

# Trinity Christian School

11 Glebe Road, Reading, RG2 7AG

**Inspection dates** 13–14 November 2013

<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- Good and often outstanding teaching ensures pupils make good progress in their learning and have achieved well in the short time the school has been operating.
- The school has established a caring and nurturing ethos through the positive direction of the headteacher and the help of a good number of volunteers and volunteer teaching staff.
- Pupils report that they feel safe, are happy and enjoy the small school and individual teaching support they receive.
- The governing body and senior leaders have established and implemented effective procedures to ensure there is good teaching and achievement, a balanced curriculum and good school links so that pupils can share in activities with others as part of their school day.
- Parents and carers are highly satisfied with the school and the ease with which their children have settled in.

### It is not yet outstanding because

- Teaching does not always ensure that lessons challenge pupils or provide enough opportunities for pupils to work by themselves
- Systems for the performance management and professional development of staff are not fully in place.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed seven lessons taught by teachers and volunteers.
- The inspector looked at pupils' work, teachers' planning and information about pupils' progress. Meetings were held with senior leaders, volunteer teaching staff and other volunteers. School policies and other documentation were examined.
- The inspector took account of the responses in two staff questionnaires and the views of parents and carers through discussions. There were too few responses to the online Parent View questionnaire for these to be used.

## Inspection team

Flora Bean, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Trinity Christian School is a co-educational day school located in the centre of Reading. It is based in a substantial early twentieth-century house which it shares with a Christian organisation known as Arcade, a body that provides drugs and alcohol education for local schools. It is a limited company.
- The school is registered to provide education for up to eight children aged from four to eight years of age. Currently there are two pupils on roll aged six years and under. In the longer term, the school anticipates that it will request a material change to extend the age range to 11 years of age. There are no pupils with a statement of special educational needs.
- The school opened in September 2013 and has a headteacher and a number of volunteer teaching staff and other volunteers.
- The school's ethos is Christian. It aims 'to provide each pupil with a Biblical understanding to help them develop their relationship with God, and to equip them for life in society'. The school is a member of the Christian Schools' Trust.
- The pupils come from local Christian families but the school wishes to offer wider access to any who would like to join the school who accept the Christian ethos and biblical-based teaching of the school.
- The school uses alternative provision for some physical education activities.
- This is the school's first inspection by Ofsted since its registration as an independent school.

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

- Further improve the quality of teaching by:
  - ensuring that lessons challenge pupils to extend their learning further
  - providing more opportunities for pupils to work by themselves.
- Fully implement systems for the performance management and professional development to further improve the quality of teaching.

## Inspection judgements

### Pupils' achievement

**Good**

Pupils have settled well in the short space of time the school has been operating and have made good progress from their starting points due to good teaching and a good curriculum. They demonstrate positive attitudes and focus well on their work. The small class size and good teacher support ensure that the pupils have good opportunities to maximise their potential and to make rapid progress in their learning. Pupils have regular opportunities to apply their literacy, mathematical and communication skills in not only in the well-planned literacy and numeracy lessons, but also in science topic work and in developing their information and communication technology (ICT) skills. Pupils develop their creativity well through music and art lessons and through weekly activity afternoons with a local home educators group. They develop their physical skills well in physical education and in recreational sport through regular trips to the park and in physical education lessons.

In Reception class children arrived with the expected level of skills for their age in literacy and numeracy. With good individual support and monitoring of their literacy and numeracy skills they have made rapid progress in learning sounds and letters and are now working beyond the expected levels for their age and ability. They demonstrate increasing fluency in reading and are progressing well in spelling and writing. They have good speaking and listening skills through both adult-led and child-initiated activities and through regular role-play opportunities. In mathematics they are learning basic skills well and demonstrate a keen curiosity to build on the concepts they have already learned.

In Key Stage 1, as a result of good assessment and monitoring, pupils are making good and often better progress from their starting points. They extend their vocabulary and literacy skills daily through good support from committed staff who communicate well with them to encourage their linguistic development. In mathematics they develop their numeracy skills well and apply these skills to everyday situations such as telling the time and sharing out resources. Through a wide-ranging variety of activities with a biblical focus pupils make good progress across all areas of their learning to achieve well. Overall, pupils have settled well in the school and have made a very positive and encouraging start.

### Pupils' behaviour and personal development

**Good**

Pupils' behaviour and personal development are good and often outstanding. This is as a result of a nurturing ethos that places pupils' spiritual and moral well-being at the centre of their pastoral care and emotional development. Pupils have integrated well and feel able to be themselves. The school has established a well-structured but relaxed learning environment based on mutual respect where pupils feel safe to explore, to ask questions and to express themselves. Relationships between staff and pupils and between pupils themselves are very positive which contributes to their ongoing strong personal development.

Pupils' behaviour is good and often outstanding both in and out of lessons. They demonstrate good levels of attention, they are curious and have a lively approach to learning. Pupils understand what it means to be kind and unkind, feel free from any form of bullying and are supportive of each other. They know how to stay safe and are learning how to be safe when using computers. They share and consider each other well showing high levels of tolerance and acceptance of others.

The provision for pupils' spiritual, moral, social and cultural development is excellent. Every care is taken to provide pupils with plentiful opportunities to enhance their spiritual understanding and development through the biblically-based curriculum and daily Christian assemblies that are in keeping with the ethos of the school. As a result, pupils develop good levels of self-esteem and self-confidence. They learn well from biblical stories. They celebrate Christian festival days such as

harvest thanksgiving and learn about different cultures and appreciate diversity, for example, through their close links with a school in Zambia and contacts in the local community. They are currently preparing for a concert in a local care home. Pupils are well prepared for life in modern, multicultural, democratic British society through the teaching of the Christian principle to 'love thy neighbour' as found for example in the teaching of the biblical story of the Good Samaritan. Pupils gain a practical understanding of public institutions and democracy through educational visits, for example to Windsor and through visits from the local fire brigade and local community nurses. They are making good progress in their personal development and in their behaviour.

### Quality of teaching

**Good**

The quality of teaching is good and enables pupils to make good progress. Through a well-organised rota of volunteers and volunteer, part-time teaching staff, pupils have a rich variety of lessons in one-to-one sessions and small groups. Lesson planning is detailed to meet the individual needs of the pupils. Teachers nurture their pupils, expect high standards and challenge pupils to achieve well in all areas of the curriculum. Well-planned lessons with focused questioning enable pupils to be absorbed in their learning. For example, in the Reception class well-planned and imaginative teaching carefully takes into account pupils' previous learning and ensures they are fully engaged and make good progress. A literacy lesson on extending vocabulary was exciting as it involved using a variety of pictures to develop pupils' use of 'describing words', and pupils made good progress in learning and using more adventurous adjectives. Teaching generally matches pupils' needs well but occasionally, lessons do not provide enough challenge for pupils or too few opportunities for them to work by themselves which can slow progress.

Staff and volunteers make effective use of resources, including new technology, to support pupils' understanding. Teaching staff are briefed well to provide effective support for individual pupils and small groups. Good assessment procedures have been established and enable staff to track pupils' progress well to enable them to plan appropriate further work. Any areas of weakness are highlighted so pupils can improve and confidently move on. Work is regularly marked with constructive feedback.

In Reception teaching is good. Activities are well planned and are matched to needs. Through the use of imaginative teaching techniques, which often entail using rhythm and songs, pupils are curious to learn and make good progress by developing their knowledge of sounds and letters (phonics) and by learning numbers and basic mathematical skills. The positive nurturing environment allows pupils to be absorbed and develop well in all areas of their learning. Self-initiated outdoor and indoor play and activities directed by teaching staff give them plentiful opportunities to make good progress.

### Quality of curriculum

**Good**

The curriculum is good and serves the needs of the pupils so they can achieve well. The biblical basis threads through all aspects of the curriculum in keeping with the aims and ethos of the school. The curriculum covers all the required learning areas. In the Early Years Foundation Stage, the required curriculum is well established. Literacy and numeracy skills are given priority and are taught on a daily basis to ensure a good grasp of basic skills. Pupils learn and are engaged well through a good balance of child-initiated and teacher-directed play which builds confidence to develop skills across the whole curriculum.

The school follows the National Curriculum in Key Stage 1, and schemes of work provide a good basis and are adapted to meet the ongoing needs of individual pupils. The curriculum provides pupils with wide-ranging opportunities for good learning and personal development. The school is continuing to develop the curriculum to ensure it meets the needs of all pupils as they move through the school. Pupils have good opportunities to develop their literacy and numeracy skills in

English, mathematics, science, topic work, Spanish and ICT. The activity afternoons, together with physical education lessons and regular visits to the park for recreation, enhance the curricular provision. A good range of extra-curricular outings has already been undertaken and others are planned for the near future.

### **Pupils' welfare, health and safety**

**Good**

Arrangements for pupils' welfare, health and safety are good and ensure that pupils are nurtured and well cared for. All independent school standards are met. Fire safety checks and risk assessments for all on- and off-site activities are thorough and updated as required. The pupils say they feel safe in the school and the play area, and on their outings to the park and for activities.

Clear safeguarding arrangements are in place and meet requirements. Robust recruitment procedures are followed to ensure that all checks on volunteers and governors are thorough. All the required checks are recorded appropriately in a single central register. All staff and volunteers have received the appropriate level of training in child protection. The designated child protection officer is appropriately trained at the required higher level. There is a comprehensive range of policies and procedures for child protection, the prevention of bullying, the promotion of good behaviour, first aid and health and safety, which are consistently implemented. Incidents of bullying are very rare and any serious misbehaviour is properly recorded. The school has trained key staff in first aid. The supervision of pupils is rigorous at all times and all staff and volunteers are highly aware of their responsibility to keep pupils safe. Admission and attendance registers meet requirements.

Pupils learn about healthy eating and are encouraged to bring healthy packed lunches. They have free access to water and understand that it is good to have regular play and exercise. Through their work in personal, social, health and citizenship education (PSHCE), which is woven through the curriculum, pupils learn about making good choices for a healthy and balanced lifestyle.

### **Leadership and management**

**Good**

Leadership and management are good, enable pupils to achieve well and ensure that all policies and procedures are in place and implemented, including for those for safeguarding. As a result, all the independent school regulations are met. The governing body has a clear vision and ambitious plans for the school and supports the headteacher extremely well. Self-evaluation and development planning are given due attention to ensure targets are set to bring about improvements. Regular meetings with the senior leaders ensure the governing body supports the school well and monitors progress.

All teaching staff and volunteers have clearly defined roles and responsibilities and are given clear guidelines on all health and safety matters. Systems for the professional development and performance management of staff are in place but are yet to be fully implemented. The headteacher works very effectively with staff and volunteers and with parents and carers who are involved in their children's learning at every stage. The school premises provide a safe and suitable secure learning environment for staff and pupils. The building is well maintained and there is a suitable space for pupils who become unwell. The school ensures that parents and carers have access to all the required and relevant information and that the complaints procedure meets all requirements. From discussions with parents and carers, it is clear that all are highly satisfied with the school and the ease with which their children have settled in.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

## School details

<b>Unique reference number</b>	138968
<b>Inspection number</b>	422840
<b>DfE registration number</b>	870/6013

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Coeducational day school
<b>School status</b>	Independent
<b>Age range of pupils</b>	4–8
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	2
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Mr John Charles
<b>Chair</b>	Mr John Charles
<b>Headteacher</b>	Miss Jean Dandy
<b>Date of previous school inspection</b>	No previous inspection
<b>Annual fees (day pupils)</b>	£3,960.00
<b>Telephone number</b>	0118 9470366
<b>Email address</b>	info@trinitychristianschool.org.uk



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