

Holy Trinity Church of England School, Calne

Inspection report

Unique Reference Number	126487
Local Authority	Wiltshire
Inspection number	381241
Inspection dates	11–12 October 2011
Reporting inspector	Joyce Cox

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Donna Moore
Headteacher	Stephen Heal
Date of previous school inspection	9–10 June 2009
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Introduction

This inspection was carried out by three additional inspectors who observed nine teachers and visited 16 lessons. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. Inspectors also analysed questionnaires returned by 107 parents and carers, 6 members of staff and 111 pupils.

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

- The reasons for pupils' improved standards at the end of Year 6 and whether this raised attainment is sustainable.
- How effectively early writing is taught in the Early Years Foundation Stage and in the Key Stage 1 classes.
- The effectiveness of the school's 'learning to learn' strategies in terms of pupils' involvement, decision making, enjoyment and perseverance.

Information about the school

Holy Trinity is an average-sized primary school. There are seven classes and children in the Early Years Foundation Stage are taught in the Reception class. The proportion of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is average. The majority of pupils are from White British backgrounds with a very small proportion from minority ethnic families. No pupils are at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is much lower than average.

The school has a breakfast club on site which is managed by the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Since the last inspection, when the school was judged to be effective in many areas, there has been a sharp focus on driving and embedding significant improvements in pupils' attainment, teaching and community cohesion. These improvements have been secured because school leaders, staff and the governing body have worked together effectively under the determined leadership and direction of the headteacher. They have established good procedures for self-evaluation and improved the provision so that pupils' attainment has risen and is now consistently above average in English and mathematics by the time pupils leave Year 6.

Children make good progress in the Early Years Foundation Stage and through the rest of the school, although Reception children and Year 1 pupils do not have sufficient opportunities to practise their writing skills. Reception staff and children use their outdoor learning area every day, but further improvements are required to this environment to ensure children can experience and enjoy all the areas of learning. Teaching is good throughout the school and in a small number of lessons, predominately in Year 2, it is often outstanding. Although the majority of lessons are taught well, there are a few inconsistencies within teaching in terms of marking and in setting clear learning intentions. Staff are skilled at ensuring pupils understand how to become lifelong learners through their effective use of 'Building Learning Power' strategies in which pupils learn reflection, resourcefulness, resilience and reciprocity.

Pupils enjoy school very much and this is reflected in their excellent attendance. Their good behaviour and mature attitudes create purposeful classrooms. An outstanding partnership with other schools and agencies ensures that pupils with special educational needs and or/disabilities are fully included in all aspects of school life and achieve well. Taking into consideration the rising and sustained trend in pupils' attainment, improved teaching and the effective forward planning, the school demonstrates a good capacity for future improvement.

What does the school need to do to improve further?

- Make sure that Reception children and Year 1 pupils have increased opportunities to practise their early writing skills.
- Enhance the Early Years Foundation Stage provision by making more use of the outdoor learning environment to enable children to experience all the areas of

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learning.

Outcomes for individuals and groups of pupils

2

Most children enter the Early Years Foundation Stage with skills that are similar to those of other four-year-olds. They make good progress through the school and, by the time they leave, their attainment is above average in English and mathematics. Well-organised additional intervention programmes for pupils who find learning difficult and those with special educational needs and/or disabilities ensure they also do well. In the large majority of lessons seen during the inspection, pupils were observed to be making good progress. For example, Year 6 pupils were clearly highly motivated by the teacher's challenge to use similes, metaphors and personification to describe powerful visual images. Due to lively, inspirational teaching, they progressed rapidly with their understanding of how poets and writers use powerful imagery to communicate.

Pupils' high attendance and their good academic and personal skills mean they are well prepared for their later learning. In lessons, they show good attitudes to learning and high levels of perseverance and sustained concentration. Pupils work well together and are clearly involved and well engaged. For example, in Year 2, pupils confidently become 'learning detectives' and note down any observed learning skills such as resourcefulness or reflection. Behaviour is good and pupils say they feel safe in school, and are adamant that any rare occurrences of bullying are swiftly dealt with by the staff. Older pupils are very clear about internet and mobile phone dangers. Pupils have a good awareness of the need for exercise, healthy food and drink, and good hygiene. This is reflected in the way they adopt healthy lifestyles well. They are proud of, and highly committed to, their school and local community. One school councillor commented, 'To be a really good councillor, you have to have a head full of ideas.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
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

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

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' good subject knowledge and high expectations ensure that many lessons are interesting and stimulating. Hence, pupils become engrossed and active learners. There are now some significant areas of strength within teaching and learning, but these are not yet consistently embedded across the school. Where teaching is outstanding, planning is very detailed and pupils are exceptionally clear about what they are to learn in lessons and how they are to attempt tasks. Lessons move at a swift pace and pupils' interest and engagement are captured by interesting resources and stimuli. In the large majority of lessons, teachers make effective use of assessment information to plan learning activities which are well matched to pupils' various abilities. Individuals, as well as groups of pupils who require further support, are swiftly identified and effective measures are put into place to meet their needs. Inspectors saw examples of high-quality marking and effective sharing of learning intentions in Year 2 and Year 6, although these are not consistently seen in all year groups. Pupils in Year 1 require more chances to practise their writing skills in subjects other than English.

The headteacher and staff are currently revising the curriculum. This is manifest in the way pupils are increasingly exploring curriculum areas and making meaningful links between subjects. There is a satisfactory range of clubs run by private providers which are attended by a third of the pupils. Pupils receive good care because each pupil is known and valued. Excellent partnerships with outside agencies and other local schools ensure that any pupil requiring additional support, for whatever reason, quickly gets it. One parent commented, 'The school staff have been immensely supportive of my child and our family. They meet my child's needs in every aspect of the school day.' The daily breakfast club is run by friendly, smiling staff who ensure pupils receive a happy and healthy start to the day.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher has communicated an effective vision for improvement to the whole-school community. Staff and senior leaders have high expectations for themselves and their pupils. Forward planning is good and, because of a thorough programme of self-review and evaluation, the correct priorities inform the school improvement plan. Effective monitoring of teaching and learning is in place which is resulting in steady improvements, although the use of diagnostic marking and the sharing of learning intentions by all staff are not yet as consistent as they might be. The governing body provides good support to the school and asks challenging questions about pupils' performance where tracking data indicate any potential underachievement.

Community cohesion is promoted effectively within school and with the local community. Pupils and staff, for example, have very close links with a Sikh school in Slough. Outstanding liaison with external agencies to provide support for potentially vulnerable pupils shows the school's strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve well, whatever their circumstances or difficulties. Barriers that might hinder their learning are broken down. The system for tracking pupils' academic progress is effective so that any pupil who is not making enough progress is identified quickly and support is put in place. Safeguarding policies and risk assessments are of a good quality and are constantly reviewed to ensure pupils' safety at all times. Staff work hard to build strong partnerships and trust with parents and carers, and this is reflected in the high number of parental questionnaire returns.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

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Early Years Foundation Stage

Good leadership and management, effective teaching and sensitive care ensure that most children make good progress and attain slightly above the expected levels for their age on entry to Year 1. Adults make learning fun and very enjoyable, and help children to work and play together well. For instance, during the inspection, children who had only been in school for a very short time were happily and confidently exploring many new experiences such as going on a 'welly walk' and acting out the story of 'The enormous turnip'. Children experience an interesting and highly appropriate curriculum which provides constant pleasure, excitement and adventure. There is a good mix of carefully planned adult-led and child-selected learning. However, children require increased opportunities to practise their early mark-making and writing skills. The very recent purchase of several clipboards to record play and learning experiences is proving very popular, especially with the boys! Part of the outdoor area has been covered and provides satisfactory outdoor learning opportunities in all winds and weathers. Staff accept that there is more work to do on the outdoor area to make it more appealing and to ensure that children can move freely between the indoor and outdoor accommodation and experience activities in all the areas of learning. Adults work as an effective team and have good knowledge and understanding of the personal and learning needs of young children. A strong partnership is quickly formed with parents and carers, who invariably feel their children have a 'great start' and appreciate the kindness and enthusiasm of the staff.

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

Half of the families at the school responded to the questionnaire, which is an above average proportion. Almost all parents and carers feel that their children are kept safe and that teaching is good. They all feel that the school helps their children to have a healthy lifestyle. Inspectors agree with parents' and carers' positive views. Eleven per cent of the parents and carers who completed the questionnaire did not feel that the school dealt effectively with unacceptable behaviour. Inspectors looked closely at this and found that staff manage any unacceptable behaviour well. A small number of parents and carers raised other concerns, which were summarised and raised with the school without identifying any individual.

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, Calne 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	74	26	24	2	2	0	0
The school keeps my child safe	80	75	26	24	0	0	1	1
The school informs me about my child's progress	42	39	56	52	4	4	1	1
My child is making enough progress at this school	50	47	47	44	4	4	1	1
The teaching is good at this school	68	64	33	31	2	2	0	0
The school helps me to support my child's learning	53	50	49	46	1	1	1	1
The school helps my child to have a healthy lifestyle	62	58	44	41	0	0	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)	50	47	42	39	3	3	1	1
The school meets my child's particular needs	54	50	44	41	4	4	2	2
The school deals effectively with unacceptable behaviour	45	42	40	37	8	7	4	4
The school takes account of my suggestions and concerns	37	35	50	47	9	8	1	1
The school is led and managed effectively	62	58	38	36	4	4	0	0
Overall, I am happy with my child's experience at this school	73	68	28	26	2	2	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



13 October 2011

Dear Pupils

Inspection of Holy Trinity Church of England School, Calne SN11 0AR

We enjoyed visiting your school and I am writing to thank you for two very interesting days. We believe that you go to a good school.

These are the things we found out.

- Your behaviour is good and you work hard and play happily together.
- You are taught well and this helps you to make good progress.
- Your headteacher and staff lead and manage the school well and they always want the best for you.
- Children in the Early Years Foundation Stage have a good start to school.
- You all enjoy learning very much and are good at remembering to be reflective, resourceful, resilient and reciprocal.
- The adults keep you safe in school.

We feel that, to make the school even better, Reception children and Year 1 pupils need more chances to practise their writing, and that the outdoor learning area for Reception could be improved, so the youngest children could learn even more. A few of you told us in your pupil questionnaires that you would like to know how well you are doing at school. We agree that teachers could make sure they tell you clearly how to improve your work. You can all help by continuing to work hard and by keeping up your good standard of behaviour.

We wish you every success in the future.

Yours sincerely

Joyce Cox
Lead inspector

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