

Trinity CE Primary School

Little Drew Lane, Acton Turville, Badminton, GL9 1HJ

Inspection dates 19–20 June 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress, achieve well and attain above-average standards in English and mathematics by the end of Year 6.
- Teaching is good. Lessons are well planned and many include tasks which make pupils think and work hard.
- Achievement in writing has improved in the past year and is now good because it has been a focus for school improvement.
- Teaching and learning in the Reception class are good so that children benefit from a strong start in their development.
- Pupils' behaviour in lessons and around school is outstanding. They show respect toward one another and adults.
- The school's work to keep pupils safe and secure is outstanding.
- The curriculum is rich and diverse, making a significant contribution toward developing pupils' skills, knowledge and understanding.
- Pupils are extremely proud of their school and talk about it enthusiastically.
- The focus on pupils' spiritual, moral, social and cultural development is well promoted throughout the school.
- The vision and drive of senior leaders, managers and governors to improve teaching and pupils' achievement are shared by all staff.
- Parents and carers are very positive about the work of the school.

It is not yet an outstanding school because

- Marking does not always help pupils to see what they need to do to improve. Pupils do not always have enough time to respond to teachers' guidance.
- Teachers do not always explain tasks clearly enough. When this happens, time is lost and pupils are not able to move on to more demanding work.
- Outdoor learning in the Early Years Foundation Stage is limited because the school does not have a suitably enabling outdoor learning environment and covered area.

Information about this inspection

- The inspector observed nine lessons or parts of lessons taught by six teachers and one student teacher. Five of these lessons were joint observations with the headteacher and one lesson was observed with the acting deputy headteacher. The inspector also observed a school assembly.
- Meetings were held with the headteacher, other staff with leadership responsibilities, five members of the governing body and a representative from the local authority.
- The inspector held a meeting with a group of pupils and talked with pupils around the school. In addition, the inspector heard pupils read as well as analysing pupils' work and discussing it with them.
- A variety of school documentation was examined, including records of current pupils' progress; improvement plans; behaviour, accident and attendance logs; the governing body minutes; and records relating to safeguarding and to the management of staff performance. The inspector also analysed the school's records of the quality of teaching.
- The 37 responses to the questionnaire on the Parent View website were considered as well as 12 questionnaires returned by staff. The inspector also spoke to parents and carers before the start of school and received two letters and one telephone call from parents. He also took account of pupils' behaviour and social interaction during playtimes and in the dining hall.

Inspection team

Matthew Cottrell, Lead inspector

Additional Inspector

Full report

Information about this school

- Trinity is a smaller than the average-sized primary school. It has five classes.
- Most pupils are from White British backgrounds and there is one pupil who speaks English as an additional language.
- The proportion of pupils known to be eligible for the additional funding called the pupil premium is below average. This funding is provided for pupils who are known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by ensuring that:
 - teachers provide clear explanations that enable pupils to move quickly on to more demanding tasks
 - marking consistently tells pupils how to improve their work and that pupils have time to respond to teachers' comments.
- Raise the achievement of children in the Early Years Foundation Stage by providing a more enabling outdoor learning environment with a better outdoor covered area.

Inspection judgements

The achievement of pupils is good

- Children enter school in the Reception class with skills that are in line with those expected for their age. They make good progress and by the end of the Early Years Foundation Stage children's communication, language and literacy skills have developed well. They are well prepared for Year 1.
- Children in Reception class do well because activities are accurately matched to their individual needs. However, there is a lack of a high-quality outdoor environment and covered area. This means that children's learning is not as strong beyond the classroom to improve their achievement further.
- Good progress continues through the school in all subjects. Nevertheless, attainment in writing has not been as good as in reading and mathematics. Improving writing has been a priority for the school and pupils' work shows that actions taken have been successful.
- A large proportion of pupils reach high standards in reading, writing and mathematics by the end of Year 6.
- Teachers work together to monitor the progress of pupils with special educational needs. The result is that support is quickly and effectively targeted where it is needed.
- Too few pupils were eligible for additional pupil premium funding in 2013 to be able to comment on their attainment. However, information from previous years indicates that funding has been well targeted for individual support and has enabled any gaps in achievement to be closed. Pupils eligible now make similar progress and achieve as well as their peers in both English and mathematics.
- Pupils are well prepared to move onto the next stage of their education.

The quality of teaching is good

- The quality of teaching is consistently good. Discussions with pupils and a scrutiny of the work in their books show that teaching has been typically good over time.
- Teachers are enthusiastic about learning and this is communicated to pupils who enjoy the tasks that their teachers have set for them. Relationships in the classroom are highly positive and consequently pupils behave exceptionally well.
- Teachers mostly set tasks that are at the right level for all pupils and, as a result, pupils are typically engrossed in their learning. Teaching assistants are clear as to their role in supporting learning and they make strong contributions to pupils' progress.
- Pupils are encouraged to discuss their ideas. They plan carefully and work well together. This was evident in a lesson where pupils made good progress in developing their understanding of the impact of pollution upon the rainforests.
- Teachers plan a broad and creative curriculum. They ensure that pupils have opportunities to practise their English and mathematical skills in other subjects. Most recently, this approach has led to improvements in writing.
- On occasion, teachers do not explain tasks clearly enough. When this happens, pupils are unsure as to what it is they have to do, and as a result, they do not make the progress of which they are capable.
- Teachers' marking shows pupils where they have been successful. However, marking does not consistently show them what they need to do next to improve their work. When teachers do give advice, pupils are not always given time to act on the guidance they are given.
- The vast majority of parents and carers who completed the online survey are of the opinion that the quality of teaching is good.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. There is an exceptionally warm, welcoming atmosphere throughout the school. Pupils are always very friendly and extremely polite. They get on very well with each other and with adults. They enjoy school and are keen to learn.
- Pupils speak enthusiastically about what they learn and have excellent attitudes towards their work in all subjects and year groups.
- Pupils work hard, and show determination and resilience when they find work difficult.
- The school's work to keep pupils safe and secure is outstanding. Parents and carers are overwhelmingly positive about the school's ability to keep their children safe and to deal with any problems quickly.
- Pupils are interested in others' ideas. They cooperate well and share thoughts willingly with others to improve their work.
- Pupils are very clear about what constitutes bullying and the various forms in which it can take place. They assert that this occurs very rarely in school and that, when it does, they know that adults will quickly help to resolve the matter.
- Discrimination of any type is not tolerated and all pupils have an equal opportunity to succeed.
- Behaviour in and around the school is excellent. The school's documentation shows that no serious incidents have occurred in recent years and there have been no exclusions. Lessons are never disrupted by pupils who slow other pupils' learning.
- The pupils' consistently good attendance reflects their enjoyment of school and the excellent partnership with parents and carers.

The leadership and management are good

- The headteacher provides determined and focused leadership that is increasingly involving all staff in school improvement work. He is supported by an effective team, including the governors, who are ambitious for school improvement.
- School leaders, including governors, have a good understanding of the strengths of the school and what needs to be improved further. Targets for improvement, based on an analysis of the school's performance when compared to similar schools nationally, are clear. The impact of school development work is measured against specific and measurable criteria. For example, the recent focus on writing has meant that the standard of written work has continued to improve.
- The management of teaching and its impact on learning are good. Joint observations during the inspection showed that the school's judgements on the quality of teaching are accurate.
- Pupils' spiritual, moral, social and cultural development is good. Spirituality is developed in a number of ways, including through collective worship. The school has a strong set of values and pupils have frequent opportunities to reflect on their relationships and behaviour. Pupils' social skills are exemplary and the school has put in place a range of opportunities for pupils to learn about, and from, a range of world cultures.
- The school has a broad and diverse curriculum that effectively meets pupils' needs. Learning is enriched by a wide-ranging and interesting variety of subjects and activities, such as the school rock band. This includes opportunities to take part in day trips relating to their lessons and topics as well as the residential camp on the Isle of White for pupils in Year 6.
- The school is using the primary school sports funding to employ a sports coach and this is providing pupils with a broader range of sporting activities. Sport funding is also used to enable participation in competitive sport, such as the county cricket tournament. This has helped to promote healthier lifestyles.
- The school enjoys very positive relationships with parents and carers and the local community. Consequently, pupils benefit from a range of visits, visitors and resources, all of which make a valuable contribution to their learning.
- The school receives light-touch support from the local authority.

■ **The governance of the school:**

- Governors have a clear understanding of their strategic role in leading school improvement. They ensure that the school meets all of its statutory duties including those regarding safeguarding. The governing body actively contributes to the school's monitoring and evaluation programme through regular visits and challenging questioning. Governors provide both support and challenge for the headteacher and ensure that he is held to account for pupils' progress. For example, they ensure that there is a clear link between the quality of teaching and pupils' progress and the way in which teachers move along the pay scales. Governors carefully check the use of the pupil premium funding so that it enables eligible pupils to achieve at least as well as their peers. Governors are similarly diligent in ensuring that the additional sports funding is well used.

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	109182
Local authority	South Gloucestershire
Inspection number	439593

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	134
Appropriate authority	The governing body
Chair	Janet Wells
Headteacher	Conrad Hutton
Date of previous school inspection	6 May 2009
Telephone number	01454 218462
Fax number	01454 218660
Email address	trinityprimary.school@southglos.gov.uk

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