

Holy Trinity CofE Primary School

Curzon Estate, Tattershall, Lincoln, LN4 4LD

Inspection dates

13–14 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school. By the end of Year 6, they reach standards that are above average in reading, and average for writing and mathematics.
- Teaching is consistently at least good and some is outstanding. Teachers have high expectations and pupils respond well to their good quality written and spoken advice on how they can improve further.
- All groups of pupils, including disabled pupils, those who have special educational needs and those who receive the pupil premium funding, make at least good progress because adults understand their individual needs and tailor support for them.
- Pupils' behaviour is good and they are keen learners with a positive desire to do well and to succeed. Pupils show great care and respect for their teachers and for each other.
- Pupils enjoy coming to school and respond enthusiastically to the many interesting topics and themes they learn about. They are thoughtful and readily reflect on their learning, and this contributes well to their spiritual, moral, social and cultural development.
- School leadership has strengthened since the previous inspection. The new headteacher and key staff make regular checks on learning and have driven up the quality of teaching and standards. Staff fully support the efforts of leaders to improve the school.
- Governors know the school exceptionally well and are committed to the success of every pupil. They visit regularly and provide good levels of support and challenge, ensuring that the school continues to improve rapidly.

It is not yet an outstanding school because

- Teachers do not always encourage pupils to work out how to tackle problems for themselves rather than wait for their teachers to tell them what to do.

Information about this inspection

- The inspector observed 13 lessons, ten jointly with the headteacher. She also observed support sessions for pupils at risk of falling behind.
- The lead inspector attended two school assemblies, one of which celebrated pupils' achievements for the week.
- The inspector listened to pupils read in class, and spoke to a group of pupils and several others informally throughout the inspection. She spoke with the Chair of the Governing Body and two other governors, a representative from the local authority and school staff, including senior and subject leaders.
- The inspector noted the views of 20 parents and carers who responded to the online Parent View survey. She also spoke to parents and carers who were bringing their children to school.
- The inspector also noted the contents of 21 staff questionnaires completed during the inspection.
- The inspector observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- Holy Trinity is smaller than the average-sized primary school.
- The headteacher and senior leader took up their posts in September 2012, having previously had different roles in the school.
- The school is currently in the midst of building work to create an extra classroom, library and Nurture room.
- The vast majority of the pupils have White British backgrounds.
- More than a third of the pupils have a parent in the armed forces and a higher proportion than average join the school during the school year.
- The proportions of disabled pupils and those who have special educational needs supported through school action and at school action plus, or with a statement of special educational needs are all slightly above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Enable all pupils to make rapid progress by ensuring that teachers:
 - encourage pupils to use their initiative to find ways to solve tasks and problems for themselves before seeking a teacher's help.

Inspection judgements

The achievement of pupils is good

- Children join the Reception class with skills and abilities that are generally below the levels typically seen at their age. They quickly settle into the very stimulating classroom and outdoor area and rise to adults' high expectations of their learning. Children embrace the school's routines and become confident, willing learners, making good and often outstanding progress.
- Pupils' progress across the school is good and, by the end of Year 6, pupils reach above average standards in reading. Standards in writing and in mathematics are rising and although they are currently at average levels, school information and pupils' current work indicate that pupils are on track to improve further in 2014. Under the leadership of the new headteacher, standards in the school are rapidly improving in all year-groups. Increasingly, more-able pupils achieve well. Larger proportions of pupils than those seen nationally are currently expected to achieve the higher levels in reading, writing and in mathematics.
- There were too few pupils who were eligible for the pupil premium leaving Year 6 last year to make a secure judgement on their attainment. Equivalent pupils currently in the school achieve well and gaps in attainment between these pupils and their classmates are closing quickly. They are currently working at similar levels to their classmates in reading, writing and mathematics and are making good progress. Gaps are closing because the extra funding is used effectively to provide highly skilled staff to lead a variety of extra support activities.
- Year 1 pupils achieved results above national averages in the annual screening check in phonics in 2013. The small numbers of pupils, who repeated the test in Year 2, were equally successful and their standards were above those seen nationally.
- Pupils' standards in reading have risen consistently over recent years and the promotion of reading across the school is strong. All pupils have positive attitudes and read regularly, enthusiastically and for pleasure. The school uses digital technologies to great effect to promote reading, from the Reception class right the way through the school. The school library is currently being improved through building works and several volunteers make regular visits to listen to pupils read.
- Writing standards have risen since the previous inspection. Pupils write accurately for a range of purposes, with increasingly secure levels of competence and confidence. They accurately review and check their own work and Year 3 and 4 pupils are involved in an innovative, online blog project, where they write, read and check the work of check others, both in Britain and in other countries. Pupils take pride in their work, which is always neat and well-presented.
- In numeracy, teachers and other adults make good use of varied and colourful resources to help pupils learn. Teachers also make effective use of online mathematics programmes, which pupils enjoy, to stimulate their interest and this has had a positive impact on raising achievement across the school.
- The new additional sports funding is used well and teachers are working with specialist coaches to enhance their own skills and confidence. Sport has an increasingly high profile in school and greater numbers of pupils are now joining teams and competing with other schools.
- Disabled pupils and those who have special educational needs receive very good support and progress well as a result. Specialised adult support for smaller groups has been used effectively

to promote these pupils' progress.

- Although pupils' progress is good overall, and improving for most groups, pupils are not always encouraged to use their initiative and seek to tackle problems and explore ideas for themselves. This limits the full extent of what they can achieve and holds them back slightly from reaching their true potential.

The quality of teaching is good

- Teachers and teaching assistants work very closely together in lessons and many additional support sessions are ably led by teaching assistants. They share planning and make sure that activities are interesting, motivating and suitably demanding for all pupils.
- All disabled pupils and those who have special educational needs receive good quality support at the right level for them in one-to-one or small-group activities. Pupils appreciate this and also the way the school's warm and friendly ethos gives them confidence and encourages them to do their best.
- Pupils often become exceptionally keen learners who take responsibility for themselves and willingly rise to the challenges set for them because teaching is so good. This is particularly evident in the Reception class where the youngest children soon start to make their own choices and immerse themselves in different learning activities. Pupils regularly use prompts around the room and resources in and out of the classroom to help develop their skills and understanding and learn more. This extends their learning considerably.
- Pupils learn exceptionally well because they know what is expected of them. Teachers and supporting adults question them closely to encourage them to think more deeply. When encouraged to take the lead and to work things out for themselves, pupils are often seen to flourish and embrace the responsibility making high levels of progress as they develop their skills. These opportunities are not, however, always evident across the school.
- Teachers and teaching assistants frequently link activities to pupils' targets so that the pupils understand what they are aiming for and have a greater sense of how they can achieve their goals. Pupils know what their targets are and use laminated cards, setting out the steps that are needed, to track their own successes.
- Marking is good in all lessons and subjects. Teachers and teaching assistants provide good verbal feedback and detailed written comments. Teachers' marking offers a careful balance between praise and suggestions about how to improve. Pupils regularly read the comments and are given the time to respond, showing their positive engagement with their learning.
- Homework is regularly set across all years and tasks are suitably demanding but realistic. Pupils accept it is a regular feature and extension of their work in class.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils have developed positive attitudes to learning and the great majority act responsibly in managing their own and helping with others' behaviour in the school. Class and school councillors have recently involved themselves in establishing the rules for every class. This contributes to the warm and friendly atmosphere of the school.

- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of how to keep themselves safe in school and on the roads outside and many have completed 'bikeability' courses. Pupils are knowledgeable about e-safety and understand the potential dangers of misusing the internet.
- Parents, carers, and staff agree that pupils' behaviour in lessons and around school is good. Pupils' attendance levels have risen and are comfortably above average. School leaders are very passionate about deterring unauthorised holidays during term-time.
- Pupils with parents in the armed forces receive excellent care and support through the 'Bluey club' which meets at lunchtime and after school. Run by a teaching assistant with firsthand experience of life in the forces, the club provides opportunities for those attending to communicate with their families, via air mail letters, email and digital connections. Pupils find this reassuring and this helps them to feel more settled at school and engage with their learning.
- Pupils in the school have established links with a number of charities, locally and through the church, and regularly hear about different parts of the world in need through visitors and assemblies. This has prompted several fundraising events, showing their empathy for the needs of others.
- Bullying is very rare and pupils comment that staff deal with it effectively when it occurs. Pupils understand that if they cannot resolve conflicts themselves, they can rely on staff to intervene quickly. There are very few racist incidents and discrimination in any form is not tolerated.
- Pupils are very proud of their school. The grounds are kept litter free and the limited playground areas are carefully shared, while building works are being carried out. Pupils know and show a high regard for each other in the school and this helps those who join the school late to settle easily and feel welcome in the school. Pupils speak positively about how much they enjoy and value being a part of the school, and this is reflected in their smart appearance and good manners.

The leadership and management are good

- Leadership and management are good. Under the guidance of the new headteacher and senior teacher, the school has quickly implemented a new assessment and tracking system to monitor the impact of support groups and raise achievement across the school.
- School leaders have been successful in managing improvements to the school buildings during term-time, without disturbing the learning and achievement of the pupils. Members of the leadership team work closely together and share a commitment to continuous improvement. Their high expectations are reflected throughout the school.
- The quality of teaching and its impact on achievement have improved since the last inspection and all teaching is now at least good. Teaching and learning are managed well and good practice shared and enhanced through informal partnerships with other schools.
- Leadership roles have developed and strengthened at all levels, including subject leadership, and this lies at the heart of the school's close knit, collaborative approach. Staff support for school leaders is strong and all staff expressed their praise for the headteacher during the inspection.
- The school reviews all aspects of its work thoroughly and acts very quickly to address any gaps,

so that the pace of improvement remains rapid. The school's development plan to raise achievement and its own evaluation of areas for further improvement are realistic, sharply focused and linked to leaders' close checks on the quality of teaching, learning and pupils' progress.

- Staff training, together with the very effective and active partnerships with the local authority and the diocesan board, has led to marked improvements across the school since the previous inspection. Staff are now more skilful in using assessment and progress information, and early gaps in learning are dealt with swiftly.
 - Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. Every member of the leadership team is active in checking the quality of teaching across the school, and class teachers and support staff join together to plan and prepare lessons. This has helped to improve the quality of teaching so that all is now consistently good or better.
 - Activities in lessons are supplemented by a vast number of extra-curricular clubs and activities, enhanced by the sports, and music specialists who work with the school. The promotion of health through sport is gaining a higher profile in school and more pupils than previously are attending sports clubs and taking part in competitions. The school offers different residential trips for pupils in both key stages and visits, such as the overnight theatre trip to London, broaden pupils' experiences of different cultures.
 - Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. The school promotes pupils' spiritual, moral, social and cultural development well, and a strong pastoral programme ensures the all-round development of each pupil.
- **The governance of the school:**
- Governors are highly committed to continuing to improve the school. The governors work closely with school leaders, the local authority and church diocese to ensure that raising the quality of teaching and learning remains at the heart of their work. They have a good understanding of information on pupils' progress, and undertake regular training to refresh their knowledge and skills.
 - Governors use the most recent data to make comparisons with other schools, locally and nationally, and actively challenge school leaders where dips occur. They meet with key staff, and make visits to check directly on important areas of the school's work. Each class has a governor attached, to monitor pupils' achievements.
 - Governors ensure that financial resources are efficiently managed, know how the pupil premium and sports funding is being spent and monitor the impact of these initiatives on achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' and support staff pay is linked to how well pupils are doing. They are highly motivated and visible in the school and check that safeguarding meets statutory requirements.

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	120586
Local authority	Lincolnshire
Inspection number	431214

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Mike Phillips
Headteacher	Stephanie Liley
Date of previous school inspection	04 March 2009
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