

Trinity All Saints CofE VA Primary School

Church Street, Bingley, West Yorkshire BD16 2PP

Inspection dates

11–12 October 2016

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils in key stage 2, especially those with high prior attainment, do not make rapid enough progress in writing and mathematics.
- The quality of teaching is inconsistent across Years 3–6. Some teachers do not have high enough expectations, and do not provide work that constantly challenges the most able, or meets the needs of the least able learners.
- Feedback provided by some teachers in lessons, and in pupils' books, does not help to develop and sustain pupils' good learning over time.
- Opportunities are missed by teachers in key stage 2 to reinforce pupils' key writing skills in subjects other than English, and to enable pupils to use their mathematical skills to solve problems across the curriculum.
- The teaching of subjects across key stage 2, other than reading, writing and mathematics, does not develop pupils' wider skills and understanding sufficiently.
- Not all middle and senior leaders are rigorous enough in checking the quality of teaching and learning, and the progress that different groups of pupils make in lessons and in their books.

The school has the following strengths

- All staff promote pupils' personal development and welfare exceptionally well.
- Pupils behave well, develop strong friendships, and have an excellent understanding of how to keep safe. They feel very well cared for.
- Pupils appreciate the importance of British values, and their spiritual, moral, social and cultural awareness is outstanding.
- Good teaching in the early years ensures that children get off to a good start, so that by the time they leave Reception, they achieve outcomes above those expected for their age.
- Consistently good teaching in Years 1 and 2 supports pupils' good progress, and above-average outcomes, in all subjects.
- The teaching of reading across the school is good. Pupils read widely. The vast majority enjoy reading and are fluent readers by the time they leave school.
- The headteacher, senior leaders and governors are ambitious for all pupils. They know what to do to improve the school further, and recognise the urgency that is required.

Full report

What does the school need to do to improve further?

- Improve teaching so that it is consistently good across key stage 2, by:
 - raising teachers' expectations and providing work that is sufficiently challenging for all pupils, especially the most able
 - ensuring that all adults check pupils' learning and progress carefully in lessons, revising work and the timing of activities to meet pupils' different needs, particularly the least able
 - ensuring that written feedback in pupils' books, as well as verbal feedback in lessons, makes a difference to pupils' understanding over time.
- Secure the rapid progress of all groups of pupils, especially the most able, in writing and mathematics, across key stage 2, by:
 - providing more frequent opportunities for all pupils to write in detail and apply the grammatical skills that they learn
 - ensuring that the most able develop flair and fluency that brings a greater depth to their writing
 - developing pupils' confidence in calculating mentally, in explaining the calculations that they carry out and in justifying the approaches that they take
 - providing more frequent opportunities for pupils to use their mathematical abilities to investigate and solve problems.
- Provide more opportunities for pupils to consolidate and deepen knowledge, skills and understanding across the broader curriculum, by planning for the development and mastery of skills across subjects other than English and mathematics, especially in science and history.
- Hone senior and middle leaders' skills, by:
 - ensuring a more rigorous approach to checking the impact that teaching has on the learning and progress of groups of pupils, including the most and least able, in lessons, and in pupils' books, over time
 - developing middle leaders' skills in action planning that incorporates specific outcomes and key milestones by which to judge improvements, and having clear arrangements for monitoring and evaluating the quality and impact of all work carried out.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers at all levels, including governors, have an over-generous view of the school's effectiveness. This is because their evaluation of the work of the school is largely focused on improvements made since the last inspection, rather than on comparisons with national expectations of good and better schools.
- Senior and middle leaders, although willing and keen, do not check the quality of daily teaching and learning with sufficient rigour. Leaders are insufficiently aware of the impact of the new initiatives which they have implemented, and the range of training undertaken by staff. This is because visits to lessons and sampling of pupils' books do not take into consideration the impact that teaching has on the rates of progress of different groups of pupils, especially the most and least able, including those who have special educational needs and/or disabilities.
- The action plans of middle leaders are not tightly focused. There is a lack of clarity between who must carry out, monitor and evaluate planned improvement actions, together with a lack of milestones and specific outcomes by which progress can be measured.
- The whole-school action plan, however, clearly demonstrates that the headteacher, senior leaders and governors have prioritised appropriate aspects of the school's work for urgent improvement.
- Despite detailed tracking procedures, the variation in the performance of different groups of pupils across classes shows that equality of opportunity requires further improvement.
- The school makes effective provision for newly qualified teachers. The initial induction procedures are comprehensive, and the structured programme of continuing professional development is strong.
- Staff at all levels communicate a strong sense of wanting to improve. They participate readily in training opportunities across the Airedale Learning Community of schools, and attend those provided by the local authority. They are keen to share effective practice across teams in school. The online staff questionnaires show a pride in the school and confidence in the leadership.
- The physical education and sport funding for primary schools is spent judiciously to increase the numbers of pupils participating in sporting activities on a regular basis, and to improve the expertise of both staff and pupils.
- Pupil premium funding is also spent wisely. Differences in reading have diminished by the end of key stages 1 and 2 with other pupils nationally. They have diminished also in writing and mathematics by the end of key stage 2, more so than across key stage 1.
- The school's special educational needs coordinator is recently qualified in this role, but is beginning to lead confidently this aspect of the school's work. Pupils who have special educational needs and/or disabilities are increasingly provided with bespoke provision, although their overall progress is not yet good enough.

- The curriculum is broad and balanced and makes very effective use of both the local and wider geographical area. Pupils appreciate the number of visits and visitors which add interest to their learning. They told inspectors that they particularly enjoy learning about famous artists, such as David Hockney and Andy Goldsworthy, and then trying to imitate their work. Equally, they appreciate opportunities to develop their physical skills and body posture, when practising taekwondo and gymnastics and participating in multi-sports. The curriculum is particularly effective in promoting fundamental British values, and in contributing to pupils' good behaviour, and excellent spiritual, moral, social and cultural development. It is less effective in helping pupils to acquire knowledge, skills and understanding in all aspects of their education, for example in their scientific and historical learning.

Governance of the school

- Governors are becoming more knowledgeable about the work of the school through visits and presentations from key leaders.
- Governors are committed to improving their expertise further and attend training in school with the staff, bespoke training delivered by external consultants and the programme of training events organised by the local authority.
- Governors thoroughly understand the link between performance and pay progression and have supported the headteacher in taking assertive action when performance is poor.
- Governors were disappointed with the school's key stage 2 results in 2016 and, in response, have increased levels of challenge about pupils' progress across key stage 2, and outcomes in writing and mathematics, especially by the most able.
- Governors know how the pupil premium funding is spent, and the impact that it has had on pupils' outcomes since the last inspection.
- Governors place a high priority on keeping pupils safe and have employed a range of experts, such as the attendance officer and parental involvement worker, to improve the support for pupils and their families.

Safeguarding

- The arrangements for safeguarding are effective. All staff have received appropriate training in all aspects of safeguarding, including spotting signs of neglect, abuse and radicalisation. Designated leaders are trained to an appropriately high level.
- Leaders ensure a safe environment for pupils through regular risk assessments. The school site is secure and staff are vigilant in keeping pupils safe. The headteacher ensures that governors are well informed about safeguarding.
- Safeguarding records are detailed and show a close working relationship with other agencies, including the Local Safeguarding Children Board, police and social services, to ensure that pupils are kept safe.

- The quality of teaching is improving but is too variable across Years 3–6. In some classes, teachers struggle with classroom organisation, and provide work which is too easy for the most able, or too hard for pupils from low starting points, including those who have special educational needs and/or disabilities. Teachers do not always check pupils' learning with sufficient regularity or rigour and, as a consequence, miss opportunities to change the planned activities to meet pupils' changing needs. Pupils do not make good progress in these classes.
- In key stage 1, the vast majority of teachers assess pupils' achievements with expertise, plan work that is carefully matched to the needs of pupils, have high expectations of their pupils and ensure that not a moment's learning time is wasted. The pupils make good progress in these lessons.
- Teachers, for the most part, follow the school's teaching and learning procedures carefully. They provide feedback to pupils verbally in lessons and mark pupils' books in accordance with the school's policy. Nonetheless, during the inspection, senior leaders agreed that not all of the marking in writing, mathematics, science and history leads to pupils making sustained improvements over time.
- The teaching of grammar, punctuation and spelling across the school is good. Nonetheless, some teachers in key stage 2 afford some pupils too much time on practising individual sentences and completing exercises. They do not provide frequent enough opportunities for pupils of all abilities to use these skills to write for different purposes and audiences. In some key stage 2 classes, the most able pupils are not encouraged to write with sufficient flair and imagination, drawing on the techniques that authors use in the high-quality literary texts that they regularly read in class.
- The teaching of mathematics is good in key stage 1, but more variable across key stage 2. Some teachers do not provide enough opportunities for pupils, especially the least able and those who have special educational needs and/or disabilities, to rehearse orally basic calculations, to improve their mental mathematical agility. The most able are often not challenged enough to explain their use of key mathematical concepts, such as finding the areas and perimeters of shapes, rounding numbers or adding fractions. Opportunities are sometimes missed for some pupils to apply sooner, when they are ready, their mathematical skills to investigate and solve problems.
- The teaching of reading is good across the school, in line with the pupils' improving knowledge, understanding and use of phonics. Pupils in Years 2 and 6 read fluently to inspectors. These pupils used their knowledge of phonics to read unknown words correctly, and were able to use their understanding to answer difficult questions about the text.
- The teaching of other subjects, such as science and history, does not develop sufficiently subject-specific skills. Visits to lessons and sampling of pupils' books, especially across key stage 2, showed few examples of pupils linking ideas, making inferences and predictions, and explaining and justifying their findings. For example, in a science lesson, pupils knew which species were vertebrates and invertebrates, but were not confident in explaining the differences.
- Most teaching assistants are highly skilled and, when deployed effectively by class teachers, really make a difference to pupils' learning and progress.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils learn how to eat well and stay healthy, physically and mentally. Some pupils take part in art therapy classes and others are in regular contact with adults who help them to talk through their concerns, and to stay on the right path.
- Pupils are highly enthusiastic about school. In their responses to the Ofsted questionnaire, and the school's own questionnaires, an overwhelming majority expressed real enjoyment in coming to school.
- Assemblies, visits to London and visits by the local clergy and representatives of the local community all regularly promote British values. Pupils come face to face with veterans of recent wars, win local competitions to publish and distribute friendship bookmarks to schools in the region and beyond, and design potential areas for reflection in the school grounds.
- Pupils are exceptionally uplifted in talking about the 'House' system. They enjoy the 'House' days, and opportunities to collaborate in fun activities with pupils from different years across the school. These experiences help to build teamwork, and foster a sense of community and inclusivity that pervades the school.
- Pupils are enthusiastic about the many local and national charities they support, and the fund-raising projects in which they readily involve themselves. They are excited about the roles and responsibilities afforded to them as 'House' captains, sport leaders and lunchtime monitors.
- Pupils are exceptionally aware of the implications of British values such as honesty, trust and equality. The regular circle-time conversations and restorative discussions promote an understanding of fairness, justice and tolerance.
- On the rare occasions when pupils quarrel or clash, victims are well supported and those who have offended are helped to change their behaviours.
- Pupils know how to keep themselves safe, including when using the internet and mobile technology. Pupils report feeling very safe in school and are well equipped for identifying dangers beyond the school gates.
- Senior leaders and the parental involvement worker provide outstanding support for individual pupils and families when they are at their most vulnerable. Staff have an excellent knowledge of the local community which underpins their work.
- Thoughtful arrangements support pupils' movement from class to class, and to secondary school at the end of each summer term. These include early visits to new classrooms and secondary school and transition work, so that new teachers can quickly learn about pupils' strengths and areas for development. There are also opportunities for less confident pupils to practise their new route to secondary school accompanied by staff.
- 'Trinity Plus' provides innovative experiences for the many pupils who arrive before the formal start of school and who stay beyond the school day. Activities include candle decoration, embroidery, craftwork and making snacks and drinks. These experiences reinforce the school's aims to help to develop responsible and independent young people.

Behaviour

- The behaviour of pupils is good. Pupils of all ages and abilities are proud of the school, and are welcoming of visitors.
- Most pupils are sensible and respectful in their interactions with each other. Behaviour at lunchtime and playtimes is especially good. This is a result of clear behaviour policies consistently applied by all staff, so that pupils understand the consequences of poor behaviour.
- Pupils have a good understanding of what constitutes bullying, and say that it is rare. They are confident that any conflict that does occur is dealt with swiftly and successfully by staff.
- The majority of pupils attend school regularly and on time. The attendance worker is persistent and has been effective in supporting families and improving the attendance of pupils. As a result, whole-school attendance is now above the national average, and the absence rates of disadvantaged pupils and those who have special educational needs and/or disabilities have fallen.
- In lessons, pupils are generally calm and attentive. Most pupils respond quickly to their teachers' instructions which ensure that they get on with work quickly and little time is wasted.
- In some key stage 2 classes, where teaching is insufficiently motivating or where activities are not challenging enough, a small minority of pupils become restless and lose concentration. The presentation of some pupils' work in books, in these classes, lacks care and organisation.

Outcomes for pupils

Requires improvement

- In 2015, Year 6 pupils attained average outcomes in mathematics. Although outcomes were below average overall in reading and writing, nonetheless, their attainment in these subjects represented good progress from their starting points.
- In 2016, Year 6 outcomes in reading improved and were just below national averages for expected and high standards. These outcomes represent good progress, given these pupils' end of key stage 1 results. Visits to lessons, and pupils' reading records show that these good rates of progress are maintained by current pupils across the school.
- Year 6 outcomes in mathematics declined in 2016 and were below national averages. Whilst outcomes improved in writing to reach the national expected standard, no pupil reached the high standard. Work in the books of Year 6 pupils who left in summer 2016 confirm that progress in both subjects requires improvement, given these pupils' end of key stage 1 outcomes.
- During the inspection, visits to key stage 2 lessons and extensive sampling of pupils' writing and mathematics books showed that progress continues to be variable by pupils currently in Years 3–6.

- In writing, whilst key stage 2 pupils' general knowledge of grammar, punctuation and spelling is developing appropriately, opportunities are insufficiently frequent for many to hone these skills in writing for different purposes and audiences. This is particularly the case for pupils with low starting points and those who have special educational needs and/or disabilities. The most able do not write with enough flair, drawing on techniques used by the authors of books that they read regularly in class.
- In some key stage 2 mathematics lessons, pupils of all abilities are not agile enough in calculating mentally, and the most able are not always confident in explaining how they have worked out answers. In some classes, opportunities are too infrequent for pupils, especially the most able, to apply their developing mathematical skills to investigate and solve problems.
- The school's assessment information indicates that at the end of the 2015/16 academic year, pupils in Years 3, 4, 5 and 6 did not make sufficient progress from their starting points at the end of key stage 1, particularly in writing and mathematics. This is still the case.
- Pupils in Years 1 and 2 make good progress. The standards that they reach in reading, writing and mathematics are improving. In 2016, outcomes in all three subjects were above national averages. This is because the vast majority of teaching is consistently good.
- Key stage 1 pupils' outcomes in phonics are also rising, due to improved teaching. In 2016, Year 1 and Year 2 outcomes were above national averages.
- The progress that disadvantaged pupils make has accelerated since the last inspection, largely due to effective small-group and one-to-one teaching. By the end of key stage 2, differences have diminished in comparison with other pupils nationally, in reading, writing and mathematics. By the end of key stage 1, differences are also diminishing, especially in reading. School leaders know that more work is required to ensure that differences diminish more rapidly in writing and mathematics by the end of Year 2.
- Pupils from low starting points, including those who have special educational needs and/or disabilities, make no better than expected rates of progress. In some classes, across both key stages, teachers do not check regularly enough the progress that pupils who have special educational needs and/or disabilities make in lessons. Senior leaders have not rigorously measured the small steps made in their learning across all subjects, over time.
- Pupils develop good knowledge, skills and understanding in art, music and physical education. This is because the school has appointed specialist practitioners to work alongside teachers to improve both the expertise and confidence of staff, as well as pupils. Pupils do not make as strong progress in other subjects, notably in science and history. This is because they do not have sufficient opportunities to master the key subject skills, and to use them regularly to enhance their understanding.

Early years provision

Good

- Many children enter the Nursery with skills and understanding that are below those typical for their age.

- Children are quickly helped to settle by skilled and sensitive staff who help them to develop attention, confidence and vocabulary. By the time children transfer into Reception, they have made good progress, and are increasingly in line with their peers nationally.
- The early years leader provides good advice and support to other practitioners. Her pursuit of high-quality teaching and imaginative experiences to stimulate children's learning is uncompromising. She has an accurate understanding of how children learn.
- As a result of consistently good teaching and provision, children in Reception are making good progress, so that many enter Year 1 with skills and knowledge above those expected for their age.
- Teachers watch the progress of all children carefully and plan activities to match their needs. Teachers identify and plan well for the needs of disadvantaged children. As a result, disadvantaged children progress at a faster rate than others, diminishing the difference so that both groups achieve equally well. Over time, boys achieve equally well as girls.
- Staff are highly vigilant about the safety of children in the early years and hold appropriate first-aid certificates. They conduct regular health and safety checks on outdoor equipment, and all aspects of the setting have been assessed for potential risks to children.
- Provision both outdoors and inside is motivating children to develop reading, writing and mathematical skills. Teachers are quick to use children's interests to help them learn well. For example, images of potato-growing and the relevant links with harvest-time are prominent on a screen in the entrance to the setting.
- Social and creative skills are fostered equally well, so that children's behaviour is good. Children are happy in school, demonstrating resilience and motivation in attempting new activities. During the inspection, they were engrossed in writing shopping lists, going to the farm on the tractor, and drawing letters that represented 'munching Mike'.
- The work done by the early years staff to promote partnerships with parents is successful in helping pupils to make a good start in school. Information given to parents prior to, and during, their child's time in the early years is of a good standard. Parents expressed a high degree of satisfaction with their child's early experiences at school, praising the work of teachers. Not all parents, however, can contribute to their child's assessment information at present, because they do not have access at home to the school's online system.

School details

Unique reference number	107338
Local authority	Bradford
Inspection number	10012034

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Mrs C. Clark
Headteacher	Mrs J. Glendinning
Telephone number	01274 564977
Website	www.trinityallsaintsbingley.org.uk
Email address	office@trinity.bradford.sch.uk
Date of previous inspection	17–18 June 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-sized primary school.
- The proportion of pupils who are eligible for support through the pupil premium is above average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- A large majority of pupils are from White British backgrounds.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.
- Children in the Reception Year attend full time. Children in the Nursery attend part time.

- The school works informally with schools in the Airedale Learning Community, and receives particular support from Whetley, Holycroft and Lapage primary schools, Bradford.
- Since the last inspection, there have been significant changes in staffing, including the appointment of new middle leaders and a new deputy headteacher. The governing body has been reconstituted, with new governors in place.
- The governing body makes provision for Trinity Plus, a before- and after-school club.

Information about this inspection

- Inspectors visited a range of lessons across the school, looking at pupils' work in all lessons. Two visits were made with a senior leader.
- Alongside senior leaders, inspectors reviewed pupils' progress data, information about the performance of teachers, documents pertaining to safety and behaviour, and information pertaining to safeguarding.
- Inspectors listened to pupils read and observed pupils' learning in small groups. They spoke with pupils in lessons, at lunchtime and at playtimes, and met with groups of pupils separately.
- Meetings were held with the headteacher, senior and middle leaders, class teachers and members of the governing body. A conversation was also held with the school improvement partner and a representative from the local authority.
- Inspectors considered the opinion of 58 parents through Parent View (Ofsted's online questionnaire for parents), and took account of 39 online responses returned by pupils, and 18 responses from staff.

Inspection team

Andy Swallow, lead inspector	Ofsted Inspector
Mark Randall	Ofsted Inspector
Jane Langley	Ofsted Inspector

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