

Holy Trinity C of E Infant School

Westgate, Southwell, NG25 0LD

Inspection dates 12–13 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This is a happy and caring school. Pupils thrive in the purposeful learning environment.
- Attainment is outstanding. Pupils' results in reading, writing and mathematics are well above those of most schools nationally and have been for several years.
- Almost all pupils, including vulnerable groups and the most able, make good and often exceptional progress from their starting points.
- Teaching is consistently good and often outstanding. Teachers have high expectations for learning. They ensure there is a close match of learning tasks to pupils' different levels of ability. As a result, all pupils are fully engaged in their learning.
- Children make an excellent start to their education in the Early Years Foundation Stage. The caring, supportive approach from adults ensures that children settle into learning quickly. More able writers in the Reception class do not always have enough opportunities to extend their skills.
- Pupils are proud of their school and behaviour is exemplary. Pupils respect one another and are keen to take on the responsibilities that the school offers.
- The school's 'creative curriculum' includes many rich and varied opportunities for pupils to explore a wide range of skills. A varied range of visits, visitors and after-school clubs enrich pupils' learning further.
- All leaders are dedicated and aspirational. They have raised the effectiveness of the school since the last inspection.
- Parents are highly supportive of the school. One summed up their views by saying, 'This school is a brilliant little gem. It is a nurturing community where all children succeed.'

Information about this inspection

- The inspector visited seven lessons, of which two were jointly observed with the headteacher.
- Meetings were held with three governors as well as teaching staff, including subject leaders and the headteacher. A telephone conversation took place with a representative from the local authority.
- The inspector attended an assembly and observed snack time, break-time and lunchtime.
- The inspector considered a range of evidence including the school's development plan and self-evaluation, school policies, pupil premium records, progress data, attendance records, minutes of governing body meetings, safeguarding information and records relating to behaviour and safety.
- The inspector took into account 29 responses to Parent View, the online questionnaire, discussions with parents and carers and two parents' or carers' letters. Inspectors took account of the views of staff in 7 questionnaires.
- The inspector looked at the school's website, at samples of pupils' work and talked to pupils.

Inspection team

Mary Hughes, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized infant school.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils eligible for the pupil premium (which provides additional funding, for example for pupils eligible for free school meals, or those in local authority care) is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion supported at school action plus. One pupil has a statement of special educational needs.
- The breakfast and after-school clubs are run by a voluntary committee and managed by the school.
- The Early Years Foundation Stage is currently taught in one class which includes Reception and Year 1 pupils. Year 2 pupils are taught in the other class.
- The headteacher became the substantive head in 2011, having been the acting head since 2009.

What does the school need to do to improve further?

- Ensure that the most able children in the Reception class exceed the expected level in writing by:
 - increasing the level of challenge in writing activities
 - offering even more opportunities for children to use their early writing skills.

Inspection judgements

The achievement of pupils is outstanding

- Pupils achieve exceptionally well. Progress is regularly checked to ensure pupils are on track to make at least good, and often excellent progress.
- Children enter the school with skills that are typical for their age, although this varies from year to year. After just a few days in school children settle quickly into the Reception class and are eager to learn. They thrive on the wide variety of stimulating activities offered. They make good progress with almost all children reaching the expected good level of development, and many exceeding this by the end of the Reception Year. Outstanding progress is made particularly in communication skills, reading and mathematics. More able children do not always have sufficient opportunities to practise their early writing skills so this year did not exceed national expectations in this area of learning.
- Pupils continue to make outstanding progress across the school to reach standards that are well above the national average. Attainment by the end of Key Stage 1 for the past five years has been significantly above average in reading and writing. Mathematics has been consistently above the national average. The school has successfully tackled the gap between attainment in mathematics and that of reading and writing. School data for 2012 and 2013 shows that attainment in mathematics is now equally as high.
- The school has also successfully addressed the gap between the progress of boys and girls. For a number of years boys were attaining better results than girls. This gap has now been closed with both boys and girls achieving equally well. Most pupils are working over one year ahead of their age-group nationally. The most able are given appropriately challenging work which enables them to make rapid progress and achieve high standards.
- Pupils read widely and often within various lessons. The systematic and imaginative approach to the teaching of phonics (sounds that letters make) led to pupils performing well above the national average in the Year 1 national phonics test. More able readers in Years 1 and 2 have an exceptional understanding, identifying characters and plots within fictional stories and poems.
- Although small in number, pupils supported through the pupil premium performed exceptionally well in 2012. They outperformed their group nationally and matched the attainment of their peers. The school's data for 2013 and inspection evidence show that these outcomes are being maintained. The same is true for the attainment of the small number who speak English as an alternative language. They are well supported in lessons. Resources are well used and teaching assistants are skilled in reinforcing vocabulary and developing pupils' speaking and listening skills. As a result they make the same progress as their peers in school.
- Throughout the school, adults provide pupils with excellent support if they have any difficulty with learning ensuring all pupils have an equal opportunity to achieve outstanding results. Support is in place at an early stage, and with the help of skilled teaching assistants, these pupils make excellent progress from their starting points.
- The school has planned for the effective use of the new funding for primary aged PE and sports so that participation in activities will increase even further.

The quality of teaching is outstanding

- During the inspection all teaching seen was consistently good, with much being outstanding, including the teaching of English and mathematics. Teachers make excellent use of questioning to test pupils' knowledge and understanding and adjust tasks whenever necessary. This detailed probing is reflected in the high quality of lesson planning and in the thoughtful next steps in learning given to pupils.
- All adults know pupils extremely well and ensure that activities within lessons are carefully matched to pupils learning needs. Excellent relationships ensure that pupils feel secure, and gain confidence to 'have a go' at their activities. Parents say that their children have been well taught over time.
- Staff in the Early Years Foundation Stage have a thorough understanding of the needs of younger children. Children are eager to learn and highly motivated because the tasks are exciting and stimulating. The practical activities during the 'Prince and Princess Day' enabled all children to make outstanding progress in their mathematical skills as they decorated the Royal Carriage with shapes, set the banqueting table and cut Rapunzel's spaghetti hair to develop their fine motor skills.
- Where teaching is best pupils have a wide variety of tasks which build up levels of challenge for all groups. They have frequent opportunities to give their own ideas, reasons and explanations, and to think critically. Pupils did this well in a Year 2 mathematics lesson when pupils undertook a range of activities to develop their understanding of place value. By the end of the lesson all groups had made outstanding progress, with the most able being able to partition and add two and three digit numbers together.
- Disabled pupils and those who have special educational needs are well supported in lessons because their needs are quickly identified, regularly monitored and subtly pushed forward by adults. Approaches are modified quickly and effectively whenever necessary.
- Marking is always good, and often exemplary, with careful guidance towards next steps in learning and encouraging comments. Assessment procedures are aimed at ensuring that every child makes at least good progress. Presentation is of a high standard.
- The teaching of reading is outstanding. Adults set high expectations from an early stage. This stretches pupils' skills beyond word recognition into understanding stories, making inferences and finding answers to questions in the text. The key features of writing are also expertly taught and constantly emphasised so that Year 2 pupils confidently use a range of punctuation, write at length and use language that makes their writing interesting.
- Teachers have excellent subject knowledge. They use the correct mathematical and grammatical language and so contribute to the outstanding progress made in lessons. This continues in other subjects. For example, in a Year 1 Art lesson pupils completed detailed observational self-portraits to a high standard and used the correct terminology.

The behaviour and safety of pupils are outstanding

- Pupils have exemplary attitudes to learning. The variety of tasks and approaches used in lessons ensures that they are usually absorbed in their own learning. Pupils are respectful to adults and to one another. There is a purposeful atmosphere at all times. Even the youngest pupils are able to concentrate and stay on task for sustained periods. Learning is therefore rarely affected by

negative behaviour.

- Pupils feel safe and parents and carers share this view. Pupils know there is always a supportive adult to turn to. They are aware of what bullying means and the different forms of bullying. Pupils say that bullying is not a feature of their experience at school. As one pupil said 'We always try to be friends with everyone'. Behaviour around the school and at playtime is excellent. Pupils respond well to the expected routines at lunchtime and break time. There have been no racist incidents or exclusions in recent years. Risk assessments are effective in ensuring that pupils are kept safe.
- Doing jobs and managing responsibilities is a significant part of each pupil's experience. From thinking of and running fund raising events to taking on different jobs within school, pupils show a mature approach to being responsible.
- Pupils' social, moral, spiritual and cultural development is outstanding. The strong links with the neighbouring church help foster pupils' spiritual development. Pupils have an excellent understanding of right and wrong. They have many opportunities to understand other cultures through the celebration of events such as Diwali and the Chinese New Year.

The leadership and management are outstanding

- The headteacher has worked successfully since her appointment with a clear focus on the pursuit of excellence. As a result pupils' achievement and the quality of teaching have been raised to a high level since the last inspection. Leaders have an excellent capacity for improving the school even further. They show a strong commitment to ensuring that all pupils achieve well and have an equality of opportunity.
- All school staff share the drive and vision for high standards. They are a small, closely-knit team who work together very effectively and ensure their performance meets leaders' high expectations. There is a shared approach to learning and adults plan effectively to meet all children's needs, identifying the underperformance of individuals or groups, and taking action accordingly. As a result the school is successfully eliminating inequalities between different groups of pupils.
- Staff value pupils as individuals and this ensures each pupil succeeds in their personal and academic development. Their arrangements for keeping pupils safe are robust.
- The school's self-evaluation is accurate and its strengths and areas for improvement are clearly understood. They inform its well-defined development plans and targets for teachers related to strengthening of their performance and professional development. Teachers are awarded appropriately for their responsibilities as teachers and subject leaders.
- The curriculum is exceptional. Pupils have a strong input into deciding what it is they would like to learn. Activities as diverse as circus skills, time travel with Dr Who and organising Cinderella's ball enable pupils to develop a wide range of skills. Literacy and mathematical skills are promoted well in other subjects. Physical education and sport are taught exceptionally well, with pupils reaching high levels of performance. Pupils also develop very strong ICT and science skills from an early age. They are extremely well prepared for the next stage of their education.
- The local authority gives appropriate light-touch support to this high performing school.
- The vast majority of parents and carers are supportive of the school and would recommend this

school to others. They particularly value the school's family atmosphere and how they and their children feel valued.

- The school has several strong partnerships that support learning. Strong links with the local secondary school has enabled Year 2 pupils to participate in sport projects. Links with the Diocese have enriched the teaching of RE and the quality of Collective Worship.

■ **The governance of the school:**

- Members of the governing body play a significant role in driving the school forward. Governors and leaders have a shared vision and ethos. Governors challenge the school to ensure pupils achieve well and high standards are maintained. They have a very good understanding of the school. Members of the governing body bring a wide variety of experience, which is used to good effect in monitoring all aspects of school life. They robustly scrutinise data on pupils' progress and understand the importance of looking at the impact of pupil premium funding on achievement. Governors are well organised to fulfil all their responsibilities. They make regular visits, which have an identified focus, such as monitoring aspects of the curriculum. They check that salary awards are linked to achievement of targets. Finances are managed effectively and governors ensure that all statutory requirements for safeguarding are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122768
Local authority	Nottinghamshire
Inspection number	425090

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Nigel Ladbury
Headteacher	Kathryn Thompson
Date of previous school inspection	23 October 2008
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