

# Holy Trinity Primary School

## Inspection report

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<b>Unique Reference Number</b>	109249
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	356509
<b>Inspection dates</b>	8–9 June 2011
<b>Reporting inspector</b>	Jane Neech HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie England
<b>Headteacher</b>	Jane Johns
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Broad Croft Bradley Stoke Bristol BS32 0BD
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<b>Age group</b>	4–11
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed different aspects of the school's work, including approximately seven hours of teaching. They held discussions with governors, groups of pupils, parents and carers, and staff. Inspectors scrutinised a range of documentation including that relating to safeguarding practices, the school's self-evaluation and development planning. The inspection team evaluated questionnaire responses from 70 parents and carers, 95 pupils and 12 staff.

## Information about the school

Holy Trinity is smaller than the average-sized primary school and serves an area north of Bristol. The number of pupils from minority ethnic groups is below average compared to that found nationally, as is the number of pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement, is below the national average. The proportion of pupils known to be eligible for free school meals is below the national average. The school has met the government's floor targets for academic performance in the last year. The school has the Healthy Schools, Artsmark and FA Charter awards.

**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>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- Holy Trinity Primary a good school because the staff team know each pupil well and consequently youngsters enjoy their education. As one parent put it, 'The children are always happy to come to school and still happy at the end of the day.'
- The school's values, such as patience and gentleness, underpin all aspects of school life. Consequently, pupils are, and feel, safe, and work and play well together. Behaviour is good. Pupils are encouraged to take on a range of responsibilities which support positive relationships, for example older pupils helping younger ones at playtimes. Parents and carers say that any minor issues that may occur are dealt with quickly and fairly.
- Good teaching ensures that pupils contribute purposefully in lessons and most progress well. Learning tasks are mostly matched to pupils' abilities with opportunities to apply skills in literacy, mathematics, and information and communication technology across the curriculum. For example, older pupils confidently create film introductions using advanced computer skills. However, teaching occasionally lacks sufficient challenge, resulting in a few youngsters making slower progress in mathematics.
- The curriculum covers interesting themes across a range of areas such as the arts and sport. The focus on moral and spiritual issues is a strength. Each class has an area for quiet reflection and children in the Early Years Foundation Stage may offer suggestions such as 'Who do we pray for today?' The inclusive nature of the school community means that pupils learn about different religions and cultures, and consequently develop a clear understanding of today's world.

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- The headteacher, senior leaders and governors provide purposeful leadership, and are developing further existing strengths in teaching through professional development, such as for writing, phonics (the sounds that letters make) and assessing pupils' progress.

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

Further develop the consistency of challenge in lessons for all groups and individuals by planning tasks that build on and extend pupils' existing skills:

- in mathematics, through the greater use of carefully structured problem-solving activities in all classes
- in literacy, by providing a wider range of reading materials and resources.

## Main report

Since the last inspection, the headteacher and senior managers have focused on linking the monitoring of teaching and learning directly with the school improvement priorities. In this way, they have successfully continued to narrow the gap in the achievement of boys and girls in writing. They have introduced curriculum themes that inspire boys and girls. The Viking Day gave pupils the opportunity to use drama skills in preparation for writing, as well as interpreting historical facts. Younger pupils have access to well-thought-out play areas, such as a beach scene which linked to work on poems about 'sand in between your toes'. However, occasionally in lessons, there are insufficient opportunities used by teachers to plan activities which challenge youngsters to apply their literacy skills further using these interesting resources. Some older pupils report through the pupil questionnaires that they feel less confident in using more-advanced skills of reading for meaning.

Most pupils achieve well from their starting points. In 2010, school data show that the performance of pupils at the end of Key Stage 2 was broadly in line with national averages, and this picture of good learning is confirmed by inspectors' own observations and evidence. Within these results, the gap between the progress of boys and girls in English is narrowing. Pupils overall make less progress in mathematics than they do in English. Youngsters who join the school part way through Key Stage 2 progress well, with some individuals making outstanding progress, as a result of well-targeted support. Current school data show that pupils at the end of Key Stage 1 have made good progress in writing from their starting points. In the Early Years Foundation Stage, children's attainment in communication, language and literacy, and their social skills, has improved over the last three years to above national expectations. Equality of opportunity is monitored through the comprehensive tracking systems for all pupils, including those with special educational needs and/or disabilities, and these children achieve well. A particular strength of the targets set and timely interventions is the understanding staff have of

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pupils' individual needs, so that tasks are changed to ensure most pupils achieve as well as they can.

Pupils in Key Stage 1 read well and can talk about the author, illustrator and content of their books. Young readers talk about spelling patterns in words with confidence. Parents and carers report how pleased they are with their children's progress in reading. Pupils with English as an additional language make good progress in reading as a result of well-targeted interventions. While pupils make good progress in reading by the time they reach the end of Key Stage 2, the school has identified there are very occasionally fewer opportunities for older pupils to extend their skills in reading different texts for meaning.

In the Early Years Foundation Stage, children demonstrate a joy in learning. Teachers have clear expectations and use interesting activities to extend pupils' understanding. For example, youngsters investigated moving boats they had made across the surface of water, by blowing through straws. Great excitement was had when children discovered this action made bubbles in the water and created waves. The adult's questions about what might be happening challenged the children's learning further. Youngsters settle quickly into school as a result of induction arrangements. Parents and carers appreciate the range of information they receive which helps them understand what their children are learning. Youngsters' progress is carefully tracked through observations which feed into learning diaries and these are shared with parents and carers.

The good teaching is underpinned by teachers' secure subject knowledge. Teachers and support staff use questioning to assess pupils' understanding. In the most effective lessons, teachers' questions challenge pupils' thinking, such as in a mathematics lesson for older pupils which focused on algebra. In this new aspect of mathematics for the pupils, the teacher skilfully created a good pace in the lesson through a balance between support and challenge. As a result, everyone was keen to work out solutions and all moved forward in their learning. Where teaching is effective in literacy, younger pupils routinely apply their knowledge of letter sounds to work out unfamiliar words when reading. Occasionally, in a few literacy and numeracy lessons, the pace of learning slows because tasks planned are based on what pupils already know and there is less opportunity to extend pupils' thinking.

Pupils' work is well marked and there are different opportunities for youngsters to respond to teachers' marking. In a mathematics lesson for younger pupils, the teacher used good questioning skills with individuals to assess their understanding when marking pieces of work during the lesson. Pupils' knowledge of their targets and what they have to do to improve their work is secure. Older pupils talk about and can show examples of including embedded clauses in their writing to improve the quality.

The effective curriculum includes work on a range of cultural themes. Displays in each class relating to the topic 'Where do we come from?' form a basis for whole-school work on learning about different religions and cultures. Parents and carers

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contribute to this work during special themed days such as teaching the youngest children to count in different languages and sharing information about their home culture.

Pupils enjoy school and attendance is good. Incidents of bullying or poor behaviour are rare. Youngsters feel safe in school and know who to talk to if they have worries or concerns. Parents and carers say that the school manages behaviour well and listens to their concerns, and are confident they can approach staff for advice or information. The school promotes equality by ensuring that all pupils are well prepared for the next step in their education. Parents and carers of children with special educational needs and/or disabilities say that the preparation for their children's next steps is 'fantastic'. Links with local secondary schools are strong and pupils benefit from working with other professionals, such as in sport.

The headteacher and her senior staff are rigorous in holding teachers to account for the progress of pupils in their classes and are ambitious in their determination to raise standards. Actions taken to strengthen teaching have led to accelerated progress for some groups of pupils. The improvements in pupils' writing are a testament to the positive impact of training opportunities for staff leading to raising achievement. As yet, extending pupils' skills by providing challenge for all groups is not always routinely consistent in all lessons. The strong partnership with parents and carers contributes to the continued success of the school. The governing body is provided with good quality information which enables governors to challenge and support the school's work. Governors have defined roles leading to an effective understanding of monitoring and reviewing the work of the school. Safeguarding procedures meet all statutory requirements. These approaches demonstrate that the school has a good capacity to improve.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	57	81	11	16	0	0	0	0
Q2 My child feels safe at school	61	87	7	10	0	0	0	0
Q3 The school helps my child to achieve as well as they can	47	67	21	30	0	0	0	0
Q4 The school meets my child’s particular needs	45	64	20	29	1	1	0	0
Q5 The school ensures my child is well looked after	56	80	12	17	0	0	0	0
Q6 Teaching at this school is good	52	74	15	21	0	0	0	0
Q7 There is a good standard of behaviour at this school	42	60	26	37	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	32	46	27	38	7	10	0	0
Q9 The school deals with any cases of bullying well	42	60	18	26	0	0	1	1
Q10 The school helps me to support my child’s learning	40	57	29	41	0	0	0	0
Q11 The school responds to my concerns and keeps me well informed	46	66	21	30	0	0	0	0
Q12 The school is well led and managed	58	83	8	11	1	0	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](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.

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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.**



10 June 2011

Dear Pupils

### **Inspection of Holy Trinity Primary School, Bradley Stoke BS32 0BD**

Thank you for welcoming the inspection team to your school on our recent visit. The good teaching and your good behaviour means that most of you achieve well. You are friendly and polite, and we liked the way you work together and look after one another. You told us that you feel safe and happy in school. Your views helped us to make our judgements. Your school gives you a good education. This letter is to tell you what we found.

- Your attendance is good and you enjoy your lessons.
- Teachers plan work so that you use your literacy, numeracy, and information and communication technology skills well.
- The curriculum themes such as the Viking Day are fun because you are actively engaged in your learning. The interesting curriculum is helping you all improve your writing skills.
- Those of you with special educational needs and/or disabilities are well supported and well prepared for your next step in education.
- Those of you who join school part way through a school year quickly make friends and may receive extra support which means you progress well.
- The headteacher, staff and governors track your progress carefully so that help can be put in place to support your progress.
- Your parents and carers are pleased with the information they receive about how well you are achieving.

I have asked your headteacher, staff and governors to work on further challenging you in mathematics lessons by providing you with investigations that extend your skills. I have also asked your teachers to extend your literacy skills further by planning tasks using a variety of texts and resources. I am confident that all of you will do all you can by continuing to work well together, enjoy school and work hard.

Yours sincerely

Jane Neech  
Her Majesty's Inspector

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