

The Trinity Church of England VA Primary School

Quakers Road, Devizes, Wiltshire, SN10 2FH

Inspection dates

14–15 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' overall achievement requires improvement because, although most pupils are now making the expected progress in English and mathematics, too few do better than this. There is still a legacy of underachievement to eliminate, particularly in mathematics.
- Pupils make good progress consistently in some classes but not in others. Occasionally teachers miss opportunities, that pupils' responses create, to extend their learning.
- Teachers are enthusiastic, have responded exceptionally well to the systems introduced and are keen to improve. Nevertheless the changes still have to be embedded to ensure that all teaching is of the best and all pupils are appropriately challenged in lessons.
- While most pupils behave well, they do not always have positive attitudes to learning to help them get on quickly with their work.
- The recently appointed headteacher has dramatically improved the school's systems, and raised the level of expectation for all staff and pupils. However, there has not been enough time for the improvements he has introduced to have a full impact on the quality of teaching and pupils' progress.
- Middle leaders do not yet take enough responsibility for their areas in order to improve teaching further and raise achievement.
- Staff have not yet had enough opportunities to learn from the best practice in the school.

The school has the following strengths:

- Children make a good start to their schooling in the Early Years Foundation Stage, and make good progress in all areas of learning.
- Teaching has improved and the small-group activities provided for year groups are helping pupils to catch up.
- Disabled pupils and those who have special educational needs are very well catered for and they make good progress from their individual starting points.
- Governors provide good oversight of the school and ask challenging questions of school leaders.

Information about this inspection

- The inspector observed teaching in all classes and in 11 lessons altogether. In addition, the inspector made a number of short visits to lessons and small-group sessions, some with the headteacher.
- Meetings were held with six members of the governing body, a local authority representative and school staff. Additionally, the inspector talked to the members of the school's Parent, Teacher and Friends Association and informally to some parents and carers and with groups of pupils.
- The inspector took account of 36 responses to the online questionnaire (Parent View), and the outcomes of the recent parent questionnaire held by the school.
- The inspector looked at pupils' work, and heard pupils from different year groups read.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

Inspection team

David Marshall, Lead inspector

Additional Inspector

Full report

Information about this school

- The Trinity is a smaller than average-sized primary school.
- Nearly all the pupils are from White British backgrounds.
- The proportion of pupils who are supported through school action is slightly above the national average. An average proportion is supported at school action plus or with a statement of special educational needs. Most of these pupils have behavioural, emotional and social difficulties or speech, language and communication needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils who are looked after by the local authority, those known to be eligible for free school meals and the children of service families) is above the national average. There are currently no children of service families at the school.
- The school meets the government's current floor standards in English, which set the minimum expectations for pupils' attainment and progress.
- The school opened in a new building, with its new name in April 2012, following the closure of St Peter's Church of England School. The school occupies a completely new site across the town from its former location.
- Since opening, the school has admitted a great many new pupils. As a result a much larger than average number of pupils join and leave the school other than at the usual time.

What does the school need to do to improve further?

- Improve the quality of teaching further so that all lessons are as good as the best by:
 - ensuring planning consistently provides work at different levels for pupils of different abilities so that it is not too easy or too hard for anyone
 - using responses from pupils to keep their interest and involvement in lessons at the highest level
 - extending opportunities for staff to observe and share the best practice in the school.
- Raise standards further, especially in mathematics, by:
 - providing challenging work for the more able pupils
 - raising the level of confidence of some teachers in teaching mathematics.
- Improve the quality of leadership and management by:
 - developing the roles of middle leaders so that they are involved more in checking the quality of teaching and learning and holding staff to account for their performance.

Inspection judgements

The achievement of pupils

requires improvement

- Although the small numbers in year groups makes it difficult to determine patterns in pupils' progress, achievement requires improvement as attainment and progress over time have been too variable. However, the decline noted in attainment in previous years' national assessments of English and mathematics has been arrested. The extensive school data show that pupils are making improved, if variable, progress in most classes. However, there is some underachievement that has still to be eliminated.
- Those few pupils who have been in the school since Reception achieve standards in English and mathematics in line with national averages from below average starting points.
- Disabled pupils and those with special educational needs generally make better progress than their peers through the focused work of the coordinator. Teaching assistants provide effective support both in the classroom and in small groups with work matched to the needs of the pupils.
- The attainment on entry of pupils in Reception is generally below expectations for their age and pupils make good progress. The declines in Key Stage 1 attainment has been reversed with pupils now achieving points scores close to national averages in all subject areas. School information about pupils' progress towards targets for 2014 suggests that the improving levels of attainment across the school are likely to be sustained.
- Reading is well supported by staff with pupils achieving improved results in the Year 1 screening check. Almost all pupils are able to use their knowledge of letters and sounds (phonics) to good effect when faced with new or tricky words in reading books.
- The pupils who are eligible for support through the pupil premium funding make good progress. The school has used its funding to provide these pupils with extra support by appointing additional members of staff to work with them individually and in groups.

The quality of teaching

requires improvement

- Although teaching is improving strongly, particularly in English and mathematics, there is still some variability in its quality across all year groups.
- Teaching is weaker where information about pupils' progress is not used consistently to make sure work is at exactly the right level for all pupils in the class. Consequently, particularly in mathematics, more-able pupils occasionally find activities too easy and finish quickly, and less able pupils find it too hard and struggle. As a result, learning slows.
- Teachers occasionally miss opportunities in lessons to emphasise pupils' individual targets and set out the next steps they need to take. The use of the new 'What, How, Why,' to make the learning intentions clear to all pupils is more effective in some classes than in others. As a consequence, pupils do not always have a clear idea about how to improve quickly.
- Pupils now practise their mathematical skills much more in other subjects. However, opportunities are sometimes missed to allow pupils to work things out for themselves through open-ended investigation and problem-solving activities. In most lessons teachers question pupils effectively. However, occasionally they do not use pupils' responses positively and pupils' interest drops and their progress slows.
- Where teaching is most effective, teachers match the challenge of work to pupils' ability through careful planning. Pupils are given the opportunity to explore questions together. This was clear in an information and communication technology (ICT) lesson in Year 6 where pupils were enabled to explain their thinking and check their own progress against clear descriptions of success. School and inspection evidence shows that this is becoming more and more the norm in lessons as the changes introduced become embedded and teachers' confidence in their abilities grows.
- In a very effective science lesson for pupils in Years 4 and 5 on teeth and keeping yourself

healthy, pupils were engaged immediately with an activity where they had to identify how they had all eaten their apples. Skilful questioning by the teacher and specific guidance on what successful work looks like encouraged pupils to problem solve and think hard about their learning so that they did not repeat the mistakes in subsequent work. In these better lessons, teachers carefully select stimulating resources, which reflect pupils' interests.

- Reading is taught increasingly well. Pupils receive daily reading, writing and spelling lessons in small groups or individually. The use of Reading Champions has become well established in a short time. However staff are aware that there is still a need to improve the skills of older pupils in understanding what they are reading to ensure even better achievement, particularly at the higher levels.

The behaviour and safety of pupils

require improvement

- Although there are good improvements in behaviour over time across the school, where teaching is less effective, pupils' approach to learning is sometimes not as positive as it should be. They are not all motivated to complete work quickly or take tasks further, particularly when teachers do not use their thoughtful responses or when the work teachers set is not planned to enable them to move on swiftly in their learning.
- The pupils' generally good behaviour is a testament to the strong procedures in place to enable the many new pupils to settle in quickly and be a part of the whole school.
- Around the school and at break time most pupils behave well, although a few sometimes need to be reminded of the behaviour that is expected. The school's leaders clearly emphasise the value of good manners and behaviour, and adults manage behaviour well.
- Pupils say that if there is bullying, such as name calling or rude remarks, staff deal very effectively with any problems that occur.
- The school fosters respect, responsibility and positive relations between the pupils, and promotes equality. The very effective, gentle focus on the school's 'Seven Values' is enabling all pupils to appreciate how they should behave towards each other. As a result, discrimination is tackled and pupils from a wide variety of different backgrounds get on well together. Older pupils demonstrate caring attitudes towards the younger ones.
- Pupils have a good knowledge of how to avoid risks. Advice and guidance on safe practices when using computers, crossing the road, travelling outside school, and swimming lessons, help pupils develop a good awareness of how to keep themselves safe.

The leadership and management

require improvement

- The headteacher has created a good sense of teamwork among staff in a short time. He is ambitious for the school's future achievements and pushing hard the school's agenda for improvement. With the governors, he keeps a close eye on the achievement of different groups of pupils but knows that more needs to be done to enable all to achieve well. Through his strong leadership all staff now have a secure grasp of the school's strengths and weaknesses and what to do to make the school better.
- The headteacher works well with the deputy headteacher to develop and improve the quality of teaching. They set clear and relevant targets for teachers to help them improve. They carry out regular checks of lessons and this enables them to provide useful feedback to teachers and hold them to account for the quality of their work. Consequently, teachers further up the salary scale are teaching well and are ready to take greater responsibility across the school.
- Middle leaders have too few opportunities to check the quality of work in their areas of responsibility. The extent to which they understand, and use, the school's data on pupils' performance to set up high enough expectations and drive up standards is not yet established.
- Nonetheless, the school is in a better position than it was at the time of its last inspection and key improvements have been secured in outcomes. Staff are making better use of data to identify where individual pupils are in their learning and provide extra support such as one-to-

one tuition or small-group work where pupils are found to be underachieving.

- The governors have worked tirelessly to enable the school to settle successfully in the new building. School evidence clearly shows there were many difficulties to overcome, and they worked relentlessly to overcome these and make the school all it should be for the pupils. Through their efforts and the impact of the new headteacher, almost all parents and carers are now fully behind the school. As one observed, 'I used to hate the school, and now I love it!'
- The range of learning opportunities is developing well. Topics are used effectively to teach different subjects such as science, history and art. The school is seeking ways of increasing the opportunities for mathematics in different subjects. The good range of technological resources is being used well to help pupils develop new skills.
- The local authority provides very good, focused support through training and support activities for staff and governors. It keeps a watchful eye on the school's performance and visits immediately if there are ways in which further support can be given.
- The school's promotion of pupils' social, moral, cultural and spiritual development is good. It is given a high profile and promoted very well throughout the school. The two acts of collective worship observed during the inspection showed how important these aspects are to the overall development of pupils' understanding, and how well the school caters for this. Year 6 pupils are being asked as a matter of routine to evaluate the assemblies. As the two pupils observed after the assembly on 'Respect', 'I thought there was nothing to improve.'
- The school has received the primary sports funding and an action plan shows clearly how this funding is being used. The impact of this funding on pupils' achievements is being monitored and evaluated and it increasingly helps to build the sense of belonging seen as so important to the new pupils coming to the school. It is being used effectively to consolidate and improve teachers' subject knowledge in physical education and sports, and to increase pupils' participation in sports programmes through the many additional activities.

■ **The governance of the school:**

- Governors are well organised both in relation to their committee work and how each member is linked to an area of the school. This enables them to have a good oversight of the school's effectiveness and to seek out first-hand information through their visits and meetings in school. The governing body has a good understanding of the performance, both of staff and pupils, and knows where the school stands in relation to pupils' performance nationally. Members are not afraid to ask difficult or challenging questions of school leaders.
 - In particular, they manage the headteacher's performance well so that the targets he is set can have a strong influence on the wider development of the school including the quality of teaching. They question the school closely on how the pupil premium funding is being used and are checking how well any gaps in achievement between different groups of pupils are closing as a result. Governors are closely involved in safeguarding checks, such as the completion of risk assessments with members of staff. As a result, safeguarding procedures are robust and meet statutory requirements.
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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	126401
Local authority	Wiltshire
Inspection number	426772

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	148
Appropriate authority	The governing body
Chair	Jenny Jones
Headteacher	Andrew Wilson
Date of previous school inspection	9 February 2012
Telephone number	01380 730203
Email address	admin@trinityschooldevizes.wilts.sch.uk

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