

Trinity Church of England Primary School

Inspection report

Unique reference number	131439
Local authority	Wolverhampton
Inspection number	395542
Inspection dates	21–22 June 2012
Lead inspector	Wiola Hola

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	452
Appropriate authority	The governing body
Chair	William Nicholls
Headteacher	Matthew Welton
Date of previous school inspection	22 May 2008
School address	Longford Road Heath Town Wolverhampton WV10 0UB
Telephone number	01902 558410
Fax number	01902 558414
Email address	trinityprimarschool@wolverhampton.gov.uk

Age group	3–11
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Introduction

Inspection team

Wiola Hola Additional Inspector

Richard Boswell Additional Inspector

Pamela Matty Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 15 teachers in 21 parts of lessons. They also made several short visits to a series of small group activities; some of these sessions were led by teaching assistants. Inspectors listened to a sample of pupils reading. Meetings were held with two groups of pupils, two members of the governing body and with staff, leaders and managers at all levels. In addition, inspectors spoke with pupils in lessons and at break times and with some parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed the school's work and looked at the school development plan, data on pupils' attainment and progress, samples of pupils' written work, information about how teaching is evaluated and improved, a sample set of minutes of governing body meetings, some lesson plans, and a selection of school policies especially documents relating to the safeguarding of pupils. Inspectors also analysed 148 questionnaires from parents and carers together with 26 from staff and 98 from pupils in Years 3 to 6.

Information about the school

The school is much larger than the average-sized primary school. The proportions of pupils from minority ethnic groups or who speak English as an additional language are both well above average. A third of pupils are of White British heritage. The main other groups are Indian, Caribbean, white and black Caribbean, and African. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. A higher than average percentage of pupils join or leave the school at other than the normal entry times. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. Privately run and managed before- and after-school clubs are run on the school premises. These have been inspected separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It lives out its motto 'Learning to love - loving to learn'. It successfully nurtures pupils' talents and enthusiasms. Staff work as one to create an encouraging and engaging setting for education. The school is not outstanding because, while teaching is generally good, there are some inconsistencies in it. Children in the Early Years Foundation Stage make an outstanding start to school life.
- Pupils make good progress and achieve well. Standards by the end of Year 6 are broadly average. Pupils' skills in writing are not as well developed as they are in reading. Creativity is strong and contributes greatly to pupils' personal development.
- Lessons are calm and learning is purposeful. Relationships between staff and pupils are very positive. Where teaching is outstanding, pupils' enjoyment is huge and their learning excellent. At times, teaching does not assess swiftly what pupils have or have not grasped. The teaching of reading is highly capable. Classrooms are vibrant and displays of work very attractive.
- Pupils are extremely positive about their experiences at school and say they feel safe. They are polite, friendly and behave well. They work hard and present their work with pride. Older pupils readily take on many responsibilities. Some pupils show independence in their learning but, in the main, the skills of investigation are not highly developed. Attendance has improved and is broadly average.
- The relatively new leadership team is working well to promote high quality teaching and learning. Leaders have reversed the dip in pupils' progress visible in the 2011 Year 6 test results. Staff are buoyant and work with a clear sense of direction. The governing body is strong, effective and supportive. Provision for pupils' spiritual, moral, social and cultural development is exceptionally good.

What does the school need to do to improve further?

- Improve further pupils' progress and attainment, especially in writing, by:

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- extending the opportunities pupils have for speaking and listening, generally and as a prelude to writing
 - ensuring, when appropriate, pupils have time to polish their work, done by hand or using computers
 - building in more occasions when pupils read out or discuss what they have produced with each other, the class, or with teachers and helpers.
- Ensure more teaching is good or outstanding so as to increase further the rate of pupils' progress by:
- sharing the good practice that already exists in the school, especially in the provision of first-hand, relevant and meaningful resources and various experiences that support learning and promote a deeper understanding
 - strengthening, where necessary, teachers' skills in assessing astutely, exactly which pupils have or have not grasped the new ideas and skills being presented so as to provide the right next steps in their learning.
- Develop pupils' skills as independent and resilient learners by:
- giving them more opportunities to pose their own questions, suggest solutions or approaches, follow and adjust lines of enquiry and to present findings
 - building on the excellent work already being done in these respects in the Early Years Foundation Stage and elsewhere.

Main report

Achievement of pupils

Learning is calm, orderly and often fun. Because lessons are mostly well-planned with engaging tasks, pupils generally make good and sometimes excellent progress. Parents and carers are right in feeling their children make good progress.

Attainment on entry is below expectations for most children. Children make outstanding progress in the Nursery and Reception classes because of excellent identification by staff of their individual needs, and through teachers' skill and creativity in providing for them. Huge enjoyment was seen, for example, in the Forest School as the 'Super Heroes' went to rescue their bears in trouble in the woods. Enhancements to provision in the Early Years Foundation Stage since the last inspection mean that children are now starting Year 1 with skills that are typically expected for their ages; this is an improvement on outcomes in previous years.

In Years 1 to 6, progress is good but variable, depending on the quality of teaching. Progress in reading is excellent. Pupils can be seen routinely completing their reading logs and happily discussing books read. Attainment in reading is average by the end of Year 1 and above average in Year 6. Progress in writing, while good overall, is not as smooth or speedy across the school as it is for reading. Pupils are confident in many ways but their speaking skills are often rather limited. Responses in lessons are

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usually brief. In relatively few lessons do pupils engage in discussions or share their views extensively. Progress in mathematics is good overall and better where tasks are set in meaningful contexts and undertaken with good pace.

Because leaders keep such a very close eye on each pupil's progress, and take action where intervention is required, there is very little variation in the achievement of different groups of pupils. In particular, pupils with disabilities and those who have special educational needs learn well and make the same good progress as others. The progress of pupils who speak English as an additional language is good and often excellent. The school has successfully narrowed the gap between the achievement of boys and girls; the relative underperformance of girls has been eliminated. Progress over Years 3 to 6 has been good in recent years but dropped in 2011 for pupils then in Year 6. The good overall rate of progress has been restored because leaders and managers have taken the right action to improve teaching where necessary.

The school has developed expertise in supporting pupils' creative development. As a result, dance, drama, singing and music, for example, are regular experiences that bring a joy to learning and boost pupils' confidence and self-esteem. A delightful film produced by pupils in Year 4, 'Faith in Others', demonstrates the wide range of techniques used, including some good application of information and communication technology (ICT), to portray the many faith groups present in the school. School drama and musical productions are highly praised by pupils, parents and carers.

Quality of teaching

Well-established routines to support teaching, learning and pupils' personal development, evolved over time in this well-ordered and attractive school, have been maintained and enhanced to good effect. Teaching and learning are good in the main, with a few instances of weaker work. Moreover, outstanding teaching exists in all three key stages, and especially in the Early Years Foundation Stage. High quality teaching is characterised by fast pace, astute analysis of what pupils have learned or what they are grappling with, ingenuity in lesson planning and in adjusting tasks well to meet pupils' needs. Outstanding teaching was seen in the hugely enjoyable and moving assemblies. In them, pupils' attention and participation were of a very high order and many positive attributes relating to pupils' spiritual, moral, social and cultural development were being promoted. Singing in assemblies was cited by some pupils as being one of the best things about the school.

In most lessons, teachers' subject knowledge is good, especially in the systematic teaching of phonics (letters, patterns and the sound they represent) and other aspects of reading. Classroom management is firm but unobtrusive. The partnerships between teachers and teaching assistants are strong and effective. Sometimes, however, teaching assistants are not sufficiently well briefed. Teachers keep good records of pupils' attainment and progress. Such records, and good systems for identifying pupils' specific needs, ensure teaching for disabled pupils and those with special educational needs is good. In the relatively weaker lessons, pace is slow, or

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the teacher does not identify swiftly gaps in pupils' knowledge, skills or understanding. Opportunities are sometimes missed to develop pupils' speaking, listening, reasoning or research skills. Speaking and listening skills are promoted extremely well in the Early Years Foundation Stage, and, for example, in an outstanding lesson seen on persuasive writing about chocolate. Some lovely examples of pupils' high quality writing are displayed but there are not quite enough instances of teachers encouraging pupils to polish their work to its very best. Virtually all parents and carers view teaching as good and rightly so.

Behaviour and safety of pupils

Respect, courtesy, calmness and joy are characteristics clearly visible in pupils, many of whom have, or have had, barriers to learning for various reasons. Such qualities pay tribute not only to the work of pupils but also to that of teachers, support staff and others in the community in creating this safe and harmonious school. Pupils have a good understanding of how to stay safe. The very large majority of them also feel safe, and parents and carers similarly share that view. A few of them mention instances of poor behaviour. Behaviour is good. Instances of disruption to lessons, or of bullying, do occur but are rare. They are swiftly and calmly dealt with. Pupils are aware of different forms of bullying but hasten to add that children in this school are mostly very kind to each other; inspectors saw kindness in action. Many pupils, especially the older ones, play a helpful part in the smooth running of daily events such as assemblies and break times. Pupils are aware of and respond to the clear systems for encouraging good behaviour, work and effort. The lovely learning environment, inside and out, adds to pupils' pleasure in being at school. Systems for promoting good attendance are good and have resulted in improvements. Analysis of attendance patterns is good but lacks some detail about the attendance of sub-groups of pupils.

Pupils work diligently and calmly. They are keen to please. Some show initiative in learning, pose questions and make suggestions but this is not generally the case. The skills of self-initiated enquiry are not generally strong.

Leadership and management

The school has been through a period of reform after several changes in staffing and leadership. Leaders and managers have maintained and built on the school's past successes. They have dealt with some relative shortcomings in provision in the recent past. They have set the school on an upward trajectory to secure high quality in all aspects of its work and the best possible outcomes for pupils. Staff are enthusiastic and clear about what the school can be rightly proud of and what can be improved further. The school has demonstrated its capacity to improve in the increased rates of pupils' progress seen over the current academic year. The school development plan comprises the right actions for improvement but it lacks a succinct, comprehensive display of measurable targets to allow for easy evaluation.

Strengths in leadership and management include: good work to keep the quality of

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teaching under review and to support its further development; highly effective strategies, shared with staff, to record, analyse and promote pupils' attainment and progress; and excellent work to support vulnerable pupils in overcoming any barriers to learning. Leadership of the Early Years Foundation Stage and of the provision for disabled pupils and those with special educational needs is highly effective. In its work to ensure pupils are each given the right educational provision, the school shows its effectiveness in promoting equality of opportunity and tackling discrimination.

The governing body is well-organised, shows wisdom in its work to support and challenge leaders, and discharges its duties systematically. It ensures arrangements for safeguarding pupils meet requirements. Governors employ many good strategies for keeping themselves informed about the school's work and outcomes. With staff, they make accurate evaluations about the school's effectiveness.

The curriculum supports pupils' progress in literacy and numeracy well. It contains many enriching elements and memorable experiences including trips, residential visits, Forest School activities and others, especially in the visual and performing arts. Provision for modern foreign languages is slim. For ICT it is sound with some good use of laptops. The investment in reading books has contributed greatly to boosting pupils' skills and enjoyment in reading. The many visiting speakers, artists, storytellers, religious leaders, actors, as well as the assemblies, the personal, social and health education programme and the everyday social interactions pupils have with staff contribute extremely well to pupils' personal development.

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).

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.



25 June 2012

Dear Pupils

Inspection of Trinity Church of England Primary School, Wolverhampton, WV10 0UB

Thank you for your politeness and helpfulness when I visited your school recently with two other inspectors. We especially thank those of you who talked with us and read books to us. I would like to tell you our findings about your school.

Your school is good. You make good progress because you work hard, attend school regularly, enjoy it greatly and because staff teach and support you well. Children in the Nursery and Reception classes make an excellent start to school life.

Standards in English and mathematics are similar to national averages. You do slightly better in reading than you do in writing so that standards in reading are better than average by Year 6. You clearly enjoy the creative aspects of learning. We heard your lovely singing in assemblies and saw an impressive film made by pupils in Year 4 called 'Faith in Others'. You speak with pride about the school productions and musical performances. The school is extremely successful in helping you to develop qualities such as courtesy, confidence and respect.

Teaching is good overall, but it can vary a little. Lessons are well-planned and orderly. Displays in classrooms and around the school show the many memorable experiences you have. Your behaviour is good. You know how to stay safe and say bullying and disruptions to lessons are rare but dealt with well by staff. Your headteacher, staff and governors provide good leadership and management. They are clear about what is working well and what can be improved further. The vast majority of your parents and carers hold very positive views about the school.

We have asked the headteacher to ensure that more teaching is good or outstanding. For example, some teachers should enhance their skills in checking exactly how well you are learning. More should be done to help you grow as researchers, posing your own questions or carrying out investigations. We have also asked staff to help you strengthen your skills in writing. You can help with these improvements by telling teachers if the work set is too hard or too easy. I wish you all the very best in your education.

Yours sincerely
Wiola Hola
Lead inspector

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