0
My school informs me about my child's progress	18	39	26	57	2	4	0	0
My child is making enough progress at this school	21	46	24	52	1	2	0	0
The teaching is good at this school	25	54	21	46	0	0	0	0
The school helps me to support my child's learning	19	41	26	57	1	2	0	0
The school helps my child to have a healthy lifestyle	17	37	26	57	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	41	22	48	2	4	0	0
The school meets my child's particular needs	19	41	25	54	2	4	0	0
The school deals effectively with unacceptable behaviour	15	33	25	54	3	7	1	2
The school takes account of my suggestions and concerns	16	35	28	61	1	2	0	0
The school is led and managed effectively	20	43	23	50	2	4	0	0
Overall, I am happy with my child's experience at this school	22	48	21	46	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



25 May 2011

Dear Pupils

Inspection of Holy Trinity Church of England Primary School, Oswestry, SY11 2LF

Many thanks for all the help you gave us when we visited your school. You were polite and very welcoming. We were impressed by your good behaviour and how keen you are to learn.

Your school provides you with a satisfactory education. It is good at making sure that you feel safe and providing you with opportunities to take responsibility and learn about how to live a healthy life. You told us that you liked the way that the teachers plan lessons in different themes, as that makes it more interesting and relevant to you. Most of you make satisfactory progress in your lessons. Those of you who find learning more difficult do well, because the teaching assistants know exactly what to do to help you learn more quickly and the school calls in people with special skills to help any of you who have particular difficulties. Some of you though find the work a bit too easy at times, and you do not always learn as much in lessons as you could. We have asked your teachers to make sure that you are all given work that you find just hard enough, and also not to spend too long on the introductions at the start of each lesson. You can help by telling your teacher as soon as you have finished, so they know when to give you extra work.

Your headteacher and the other staff have successfully combined the two old schools and have made steady progress in improving the new one. They have made some important improvements - especially in your attendance, which is now average. We have asked them to use your marks and test results more carefully to find out what works best in helping you learn, so you can all make better progress.

With all best wishes for your future.

Yours sincerely

David Driscoll

Lead inspector

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