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Mrs Jane Glendinning
Headteacher
Trinity All Saints CE VA Primary School
Church Street
Bingley
West Yorkshire
BD16 2PP

Dear Mrs Glendinning

Requires improvement: monitoring inspection visit to Trinity All Saints CE VA Primary School, Bradford

Following my visit to your school on 30 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, meetings were held with the headteacher and senior leaders, the subject leaders for mathematics, governors including the Chair of the Governing Body, and a representative of the local authority to discuss the action taken since the last inspection. The school's plan for raising attainment was evaluated. Several short visits to Key Stage 2 mathematics lessons were made with the headteacher.

Main findings

The plan drawn up by leaders to guide improvement reaches beyond the issues identified at the recent inspection. Leaders have used their analysis of performance to identify writing as an area which also demands rapid attention. Suitably challenging targets for pupils' achievement, set out in the plan, reflect the need to

accelerate progress in lessons. There is also a recognition that a more focused approach to the performance of individuals and groups of pupils, such as those identified as disadvantaged, is required if significant gains in achievement are to be realised. Subject action plans have been drawn up to guide developments in detail; these reflect whole-school priorities such as those linked to teaching and learning.

Visits to mathematics lessons showed that training which has already taken place is beginning to have a positive impact on teachers' approaches to learning. This was evident in: the way pupils were asked to explain their thinking and given time to respond; the keen attention to accurate use of mathematical language; the use of practical equipment and 'real-life' scenarios to support understanding and make mathematics relevant. Marking in mathematics is variable in quality but increasingly teachers are challenging pupils to extend their thinking.

Following a consultation in the last academic year, leaders have taken steps to distribute responsibilities for leadership and management more widely. This reflects growth from a one-form to a two-form entry school. A number of middle leaders have been appointed to drive improvement in their key stages. Training is underway for these new post-holders, as well as for subject leaders for mathematics. Arrangements are being put in place for coaching and mentoring, drawing on the expertise of the local authority as well as the local partnership of schools, the Airedale Learning Community (ALC). A helpful change is underway to the allocation of responsibility for disabled pupils and those with special educational needs.

The governing body has a firm grasp of the school's situation and recognises the need to accelerate improvement. Governors monitor progress on delivery of the raising attainment plan regularly, challenging the headteacher and triangulating information received through visits to the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority has allocated a considerable amount of time to both challenging senior leaders and offering support. The immediate focus of support is the development of middle leaders. The school's plans also include developing teacher-to-teacher links through the ALC to improve the quality of teaching at all levels.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bradford.

Yours sincerely

Jane Austin
Her Majesty's Inspector