

# Trinity Road Primary School

Trinity Road, Chelmsford CM2 6HS

<b>Inspection dates</b>	1–2 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The new headteacher and her leadership team have been highly effective in improving the quality of teaching and addressing weaknesses so that teaching is now of a high standard.
- After a turbulent time with many changes of teachers, pupils are now making good progress. Pupils enjoy their learning and believe that they can succeed.
- The school uses assessment information well to identify pupils who are underachieving. Effective support is provided to address their learning. A breakfast club has had a positive impact in improving attendance and punctuality, especially for the most disadvantaged pupils.
- Good provision in the early years ensures that children's learning gets off to a secure start. They are well prepared for Year 1.
- Governors have a clear view of the school's strengths and weaknesses in the quality of teaching and pupil achievement. They closely monitor the work of the school so that they have a full understanding of how things are going.
- The behaviour of pupils is good. They are focused in lessons, listen well and there are good relationships between each other and between adults and pupils.
- Pupils feel safe in school. They are confident that staff will deal with their concerns and nearly all parents who responded to Parent View agree.
- A range of subjects are taught well. Pupils' basic literacy skills in reading and writing are reinforced effectively across different subjects.

### It is not yet an outstanding school because

- In mathematics some pupils are given work that is too difficult and teachers are not always sufficiently quick at picking up when pupils do not understand something.
- Not all teachers have the same high expectations when pupils set out their mathematics work, and this causes them to make calculation errors.
- Teaching has not always been consistently good and this has meant that the most-able pupils, particularly those who are disadvantaged, have not reached the higher levels.

## Full report

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

- Improve the quality of teaching so that more pupils reach the higher levels by:
  - responding quickly in lessons when pupils do not understand something
  - setting work at the right level to deepen pupils' understanding, particularly in mathematics
  - raising expectations for the achievement of all pupils, particularly those who are eligible for the pupil premium
  - ensuring consistent presentation in pupils' books when they set out their mathematics work and correct errors.

## Inspection judgements

### Effectiveness of leadership and management is good

- The new headteacher has already had a positive impact; this is acknowledged by the parents who commented in their responses to Parent View. She has instilled a sense of urgency in improving outcomes for pupils and sets high expectations for the quality of teaching. She communicates a clear vision for pupils at Trinity Road where they can and will achieve well. She is ably supported by a new deputy headteacher and senior leadership team. Governors have appointed some new teachers, who bring with them expertise in good practice.
- The school's development plan sets out a path to improvement with ambitious but achievable targets for pupil achievement. Actions are appropriate to bring about the changes that are needed to raise the quality of teaching. Regular monitoring and evaluation of teachers' performance, as well as support for teachers where teaching is weaker, has had a significant impact on improving the quality of teaching.
- Leaders at all levels have an accurate view of the school, they know the pupils well and have a thorough understanding of where the strengths and weaknesses lie. Subject leaders are competent and confident in their subjects and are swift to provide professional development to support weaker teaching, and check up to make sure that improvements are sustained.
- The school has actively worked in partnership with other schools as well as brokering support from both the local authority and the national college of school leadership. The school's willingness to review its effectiveness through the eyes of others has brought about improvements in the quality of teaching, which has already resulted in better outcomes for pupils at all stages of the school.
- The curriculum is well planned and lessons effectively incorporate a range of subjects which are well taught. The high-quality displays around the school and in the classrooms provide a rich resource for pupils to read, enjoy and help them with their learning. The school's 'Respect' values, which include 'striving for success' and being 'positive and proud', are well reflected in the school's attractive presentation of pupils' work, art and poetry as well as pupils' own posters reminding others about the school's code of conduct.
- Provision, both through lessons and assemblies, promotes effective reflection on faith, culture and personal choices. For example, an assembly theme on friendship helped pupils to consider different kinds of relationships and think about gender and equality issues. Pupils show respect for people from all backgrounds and demonstrate a good understanding of British values which prepares them well for life in modern Britain.
- Pupils are taught to respect the law, and their understanding is mirrored in the way they acknowledge school rules. The work of the school council reflects the school's ethos of democracy. Classes nominate school councillors to represent them and make decisions on their behalf.
- The school communicates with parents in a variety of ways. 'Learner conferences' offer the opportunity for parents to talk about how their child is doing in school, as well as to agree targets to help them improve. Report cards are sent home termly, including information about pupils' attainment and progress. Homework is set and checked regularly by teachers. A small minority of parents do not feel that the school provides them with valuable information about how well their child is doing in school.
- Leaders have used the pupil premium funding to provide additional teaching and welfare support for the most disadvantaged pupils, some of whom have emotional and behavioural needs. The school has given high priority to working with these pupils and their families so that pupils gain the most from their schooling. The school now runs a breakfast club to provide a good start to the day for the most disadvantaged pupils, some of whom have above-average absence. This has already resulted in much better attendance for this group of pupils. Being in school, and on time, along with additional teaching has been effective in increasing the progress of these pupils.
- The primary school sports funding has been used effectively to improve the skills of teachers to deliver good-quality physical education lessons, mentored by coaches who bring to the school a high level of expertise. Additional extra-curricular activities provide opportunities for all pupils to participate in more sports and represent the school in competitive games as well as to introduce pupils to sports with which they might be less familiar, such as dodgeball and basketball.
- **The governance of the school**
  - Changes in the governing body since the school's previous inspection have brought about a sharper focus in holding senior leaders to account. Governors are now better prepared to challenge the headteacher.

- Governors have a good and detailed understanding about the quality of teaching across the school and are committed to ensuring that the staff they appoint provide value for money.
  - Governors understand that the progress pupils make should be the main driver for rewarding both the headteacher and teachers' pay, and use appropriate processes where teaching has not been good.
  - They receive and analyse the school's data information which tracks pupils' achievement, and can talk about how well different groups of pupils are doing across the school and where improvements need to be made.
  - Governors are aware that the most disadvantaged pupils have not always achieved as well as other pupils. They talk about the resources they have put in to support this group and which of these are starting to make an impact.
  - The nominated governor ensures that the school's safeguarding procedures are robust and fully meet requirements.
- The arrangements for safeguarding are effective. The school works closely with external agencies and the school's pastoral staff ensure that pupils are well supported and safe.

### **Quality of teaching, learning and assessment is good**

- Teachers deliver their lessons with energy and creativity. This is particularly effective in engaging boys in their learning. Teaching across a range of subjects is of a high quality. Because teachers have a good understanding about their subjects, they are able to effectively question pupils and probe their thinking. Teachers use a range of styles to deliver lessons. When pupils are working in a group or in pairs they demonstrate the ability to cooperate and share their ideas or hypotheses confidently.
- Pupils are often given interesting concepts to explore, such as thinking of ideas for Stone Age entertainment. This prompted some good discussion about the pros and cons of making a football out of an animal skin stuffed with grass, which resulted in some lively writing. Lessons are also used to teach pupils a range of life skills. Pupils told inspectors how in one information and communication technology lesson the teacher had set up a spoof website so that they would learn how to be vigilant when using the internet.
- Teachers assess pupils learning regularly. Marking and feedback in pupils' books is detailed and helps them to identify points to improve. There is a consistent approach to correcting spelling, grammar and punctuation in any piece of writing. This has contributed to some good outcomes in phonics for the younger pupils as well as in pupils' ability to use correct spelling, grammar and punctuation in Key Stage 2.
- There have been improvements in the teaching of reading. Pupils are given high-quality texts to read and good input from teachers means that pupils are well prepared with the necessary skills to become competent readers. Pupils confidently discussed their preferences for reading certain authors and could compare similarities and differences in authors' styles.
- The quality of teaching in the school's Language Hub is good. Specialist staff provide pupils who have specific speech and language needs with the skills to achieve well and be fully integrated into the school. The expertise of these teachers is also used throughout the school to support other pupils who have difficulty in communication. This support impacts positively on improving pupils' outcomes.
- Teachers have not always had sufficiently high expectations of the most-able pupils, and too few disadvantaged pupils achieve the highest levels. The structure of lessons has been changed and tasks are often set, particularly in mathematics, which are very challenging. This is improving the achievement of the most-able pupils. However, because too many pupils have come through the school with gaps in their knowledge, work is sometimes too difficult, particularly for the less able. Sometimes teachers are not quick enough to pick this up and reshape the lesson to secure pupils' understanding.
- Not all teachers have the same high expectations for the presentation of pupils' books. Pupils' written work is generally better presented than their mathematics work. Pupils do not always set out their mathematics work neatly or correct their mistakes in line with the school's policy and this sometimes leads to confusion, particularly when doing calculations.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. The newly appointed inclusion manager oversees a team who support the most vulnerable families with additional services, such as counselling. Funding is used to provide opportunities for extra-curricular clubs for pupils who would otherwise not get the chance to participate in out-of-school activities; this is having a positive impact on the most disadvantaged pupils.
- Pupils say that they feel secure, there is hardly any bullying, and that they are confident in the school's systems to sort out any problems they have. Pupils have good relationships with each other and with the adults. The subject of bullying and the different forms it takes has been explored through lessons and assemblies. Pupils have a good understanding of bullying, including any related to gender or race. One pupil explained to an inspector that she likes to stop and look at a poem on display in the hall which is about reflecting on one's actions. 'This poem', she said, 'makes me think.'
- Pupils have a good understanding of how to keep themselves safe, including on the internet. The 'SmartyNet' poem is appreciated by pupils. They told inspectors how if they are worried about something on the internet or a message received in an email, that they would find an adult and, importantly, not delete the message.
- Pupils show a good understanding and respect for people's differences. The school actively promotes pupils' understanding of themselves as part of a local and wider community. Pupils have a good grasp of the importance of living in harmony with people of different races and religions. They are well prepared to develop into good citizens in a tolerant and diverse Britain.

### Behaviour

- The behaviour of pupils is good. The school has been very effective in raising the aspirations of pupils. Good behaviour is the norm; pupils have a clear view that learning is what they come to school to do and they are motivated to achieve. One pupil told an inspector, 'Your goals are what you want to achieve and what you've got your heart set on.'
- Pupils' self-belief and confidence as learners was clearly evident in lessons, where they showed resilience even when they found something difficult. They were able to clearly explain their journey of progress with their work and showed a well-informed understanding of how well they are doing.
- Pupils are well mannered and courteous. Pupils have good attitudes to learning, are attentive, listen well to the adults and their peers, and show respect for the views of others. They play cooperatively in the playground and move around the school in an orderly way.
- As a result of the school's sharp focus on tackling pupil absence, attendance has improved and is presently the same as the national average. Some pupils who have habitually been late for school in the mornings now attend the school's breakfast club and this has both improved their punctuality and reduced the number of absences.

## Outcomes for pupils are good

- 2015 saw a real improvement in the attainment of pupils at each of the stages. In phonics, Year 1 pupils achieved broadly in line with the national average. Previously their attainment had been well below what should have been expected. At the end of Key Stage 1 pupils achieved broadly in line with the national average; this followed several years when pupils achieved significantly below the national average in all subjects. The number of pupils achieving the highest level at the end of Key Stage 1 was broadly in line with the national average.
- At the end of Key Stage 2 when compared to the national average, standards in 2015 improved and were broadly average in reading, writing and mathematics. Pupils made good progress across all subjects from the end of Key Stage 1 to the end of Key Stage 2. The proportion of pupils attaining higher levels was below the national average. While the quality of teaching is now good, it has not been consistent over time, and this means that some pupils are having to make up lost ground, particularly the older pupils. However, pupils currently in Year 6 are making faster progress because of the high quality of teaching.
- The school's tracking data of pupils' progress and the quality of work in pupils' books show that pupils currently in the school are doing much better. Most year groups are now making better progress in reading, writing and mathematics, and are continuing to do so because teaching has improved. However, for some of the older pupils who have gaps in their understanding, particularly in mathematics, progress

is slower. The legacy of underachievement is now being resolved with the appointment of high-quality teachers and support for those where teaching is weaker.

- The gap between the attainment of the most disadvantaged pupils and their peers in school as well as other pupils nationally has narrowed at the end of Key Stage 1. Between Key Stage 1 and 2 this group of pupils had made at least expected progress in reading, writing and mathematics, and better than expected progress in reading. However, by the time they left Key Stage 2 the attainment of the disadvantaged pupils showed a gap in reading and writing but the gap in mathematics narrowed. At the end of both Key Stage 1 and 2 there are still too few of the most disadvantaged pupils achieving the higher levels.
- The school tracks the progress of all pupils much more rigorously and support is now well targeted where it is needed. A breakfast club has improved the attendance of those pupils eligible for the pupil premium. Additional teaching and focused group work to support the most disadvantaged pupils, some of whom also have specific learning needs, is resulting in accelerated progress. They are now making up lost ground and gaps in attainment are continuing to narrow.
- Parents speak positively of the school's support for disabled pupils and those who have special educational needs. A series of specific interventions and well-planned lessons supported by skilled teaching assistants ensure that they make good progress. Observations during the inspection showed this group of pupils to be well motivated and ably working without needing direct supervision all the time. Pupils with specific speech and language needs are well supported by specialist staff from the school's Language Hub. These pupils also benefit from good-quality teaching in their classes, where they are often fully integrated and supported by highly competent teaching assistants.
- Previously the most-able pupils did not do as well as they should. Teachers are now better at pitching work at a higher level in all subjects and have much higher expectations of what pupils could and should achieve. Recent changes in delivering lessons provide a range of challenges to meet the needs of the most-able pupils and these are resulting in better achievement.

## Early years provision

**is good**

- Children get off to a good start in the Reception classes and make good progress during the year. When they arrive at the school, children are at different stages of readiness for starting school. Many of them have skills below those typical for their age, particularly in communication and language, and personal and social development.
- Achievement at the end of early years improved last year and is now just above the national average because of high-quality teaching and higher expectations. The classrooms and the outside area provide a language-rich environment where children improve their communication skills. By the time they enter Year 1 children are well equipped with the basic skills to read, write and be numerate.
- Routines and expectations are established from the start, and result in children quickly showing confidence within their learning environment. They happily talk to each other in the role play area, a garden shop, as they buy and sell seeds to grow their tulips and beans. Children's behaviour is good; they enjoy good relationships with adults as well as each other and take turns sharing the equipment.
- The welfare and safety of the youngest children are given a high priority in the early years. Staff are skilled and responsive to children's individual needs. Good links with external agencies and specialists including the school's own staff from the Language Hub support children with specific needs well to be motivated learners and to be able to participate fully in school life
- The outside area provides a safe place to learn where children enjoy choosing from a range of activities and experimenting with different materials. Boys and girls proudly write their labels for their latest construction so that it can be displayed. Children sustain concentration as they play, and their learning is promoted by skilful questioning by the adults working with them.
- Assessment of what children can do, as well as what they want to learn, is very effectively used to reflect children's needs and interests. During the inspection, several children were keen to show an inspector the bean they had grown in a pot, talking enthusiastically about the growing process and talking with some authority as to why one bean had grown differently to another.
- The leadership of the early years has brought about a clear and successful focus on improving the quality of teaching and learning for the school's youngest children. Arrangements for the children as they are admitted into the Reception classes ensure their smooth transition into school. Parents speak positively about their children's start in school and are fully involved in contributing to their child's 'superstar' moments or taking the 'Magic Wand' home for the weekend.

## School details

<b>Unique reference number</b>	114805
<b>Local authority</b>	Essex
<b>Inspection number</b>	10009140

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Smith
<b>Headteacher</b>	Nicola Morgan-Soane
<b>Telephone number</b>	01245 354517
<b>Website</b>	<a href="http://www.trinityroad.essex.sch.uk">www.trinityroad.essex.sch.uk</a>
<b>Email address</b>	<a href="mailto:head@trinityroad.essex.sch.uk">head@trinityroad.essex.sch.uk</a>
<b>Date of previous inspection</b>	30-31 January 2014

## Information about this school

- This is a larger than average-sized primary school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium is above average. This funding provides additional support for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of pupils who have special educational needs or disability is higher than average.
- Since the previous inspection there have been a number of staff changes, including the appointment of a new headteacher, deputy headteacher and senior leadership team.
- 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.



## Information about this inspection

- Inspectors visited lessons in all classrooms, some with the headteacher and deputy headteacher. In addition, inspectors observed small groups of pupils being taught.
- Inspectors scrutinised pupils' work with subject leaders. They heard pupils read and spoke to pupils about their enjoyment of school and their opinions of behaviour and safety.
- Inspectors held discussions with staff, governors and representatives of the local authority.
- Inspectors looked at a wide range of school documents, including: the school's self-evaluation; the school development plan; behaviour and attendance records; governing body documents; and documents relating to the monitoring of teachers' performance.
- The views of the 45 parents who responded to the Ofsted online questionnaire, Parent View, were taken into account, as well as discussions with parents

## Inspection team

Karen Heath, lead inspector	Ofsted Inspector
Lynda Beale	Ofsted Inspector
Robert Greatrex	Ofsted Inspector



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