

# Trinity All Saints CofE VA Primary School

Church Street, Bingley, West Yorkshire, BD16 2PP

**Inspection dates** 17–18 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- By the end of Year 6 pupils' standards in reading, writing and mathematics are not high enough and too few pupils make good progress.
- There is not yet enough good quality teaching to ensure that pupils make consistently good progress across the school over time.
- Expectations of what pupils can achieve are not always high enough, and the work set is not always challenging enough.
- Staff do not always ask questions that challenge pupils to deepen their understanding.
- Pupils are not always given clear enough guidance in teachers' marking. They are not always clear what they need to do to improve. There are too few checks that pupils respond to the advice given.
- Pupils have too few opportunities to use and apply their mathematical skills and knowledge to solve practical problems.
- Middle leaders are not yet fully accountable for the quality of teaching and pupil progress in their subjects.
- Changes introduced by senior leaders have not yet had sufficient time to have a full impact so that teaching is consistently good and pupils achieve as well as they should by the end of Key Stage 2.

### The school has the following strengths

- School leaders have an accurate picture of what the school needs to do to improve. They check pupils' progress carefully and this action is helping to improve the quality of teaching and raise achievement.
- Children make good progress in the Early Years Foundation Stage and Key Stage 1.
- Pupils' behaviour and safety is good. They are keen to learn and do well, and feel safe and well supported in school.
- The school develops pupils' spiritual, moral, social and cultural development well.
- The school works well with parents who are very supportive of it.

## Information about this inspection

- Inspectors observed teaching and learning in 20 lessons, taught by 12 teachers. Two lessons were observed jointly with senior leaders.
- Meetings were held with school leaders and with five governors, including the Chair and Vice-Chair of the Governing Body. Inspectors also spoke to a representative of the local authority and a school-employed consultant adviser.
- Inspectors met two groups of pupils and also spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance management information. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings were also considered.
- Inspectors took account of 65 responses to the on-line (Parent View) questionnaire and 31 responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Kevin Boyle

Additional Inspector

Steven Goldsmith

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Pupils are taught in 12 classes from the Nursery to Year 6.
- The proportion of pupils known to be eligible for the pupil premium is above average. (The pupil premium is additional funding for pupils known to be eligible for free school meals, and children looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A large majority of pupils are from White British backgrounds.
- The number of pupils has risen as the school is expanding from a one- to a two-form entry.
- There has been considerable disruption recently due to a major building project. This particularly affected Key Stage 2 pupils. The school moved into the new building in April this year.
- The school works informally with other local schools as part of the Airedale Learning Community.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve teaching so that it is consistently good or better, in order to raise pupils' achievement, especially at Key Stage 2 and in mathematics by:
  - ensuring that expectations of what pupils can achieve are always high enough
  - ensuring that pupils are always provided with work that is consistently challenging
  - making sure that pupils are asked questions that deepen their understanding more often
  - ensuring that pupils are always given very clear guidance about how they can improve their work and that checks are made that they respond to the advice given
  - making sure that pupils have more opportunities to apply their mathematical skills and knowledge to solve practical problems in mathematics lessons and across different subjects.
- Improve the quality of leadership and management by making sure that middle leaders are more involved and accountable for making checks and improving the quality of teaching and learning in their areas.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make consistently good progress across the school. By the end of Key Stage 2, standards in reading, writing and mathematics are not high enough, and too few pupils achieve well.
- At the end of Year 6, pupils' standards in reading, writing and mathematics fell sharply in 2013 and were well below average. The proportion of pupils who made the expected progress was above average in writing, around average in reading, and below average in mathematics. The proportion of pupils who made more than the expected progress was broadly average in reading, below average in writing and well below average in mathematics.
- Key Stage 2 pupils are now making better progress because the quality of teaching is improving. The work in pupils' books and the school's systems for checking how well pupils are doing confirm this view. Current Year 6 pupils are on track to achieve standards that are much closer to the national average this year, and to make progress faster than the expected rate in reading, and closer to it in writing and mathematics.
- Although pupils' basic skills are secure in mathematics, there are too few opportunities for them to use and apply their mathematical knowledge, skills and understanding to solve practical problems, both in mathematics lessons and across different subjects.
- Pupils supported by the pupil premium have not achieved as well as other pupils. In 2013 the attainment of pupils in Year 6 known to be eligible for free school meals was over a year behind that of other pupils in reading, writing and mathematics. This gap is beginning to close because of better teaching and the more sharply focused support these pupils are receiving.
- Children start school in the Early Years Foundation Stage with skills and understanding that are generally below those typically expected for their age. They make good progress in the Nursery and Reception classes, because they are well taught and have good opportunities to develop their skills. They are well prepared to enter Key Stage 1.
- Pupils make steady progress in reading in Key Stage 1. They read regularly and say they enjoy reading. They have a sound knowledge of phonics (letters and the sounds they make). However, the proportion of pupils who reached the expected standard in the Year 1 phonics check was below average in 2013.
- Standards at the end of Key Stage 1 have improved. In 2013 they were above average in reading, writing and mathematics. This represents good progress from pupils' starting points. Inspection evidence confirms that pupils currently in Years 1 and 2 are continuing to make good progress.
- Work in pupils' books in Years 2, 4 and 6 shows steady progress in writing in different styles and subjects.
- The most-able pupils generally achieve higher standards and make better progress than their classmates, but too few of them make good progress overall.
- Disabled pupils and those with special educational needs receive appropriate and well-targeted support, for example, in lessons or in individual or small-group lessons. As a result, they progress at a rate similar to that of other pupils in the school.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it has not ensured that pupils make consistently good progress over time and achieve well, particularly at Key Stage 2 and especially in mathematics. School records show that teaching is improving and that this is leading to accelerating progress.
- Expectations of what pupils can achieve are sometimes not high enough and the work set is not always challenging enough. Progress slows and pupils do not achieve as well as they should.
- Questioning is mostly used effectively to check and reinforce pupils' knowledge, but too few questions are asked that challenge pupils to deepen their understanding.

- The quality of marking and assessment is variable. Staff mark pupils' work regularly and use praise effectively. However, pupils are not always given clear advice about what they need to do to improve their work, especially in mathematics, and there are too few checks that pupils are responding to this guidance when it is given.
- Teachers do not always ensure that the work set challenges pupils effectively. By contrast, in a history lesson Year 4 pupils were studying the development and construction of pyramids. Pupils worked effectively in groups to put different pyramids in chronological order, before constructing their own pyramid from sugar cubes. This involved the practical application of their mathematical skills. Questioning was used well to challenge and extend pupils' understanding. The pupils enjoyed the lesson, had to think hard about what they were doing and made good progress.
- Teaching in the Early Years Foundation Stage is good. There is a good balance between activities directed by staff and those chosen by the children, and between the use of both the indoor and outdoor environment. Learning is purposeful and appropriate for children's varying levels of development. As a result, they make good progress.
- Teaching assistants work closely with teachers to support the learning of pupils who need extra help. This includes those who are disabled or have special educational needs, and those who are supported by the pupil premium. They provide effective extra help in the classroom, or in individual or small-group sessions to make sure that pupils understand their work and make progress.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Inspectors observed good behaviour in lessons, in assembly and around the school. Pupils play well and safely together at break, and behave responsibly in the hall at lunchtime. They say that behaviour is usually good, but that sometimes pupils can fall out and argue, although staff act quickly to sort this out.
- School records show that there are few instances of poor behaviour, including racist or discriminatory incidents. On the rare occasions that pupils misbehave, staff act appropriately and effectively.
- Pupils enjoy coming to school, have positive attitudes to learning and are keen to do well. There are good relationships between pupils and adults in the school, and pupils are polite and considerate.
- Pupils say that they enjoy lessons and that teachers try to make learning fun and interesting. As a result, lessons run smoothly and without interruption.
- Attendance has improved and is now above average.
- A small number of pupils occasionally show challenging behaviour. The school manages this matter consistently and positively in partnership with parents. The parental involvement officer has an important role in this process. As a result, the school can show improved behaviour from such pupils.
- Pupils take on responsibilities in areas such as the school council, or as play leaders for younger pupils and listening to them read. They say that they enjoy this work.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and well cared for. They know how to keep themselves safe in different situations, including when using the Internet.
- Pupils have a good knowledge of the different forms bullying can take, but say that it is very rare in school. They are confident that the school deals with it effectively if it occurs.
- Almost all parents who responded to the Parent View survey believe that their children are happy, safe and well looked after in school. Inspection evidence supports this view.

## The leadership and management requires improvement

- Leadership and management require improvement because achievement and the quality of teaching are not good, and have not improved strongly enough. School leaders have taken action to improve standards, and this work is beginning to have an impact. However, these actions are relatively recent and have not yet led to consistently good teaching and good progress over time.
- School leaders, including governors, make good use of data about pupils' progress and achievement. They have a clear and accurate view of how well the school is performing and where it needs to do better.
- Plans for the future correctly identify key priorities and are firmly focused on improving teaching in order to raise pupils' achievement. For example, leaders are aware that progress in mathematics is not as strong as it should be and plans are in place to address this issue.
- Systems to check on the quality of teaching and pupils' achievement and progress are more rigorous. Senior leaders use this information to identify any underachievement and to provide pupils with extra support if they need it. As a result, the gaps in performance between different groups of pupils, including those eligible for additional funding, are beginning to close. This shows the school's commitment to equality of opportunity for all pupils.
- Information about the quality of teaching and pupils' achievement is used effectively to check how well teachers are performing. It is used to identify where further support or training is needed, and governors take it into account when making decisions about teachers' pay.
- Staff work increasingly effectively to share good practice in the school, and have opportunities to work collaboratively and observe outstanding teaching in other schools as part of the Airedale Learning Community.
- Middle leaders, including subject leaders, are developing their knowledge and leadership skills. However, they do not yet have enough involvement and have too little accountability for making checks and improving the quality of teaching and learning in their areas.
- The curriculum is well planned and engages pupils effectively in their learning. It promotes positive behaviour and is enriched by a range of activities, clubs, trips and visits. Year 6 pupils spoke enthusiastically about a residential outdoor activities visit they had been on.
- The school has a strong Christian ethos, and there are strong links with the local church and community. These all contribute to pupils' good social, moral spiritual and cultural development.
- The school is using the additional sport funding successfully to improve the quality of physical education. Specialist coaches take lessons, run activities and train staff, and the school takes part in a wider range of sports competitions. This has broadened the range of sporting activities in the school and is having a positive impact on pupils' lifestyles and physical well-being.
- The local authority is providing additional and increasingly effective support for the school in various areas. These include sharpening the process of checking on how well the school has an accurate view of its own performance, developing middle leaders and improving teaching.
- **The governance of the school:**
  - Governors are well-informed about the quality of teaching and learning, pupils' achievement and their behaviour and safety. They recognise that the school 'could be doing better'. They have been trained in the use and analysis of data and have a clear and accurate view of how well the school is doing and where it needs to improve. They hold the school to account effectively by asking probing questions, and by setting challenging targets as part of the headteacher's appraisal. They also make sure that pupils' progress is taken into account when making decisions about teachers' pay. Governors have a good knowledge of how the pupil premium funding is spent and the impact it is having. They visit the school regularly in a variety of roles and are involved in the day-to-day life of the school. They manage the school's finances effectively and have dealt well with difficulties linked to the school's expansion and building project. They ensure that the school meets its statutory duties, including those related to safeguarding.

## 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

<b>Unique reference number</b>	107338
<b>Local authority</b>	Bradford
<b>Inspection number</b>	439838

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	323
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Wallbank
<b>Headteacher</b>	Jane Glendinning
<b>Date of previous school inspection</b>	20 September 2010
<b>Telephone number</b>	01274 564977
<b>Fax number</b>	01274 511549
<b>Email address</b>	office@trinity.bradford.sch.uk



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