

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	115666
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	379118
<b>Inspection dates</b>	21–22 June 2012
<b>Lead inspector</b>	Marianne Phillips

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>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adam Ashby
<b>Co-headteachers</b>	Alison Tugwell and Sally McMurray
<b>Date of previous school inspection</b>	10–11 December 2007
<b>School address</b>	Jersey Street Cheltenham GL52 2JP
<b>Telephone number</b>	01242 515778
<b>Fax number</b>	01242 515778
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<b>Age group</b>	4–11
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<b>Inspection number</b>	379118



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## Introduction

Inspection team

Marianne Phillips

Additional Inspector

Adam Hewett

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 21 lessons or parts of lessons, involving seven members of staff, totalling 11 hours of teaching. Meetings were held with groups of pupils, representatives of the governing body and school leaders. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at the school's self-evaluation documents, strategic vision and improvement plan, the work in pupils' books, school policies, and documents tracking pupil progress, together with records on safeguarding. The inspectors scrutinised 75 questionnaires completed by parents and carers. In addition they met with a large number of parents who were visiting the school on both afternoons of the inspection, to share and celebrate the work of their children and the school.

## Information about the school

This is smaller than the average-sized primary school. Situated in the centre of Cheltenham, the school is described as 'a village school in a town setting' by parents and school leaders. The school is led by two co-heads, both working on a part-time basis. One co-head has been in post for one year. One co-head has been in post for four years. They have worked together this academic year. There are a number of job-share arrangements operating throughout the school. The majority of pupils are of White British heritage. A small proportion of pupils come from minority ethnic backgrounds. This proportion has declined since 2009 and is now below the national average. The percentage of pupils with English as an additional language is also below national average. This is also the case for pupils eligible for free school meals; however, this number is increasing. The numbers of pupils who are disabled or who have special educational needs, including those supported at school action plus or with a statement of special education needs have fallen and are now below the national average. The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress. The school has achieved a range of awards, including the Gold Artsmark.

**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 of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not outstanding, because some inconsistencies are evident in teaching to prevent it being outstanding and middle leaders are not yet used to best effect to bring about further school improvement. The strong values of the school strongly support pupils and their families. As one father explained, 'Both headteachers have been there for us. I can't say enough about the school. It's perfect.'
- Achievement is good. Data, lesson observations and scrutiny of pupils' work indicate that pupils, including pupils who are disabled and those who have special educational needs, make good progress overall, although progress is not always as rapid as it could be in all lessons. However, attainment is above average in English and mathematics by the time that pupils leave the school. The school has had a particular focus on improving boys' writing and its efforts are proving successful.
- The quality of teaching is good over time, with outstanding practice evident. Much of the teaching enables pupils to make good strides in their learning but there are inconsistencies that at times prevent pupils' progress from being even better.
- Pupils behave well and have positive attitudes to learning and to all that the school offers. They know how to keep themselves safe and this is encouraged through the effective safeguarding procedures that are in place. Attendance is high.
- Leadership and management are good. The co-heads work well in partnership with the governing body to drive school improvement. They have a clear understanding of the school's strengths and weaknesses and have been successful in leading teaching to bring about sustained improvements. This is supported by good performance management and opportunities for professional development. There are effective systems in place to monitor pupils' progress. Where pupils fail to meet expected outcomes, they are supported and monitored. However, middle leaders are not yet fully involved in this process to have the best possible impact on improving achievement still further.

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

- Improve the quality of teaching further so more is outstanding and seek to eradicate satisfactory teaching by:
  - ensuring that teachers' planning firmly concentrates on learning and all pupils are challenged and motivated to achieve their best
  - ensuring that inconsistencies in marking and the use of targets are addressed in order to embed the very best practice school-wide
  - ensuring that all teachers use probing questioning techniques to test out the depth of pupils' understanding.
- Ensure middle leaders are fully engaged in processes to monitor and evaluate the impact of strategies introduced to bring about improvements in teaching, learning and pupil achievement.

## Main report

### Achievement of pupils

Achievement is good. Virtually all parents and carers speak confidently about the good progress made by their children. A typical comment endorsing that belief includes: 'My daughter has made brilliant progress and runs enthusiastically into school each morning.' Evidence from the inspection activities strongly supports the views of parents and carers.

When children enter the school, attainment is broadly at an expected level. Children make good progress in all areas of learning because they are assessed to determine their starting points and areas in which they might need support, and teaching is modified accordingly. Children gain confidence in learning to read and to recognise words as a result of focused teaching of letters and sounds in Reception. Children develop well as writers through the many opportunities to write which are planned and are encouraged through the effective partnership between teachers and teaching assistants. By the time children are ready to start in Year 1, many are working above age-related expectations.

Thorough systems are in place for tracking pupils' progress through the school. Evidence from these data, alongside lesson observations and pupils' work, shows that all pupils make good progress in Years 1 and 2 and attainment at the end of Year 2 is above average overall in English and mathematics. Across the school, any dips in achievement become a focus and are targeted. As a result, good progress is maintained as pupils move through Key Stage 2 and, by the time the pupils leave Year 6, standards are securely above average in English and mathematics. Standards in reading are above average at the end of both Year 2 and Year 6 and pupils show good evidence of the strategies they have been taught to make their reading successful and enjoyable. Disabled pupils and those who have special educational needs also make good progress because of the effective targeted intervention. The increasing number of pupils eligible for free school meals and the small number of

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pupils from ethnic minority backgrounds or who speak English as an additional language make equally good progress.

Writing, particularly that of boys, has been a target for improvement, and while there is still more to be done, the school has made strong strides forward and standards are above average by the time the pupils leave school. This is because groups of pupils have been targeted throughout this year and teachers in every class have been directed to focus upon pupils' learning in these areas in their teaching. One outstanding example in Year 6 witnessed boys and girls of all abilities being challenged to develop rich language in preparation for writing as evacuees. They were invited to 'grab their reader' and 'explore their senses' through recipes and experiences such as a first visit to the beach. The efforts of the pupils were celebrated extremely effectively by teaching and non-teaching staff alike. Good quality pieces of writing were produced as a result, such as one simile, 'cautiously walking on the sand as if it was trying to grab me and drag me down', created by one of the pupils. Standards in mathematics are securely above average by the end of Year 6 and pupils are confident at computation and putting their skills to the test in problem solving tasks. Across the school, in different subjects there were examples where the buzz and excitement of learning were tangible and the effective pace of the lesson ensured all pupils progressed exceptionally well. However, accelerated progress that moves pupils well beyond expectations is not yet consistent in all lessons. Consequently progress and achievement are good rather than outstanding.

**Quality of teaching**

Teaching is good, and at times outstanding, and often provides pupils with experiences that help them to succeed. The pupils confirm that teaching is good and often say that 'teaching is fun'. One Year 6 boy added that 'there are always challenges for us to do – we don't waste time.' Parents' and carers' views supported this wholeheartedly, as 99% of them confirmed they thought their children were taught well. Where teaching is particularly effective, there is clear evidence of differentiated learning to challenge all abilities. In addition, targets are used well to clarify next steps in learning for individual pupils and marking reinforces this and celebrates the learning evidenced. In addition, teachers then monitor the impact of their teaching through probing questioning directed at specific groups or individuals. In one lesson, pupils were provided with a range of audio and visual prompts to stimulate their writing and throughout the lesson, the teacher used searching questions, of differing complexity, to extend their imagination and bring writing to life. Pupils were under no illusion as to what was expected of them in terms of the quality of their writing and they rose to the challenge. However, these key features of highly effective teaching are not consistent across all classes and, as a result, progress is not yet rapid or sustained in every class.

Teachers provide many very good examples of cross-curricular planning and teaching. These enhance the learning experiences and create 'real contexts' for developing the core skills of reading, writing and mathematics, making learning

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relevant to the pupils and their future lives. The strong emphasis the school places on developing their reading skills enables pupils to leave school as accomplished readers. Disabled pupils and those who have special educational needs learn well because of small group or one-to-one support, where teaching is closely matched to their needs. Information and communication technology (ICT) is used in all classes to engage pupils visually and as a tool to support learning. The school vision, 'Enjoy, Achieve, Belong', emphasises the fact that all are all part of one world family. In this and other ways, such as their religious education lessons and worship, the pupils are being well supported in their spiritual, moral, social and cultural development.

### **Behaviour and safety of pupils**

Behaviour and safety are good. All parents and carers agree that their children are kept safe in school and the vast majority believe behaviour to be good. As one parent commented, 'My children feel happy and safe at school. The teachers deal with any issues quickly and effectively. The school has helped my children to become well rounded and happy, learning well.' A small number of parents raised concerns about bullying, which were followed through as part of the inspection and inspectors found that any incidences were addressed quickly. Pupils state that bullying is not an issue at the school and that any incidences that do occur are dealt with firmly; they were eager to point out that adults are always on hand if they have any concerns whatsoever. Discussions with pupils also indicate that they are well aware of different types of bullying, such as name calling and cyber-bullying. One parent questionnaire noted: 'The school has zero tolerance of rough play, so I feel my child is extra safe.'

Behaviour observed throughout the inspection was never less than good, even in lessons that were less stimulating and exciting. Discussions with pupils and scrutiny of school documentation clearly suggest that this is typical of behaviour over time. Pupils observed during playtime interacted well, from Reception through to Year 6. The friendship benches, playground pals, peer mediators and prefects all help to support play, encourage cooperation and harmony and facilitate opportunities for individuals to take responsibility for themselves and others. Pupils show positive attitudes to learning and are keen to do well. They participate with enthusiasm in all the activities the school offers and their enjoyment of school is reflected in the high attendance and good punctuality.

### **Leadership and management**

The school is led effectively by two co-headteachers, who share a vision and determination to drive school improvement and to raise standards. They have a clear perspective on the ways in which the school could be further improved. The school's self-evaluation documents and 'raising attainment plans' focus upon these. They identify actions and timescales which are proving instrumental in improving the quality of teaching and accelerating progress in boys' writing, narrowing the gap in achievement. Teaching and learning are monitored regularly and teachers are guided to focus upon the quality of learning that results from their planning.

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Governors have a clear understanding of the strengths and areas for development and work closely with the co-headteachers to challenge and support the drive for improvement. Training for staff and governors takes place regularly. Leaders and members of the governing body are effective in ensuring systems to keep pupils safe are in place. In this way, they ensure that the current statutory requirements concerning safeguarding are met. The school leaders are keen to capitalise on the expertise of the best teachers to bring about more consistency in quality and skill throughout the school. Middle leaders are actively involved in monitoring the effect of some aspects of the school's strategies and interventions for improving teaching. This is having a positive impact on school improvement. However, they have yet to consistently follow the process through to its conclusion, checking that the desired outcomes have been achieved in the classroom.

The broad and balanced creative curriculum is successful at meeting the needs of pupils and enthusing them to learn. Artistic displays are of a very high standard and this aspect of the curriculum has enabled the school to achieve a Gold Artsmark. The school provides opportunities for pupils to play musical instruments and provides a range of extra-curricular activities. Links with the local church and the community add to the good provision that is made for promoting pupils' spiritual, moral, social and cultural development.

The school is very inclusive in its approaches and works hard at ensuring equal opportunity and preventing discrimination. The progress of all groups is very well monitored, especially those whose circumstances may make them vulnerable, those eligible for free school meals, pupils from different ethnic backgrounds and those learning English as an additional language. Tracking data are effective and target those who do not meet expected levels, regardless of their ability. The interventions planned by leaders are enabling pupils to accelerate their rate of progress and to narrow the gaps between them and their peers. The strengths and areas for development from the last inspection have been tackled. This, together with improvements in the quality of teaching, writing and gender attainment indicates that the school has good capacity for further improvement.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.**



22 June 2012

Dear Pupils

**Inspection of Holy Trinity Church of England Primary School, Cheltenham GL52 2JP.**

Thank you for your welcome when we visited your school and for sharing your views so maturely during our discussions. You told us that mostly learning is fun and that you enjoy it when your teachers set you difficult challenges. You think you attend a good school and we agree with you.

Here are some of the things that are good about your school.

- The fact that so many of you enjoy school and are happy to attend.
- The good progress you make in all your subjects, particularly reading.
- The exciting curriculum and your wonderful artwork that enabled you to achieve a gold Artsmark.
- Your good understanding of how to keep yourselves safe and healthy and the way the school staff help you do this.
- The headteachers and governors are good at leading the school and know how they can help you to do even better in the future.

We have asked your headteachers to make sure some areas improve. These are to:

- ensure all your teachers plan carefully for the way you learn and check consistently to make sure all of you are challenged to achieve the best you can
- ensure your teachers always mark your work consistently and help you improve through their marking and the way they explain your targets
- ensure that teachers always ask probing questions that get you thinking
- check all the leaders of your school work well together in making the decisions about how the different groups of pupils in the school progress and learn.

Yours sincerely

Marianne Phillips  
Lead inspector

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