

# Academy of Trinity Church of England VC Primary School

Woodborough Lane, Radstock, Bath BA3 3DE

## Inspection dates

25–26 April 2016

## Overall effectiveness

**Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an inadequate school

- Over time, leaders and managers have failed to create a safe, secure and stable environment for staff and pupils.
- The extremely high turnover of teaching staff during the past few years has had a destabilising effect on pupils' learning.
- Governors have failed to hold senior leaders to account for declining standards, staff turbulence and parental concerns.
- Leaders and managers have failed to provide the support that pupils who have special educational needs or disability are entitled to.
- Teaching assistants have not been used effectively to support teaching and learning.
- There is no systematic approach to tracking and checking the progress that pupils make. Consequently, teachers new to the school are not able to take account of what pupils already know and can do.
- The most-able pupils are not challenged enough to make the progress they are capable of.
- There are no robust systems in place to manage the performance of staff. Previous leaders failed to provide training and support for teachers new to the profession.
- The early years provision is inadequate. Over time, children's learning has suffered from high staff turnover and poor resourcing, especially in the Reception class.

### The school has the following strengths

- The interim leaders have taken swift action to make sure that staff and pupils are safe.
- The interim leaders are steadily rebuilding the confidence of staff, pupils and parents.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Ensure that the leaders and managers of Midsomer Norton Schools Partnership:
  - rapidly secure a stable teaching staff of well-trained and skilled practitioners
  - establish a consistent system for assessing and tracking pupils' work which teachers then use to plan learning and to identify pupils who need extra support, including in the early years
  - hold senior leaders fully to account for the rapid improvement of the school.
  
- Urgently improve the quality of teaching:
  - establish a robust system for checking the quality of teachers' performance
  - devise a structured programme of training to improve the quality of teaching
  - learn from the best practice in other, highly effective, schools.
  
- Urgently improve pupils' outcomes and insist that:
  - teachers raise their expectations of what pupils are able to achieve, including in the early years
  - the most-able pupils are given activities that engage and challenge them to think deeply about their learning
  - learning support assistants receive further direction to increase the effectiveness of their work, especially when supporting pupils who have special educational needs or disability.

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Leaders and managers have failed to maintain a culture which enables staff, teachers and pupils to do as well as they can. Over time, relationships between leaders, teaching staff and a high proportion of parents have become fractured.
- Governors' roles have not been clear and governors have not had the full confidence of the school community. Consequently, staff and parents have felt unable to raise their worries and concerns with them.
- Over time, leaders and managers failed to promote equality of opportunity for all staff, pupils and parents. Not all pupils received the support they were entitled to. Staff were deprived of regular and up-to-date professional development. Too many parents were dissatisfied with the leadership of the school.
- Currently, the interim leaders are working very hard to restore the confidence of staff, pupils and parents. The most recent responses to Parent View (Ofsted's online questionnaire) are starting to show that parents feel things are improving.
- Since the last inspection, leaders and governors have failed to focus on consistently improving outcomes for pupils. They did not ensure that pupils, particularly those who are disadvantaged or who have special educational needs, made the progress they were capable of.
- The interim leaders have taken swift action to tackle this situation and have very recently employed additional staff to support pupils who have special educational needs or disability. They have also ensured that class teachers know which pupils are entitled to additional funding so that extra help is planned to provide maximum support.
- Since the last inspection, leaders and governors have failed to check and manage the performance of staff appropriately. Teaching staff were not supported in their development and newly qualified teachers did not receive the support and training they are entitled to.
- Until the arrival of the interim leaders, the senior leadership team had not engaged in implementing the changes to the primary curriculum. There was no indication that pupils were developing key skills across a wide range of subjects.
- A new curriculum map has just been introduced to ensure that pupils develop their knowledge and skills in a consistent and coherent way. This will enable them to make links in their learning across different subjects.
- The school provides a wide range of additional activities to promote pupils' spiritual, moral, social and cultural development. Opportunities to take part in sporting activities, cookery club and trips linked to the themes they are learning about help to support these important aspects of pupils' development. The school effectively develops pupils' understanding of different cultures and religions. Pupils understand and value that everyone is different. Pupils are appropriately prepared for life in modern Britain.
- Sports funding has been used effectively to improve facilities for physical education and broaden the range of activities available to the pupils.
- During the past four months the interim leaders have tackled a very challenging legacy of underperformance with rigour, professionalism and extreme sensitivity.
- Ofsted strongly recommends that the school should not seek to appoint newly qualified teachers.
- **The governance of the school**
  - Over time, governors have not ensured that pupils were adequately safeguarded.
  - Governors have failed to hold the senior leadership team to account for the decline in pupils' outcomes and the significant concerns raised by both staff and parents.
  - Governors did not take into account the needs of the school when recruiting new teaching staff. They continually appointed newly qualified teachers without due regard to the support and training required and the needs of the school.
  - Governors failed to challenge the senior leadership team over the extremely high turnover of staff and did not tackle personnel issues appropriately.
  - Governors failed to challenge the senior leadership team in the use of additional funds for disadvantaged pupils and those pupils who have special educational needs or disability. Although an expenditure list for additional government funding was produced annually, governors did not check to see if these funds were used effectively to help pupils close the gaps in their learning.

- The arrangements for safeguarding are now effective. Interim board members have undertaken a full safeguarding audit and all necessary actions have been taken to ensure that staff and pupils are kept safe. Relationships with external partners have recently improved and support for pupils who are entitled to extra help has improved. All staff have recently completed 'Prevent' duty training, a government programme to help raise awareness of the risks of extreme or radical views, and child protection training.

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

- There has been a significant decline in the quality of teaching and learning since the last inspection.
- Teachers do not have a secure understanding of how to meet pupils' differing needs. Teaching time is not used effectively and fails to challenge pupils, especially the most able; these pupils are capable of developing deeper knowledge and skills.
- Teachers have not been effectively supported or trained. Consequently, they lack the skills to teach effectively and assess with accuracy. The lack of training has been especially detrimental to newly qualified teachers, who form the majority of the teaching staff.
- No systematic approach to assessment is embedded in the school. Consequently, when new teachers have joined the school they have not been able to access accurate information about the progress of the pupils they are teaching. Only in the last few weeks have teachers fully understood which pupils have special educational needs or disability or which of them are receiving additional government funding. As a result, they have not been clear about how well these pupils are doing or where extra help is needed.
- The feedback teachers give to pupils on their work does not consistently help them improve their knowledge and skills. This is particularly evident when incorrect work is marked as accurate.
- The teaching, learning and assessment of phonics (letters and the sounds they make) has been inadequate. The interim leaders have now provided the necessary training for teachers to gain a secure understanding of how to teach and assess phonics accurately.
- The high turnover of teachers has resulted in pupils' learning being disjointed. Scrutiny of work over time shows that pupils have not applied their reading or writing skills across a range of different subjects. They have limited knowledge of the topics they have learned about and do not confidently apply their mathematical skills across other subjects.
- Interim leaders have clarified the role of teaching assistants so that they can support teaching and learning effectively. Additional teaching assistants have been appointed to support pupils who receive funding for education, health and care plans or statements, for special educational needs or disability. The interim leaders are making sure that other pupils eligible for any additional funding do benefit from it.
- Over time, parents have not felt confident that they have been given accurate information about how well their children are achieving. They have also continually raised concerns about equality of opportunity, especially those parents of children who have special educational needs or disability. The interim leaders are systematically addressing these concerns and parents' confidence in the quality of teaching and learning is improving.

### **Personal development, behaviour and welfare requires improvement**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils were not safe in the past and not all of them felt safe. However, the very swift action which has been taken by interim leaders has meant that the school is now a safe place. Pupils now feel safe.
- Pupils explain that they have been troubled by the high turnover of staff and the problems faced by the school. Most report that they feel more confident about their learning now than they did a few months ago.
- Pupils are very knowledgeable about 'stranger danger' and understand how to keep safe when they use mobile telephones, electronic tablets and computers.
- Pupils take pride in the responsibilities they undertake, such as running the school tuck shop, being a school councillor or a playground buddy. They relate the way in which they vote for school councillors to the way in which Members of Parliament are chosen.

- Pupils' regular involvement in activities such as football, rugby and cricket keeps them healthy and fit. They are very appreciative of the extensive school grounds which they enjoy using for a multitude of activities, and of the school trips which give them additional learning opportunities.
- Pupils attend school regularly and on time.

### **Behaviour**

- The behaviour of pupils requires improvement.
- A scrutiny of work over time shows that pupils do not take enough care when presenting their work. It is frequently written in an untidy manner with poor formation of letters and numbers. This was an area identified for improvement at the time of the last inspection.
- Pupils' attitudes in their lessons are not always as positive as they should be. This is particularly so in classes where there has been a high turnover of staff and where teachers do not inspire pupils' interest in their learning.
- Pupils report that behaviour has improved recently and explain that this is because they feel happier in school. Pupils have a clear understanding of the difference between right and wrong and know the consequences of any inappropriate actions.
- Pupils are polite and courteous. They are well behaved as they move around the school and when they play in the playground. The school grounds are free from litter and graffiti.
- Pupils report that there have been instances of bullying but they know to tell an adult if this happens. Current leaders show a secure understanding of how to deal with any instance of bullying.

### **Outcomes for pupils**

### **are inadequate**

- Since the last inspection, pupils' outcomes have declined steadily. Evidence from scrutiny of current Year 2 and Year 6 pupils' English and mathematics books, shows that the decline in achievement has not yet been halted and pupils have much ground to catch up. This means that they are not developing the knowledge and skills they need to help them prepare for the next stage of their education.
- Pupils who have special educational needs or disability are not making the progress they are capable of because, until very recently, they had not been given the support to which they were entitled.
- Work over time indicates that there are no discernible differences between those pupils who are disadvantaged and those who are not. This is because all groups of pupils are making too little progress.
- Pupils who read regularly at home can tackle a wide range of books and other materials confidently. Those pupils who have less opportunities to read do not always have the skills to work out words they do not know. In the past, Year 1 pupils have achieved highly in the national phonics screening check. However, the phonics knowledge of the pupils in the current Year 2 class does not reflect these results. Currently, Year 1 pupils are below the expected level for this point in the school year.
- Current standards in Reception, Year 2 and Year 6 indicate attainment that is below age-related expectations. Interim leaders have put into place extra help to boost pupils' progress and to help them develop further their knowledge and understanding of key concepts and skills.

### **Early years provision**

### **is inadequate**

- Children are not making enough progress. They are not on track to be ready for Year 1.
- This poor progress has been compounded by a high turnover of teaching staff in recent months, coupled with the absence of any form of assessment system for Reception children. For example, there is no evidence of a reliable assessment of children's starting points when they joined the school in September.
- 'Learning journeys', recording each Reception child's experiences, have been created very recently. However, most of the work pasted into these books is the same for each child and has not been tailored to develop individual children's knowledge and skills. Assessments in this class are not based on secure observations of children's learning and are not closely linked with plans for lessons and activities.
- Teachers are not yet aware of which children are eligible for additional funding and what additional help they might require.
- Over time, the early years has suffered from a lack of leadership and strategic planning. The Reception class does not offer a broad range of experiences to promote children's learning. Not enough is done, including during snack time or when using the outdoor area, to motivate and engage them in their learning.

- In contrast, the kindergarten is a vibrant and exciting place to learn key skills. Activities are well planned to develop the children's knowledge and skills effectively.
- Children in the kindergarten are articulate and confident. They take full advantage of the well-resourced outdoor area to develop their physical skills as they pedal round on their tricycles, or develop their communication and language skills when they play in the 'deep, dark wood' area.
- Kindergarten staff have just started to record the children's progress. However, as yet, there is not enough information available to evaluate their progress over time.

## School details

<b>Unique reference number</b>	136804
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	10017510

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The interim academy board
<b>Chair of the interim academy board</b>	Alan Morris
<b>Interim headteachers</b>	Gareth Griffith and Michelle Parsons
<b>Telephone number</b>	01761 438650
<b>Website</b>	<a href="http://www.academyoftrinity.com">www.academyoftrinity.com</a>
<b>Email address</b>	<a href="mailto:office@academyoftrinity.com">office@academyoftrinity.com</a>
<b>Date of previous inspection</b>	27–28 June 2013

## Information about this school

- Academy of Trinity is a smaller than average-sized school and has been part of the Dove Family Trust, which also sponsors Dundry Church of England Primary School.
- The vast majority of pupils are White British and nearly all pupils speak English as their first language.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is broadly average. This is additional government funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is significantly above the national average.
- When they are three years old, children start their early years education in the kindergarten on a part-time basis. There are spaces for 34 children. Most, but not all, transfer into the Reception class.
- There is one class per year group.
- The school runs a breakfast and after-school club.
- The previous headteacher and two assistant headteachers resigned on 18 December 2015.
- In January, the headteachers from Clutton Primary School and High Littleton Church of England Primary School joined the academy as joint, interim leaders. The headteacher from Clutton has subsequently been appointed as permanent headteacher from September 2016.
- Following a review commissioned by the Department for Education, the local governing body of the school was disbanded. The Dove Family Trust will shortly cease to exist.
- An interim academy board has been set up to manage the transfer of this academy from the Dove Family Trust into the Midsomer Norton Schools Partnership (MSNSP).
- The Academy of Trinity is due to join the MSNSP in summer 2016.

- The chief executive officer of the MSNSP Trust has been supporting the school since the resignation of the senior leadership team.
- Inspectors were aware during this inspection that concerns and allegations of a safeguarding nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the setting in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

### **Information about this inspection**

- No prior notice of this inspection was given to the school.
- Inspectors observed part lessons, many of which were joint observations with the interim leaders.
- Meetings were held with the interim leaders, including the chief executive of the MSNSP, teachers, teaching staff and the director of education for Bath and Wells.
- The lead inspector spoke to the chair of the interim academy board and the local authority designated officer (LADO) for safeguarding by telephone.
- The inspection team scrutinised the quality of pupils' work over time.
- Inspectors spoke to groups of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes.
- Inspectors listened to pupils read.
- Inspectors spoke to groups of parents and considered 57 responses to the online Ofsted survey, Parent View.

### **Inspection team**

Lorna Brackstone, lead inspector  
Steve Smith

Her Majesty's Inspector  
Her Majesty's Inspector



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