

Holy Trinity CofE VA Primary School

South Street, Taunton, Somerset TA1 3AF

Inspection dates

22–23 November 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	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- The leaders and those responsible for governance have not ensured that teaching enables pupils to achieve well enough. The quality of education has deteriorated since the previous inspection.
- The leadership team do not have the capacity to bring about improvement with the required urgency. New leaders need more external help for them to successfully help the school to improve swiftly.
- Pupils who are disadvantaged have not made the progress that they should for the last two years. Their current rates of progress are too slow for them to catch up in their learning.
- Pupils identified as having special educational needs and/or disabilities are not having their needs sufficiently met. Too many of them are underachieving.
- Target setting is not challenging enough. This, and the weak monitoring and tracking of pupils' progress, is contributing to low rates of progress with too many pupils falling behind.
- The quality of teaching, learning and assessment is inadequate. Work seen in pupils' books does not show high enough expectations. Too often pupils are asked to repeat work that they can already reliably do.
- Pupils, particularly the most able, do not have enough opportunities to deepen and extend their learning.
- Children in the early years are not achieving well. They are not as ready as other children of the same age to start Year 1.
- Some pupils do not behave as well as they should.

The school has the following strengths

- The new headteacher has already started to make important changes. The other new leaders are also keen to make a difference and are starting to develop their roles and responsibilities.
- Most pupils are generally polite and kind to each other and adults.
- More children in the early years are now on track to have a good level of development.
- The commissioned special educational needs coordinator (SENCo) is already making improvements to the provision for those pupils with the most complex needs. These pupils are now doing better than others.

Full report

In accordance with section 44(1) of 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?

- Rapidly improve the capacity of governance, along with leadership and management at all levels so that:
 - tracking and monitoring are more effective in identifying which pupils are falling behind and in which years and subjects. Ensure that information is used to identify and provide any further staff training so that gaps in pupils' learning are diminished quickly
 - targets set for pupils are suitably challenging, based on what they already know, understand and can do
 - teacher expectations and the aspirations of staff are raised for pupils, particularly those that are disadvantaged, are of middle ability and have special educational needs and/or disabilities, in order that they reach the standards of which they are capable
 - the barriers hindering the learning of those who have special educational needs and/or disabilities are swiftly identified. Ensure that provision effectively meets pupils' specific needs
 - inconsistencies in the teaching and learning in the early years are resolved quickly in order to better prepare children for Year 1
 - the governing body can be sure that pupil premium funding is used wisely and to best effect for improving the life chances for those pupils entitled to it
 - the school's policies and website meet requirements, reflecting best practice and government guidelines.
- Improve the quality of teaching and learning by making sure that:
 - all staff have the highest aspirations for the pupils
 - pupils' misconceptions are quickly spotted and are addressed
 - pupils' work is better presented, removing careless mistakes in mathematical calculations
 - tasks are more challenging so that pupils do not have lapses in behaviour because work is insufficiently demanding and they become disengaged in their learning
 - more children achieve a good level of development in the early years
 - more pupils reach the expected standard in the Year 1 phonics screening check
 - pupils, particularly the most able, have greater opportunities to deepen and extend their learning
 - the progress for all pupils, particularly those who have special educational needs and/or disabilities, the disadvantaged and those of middle ability, improves so they make at least good progress from their starting points across each key stage.

An external review of governance, including the school's use of the pupil premium funding, should be undertaken in order to assess how these aspects of leadership and management may be improved.

Newly qualified teachers should not be appointed.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior and middle leaders and those responsible for governance have not ensured that the continuing decline in pupils' achievement has stopped and been speedily reversed. Key weaknesses in teaching, learning and assessment over time have not been tackled effectively, resulting in the quality of education declining since the last inspection. Professional development in the past has not equipped teachers and leaders with the necessary skills to drive the school forwards.
- The targets set for pupils to reach by the end of each year do not take enough account of their prior attainment. This is a key factor in pupils' current underachievement, along with the low aspirations of staff.
- Leaders do not examine the progress of different groups of pupils effectively to find out how well they are doing. Pupil premium funding has not been directed to where it is most needed, so has made very little difference to the outcomes of pupils entitled to it. Over the last two years these pupils have not achieved as well as they should. Work in pupils' books tallies with the school records, which show that at their current rate of progress they will not catch up with their learning or attain standards similar to all pupils nationally.
- Leaders have not made sure that teachers and their assistants provide suitably challenging activities for pupils over time. Teachers do not quickly spot and address any misconceptions that pupils may have. Consequently, too many pupils continue to underachieve and most are not making swift enough progress to attain the standards that they should be reaching.
- The new leaders for key aspects of school life are keen to make a difference. They require further training and considerable additional external support to help swiftly drive school improvement.
- The school curriculum provides a suitable range of subjects. However, in some subjects, such as science, activities planned do not develop pupils' deeper levels of learning. Pupils are taught about life in modern Britain, but lack a clear understanding of what British values are, or the school's own values.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils acquire leadership skills and participate successfully in the wide range of artistic and cultural events offered. A relative weakness is pupils' understanding of different cultures.
- Pupils are very proud of their sporting prowess and the wide range of physical activities provided. The school leaders make sure that the sport premium fund is used effectively and is helping pupils to have active and healthy lives. The new hot lunches, along with extra-curricular activities and the two breakfast clubs, are popular and make a good contribution to pupils' personal development and well-being.
- The headteacher is ambitious for the school to improve. He has identified where improvements need to be made and is setting about this mission in a passionate and determined manner. He has the confidence of staff, parents, pupils and the governing body.

Governance of the school

- The governors have not ensured that all of the required policies are up to date or reflect best practice and government guidance. They have not made sure that the school's use of the pupil premium has improved the achievement of the pupils entitled to it. Governors have not made sure that pupils who have special educational needs and/or disabilities get the right support. The governing body has found it difficult to recruit to key posts.

Safeguarding

- The arrangements for safeguarding are effective. The headteacher has identified where further improvements can be made.
- Although the school's published safeguarding policy is out of date, staff are aware of how to keep pupils safe, following suitable processes and procedures.
- Staff are suitably trained, including in the use of de-escalation techniques and physical intervention when needed.
- The school has systematic procedures to check that pupils are well looked after while they are at school. The school works well with families and other agencies to ensure that pupils have extra support when they need it.

Quality of teaching, learning and assessment

Inadequate

- Over time the impact of teaching and assessment on pupils' learning has been inadequate. The standards that pupils reach are too low. Their current rates of progress remain too slow for pupils to catch up quickly.
- Some staff are complacent and do not expect enough from the pupils. Too often tasks set by teachers are not challenging enough, do not deepen pupils' learning or build on what pupils already know, understand and can do. This is particularly evident in pupils' books for mathematics, science and when pupils are writing outside dedicated writing lessons.
- There are inconsistencies in applying the school's assessment policy. Pupils are not learning from their mistakes. Pupils' misconceptions are not rigorously tackled. There is a lack of rigour around number formation and poor presentation is often the cause of pupils' mistakes in mathematics. Incorrect answers are sometimes marked as correct by adults, hampering pupils' understanding further.
- The teaching of reading, writing and mathematics is not good enough. Assessment information is not used effectively to match work to pupils' capabilities. Activities lack challenge because teachers are setting their sights too low. Too often pupils are asked to repeat work that they can already do with confidence. Pupils, particularly the most able, are insufficiently stretched. Activities do not deepen and extend their learning, particularly in science.
- The school currently uses the services of an experienced SENCo for two days a week. She recognises that too many of the identified pupils are making very little progress from their starting points. The amount of time she spends in school is not enough for her to re-assess those pupils already identified to ensure that the best support is quickly in place for them to make the progress that they should.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Some pupils are not getting all of the support that they need to develop their emotional well-being. Although these pupils do not have an identified special educational need, they do not always manage to master their emotions and because of this their behaviour is not always as good as it should be. These pupils are not acquiring the necessary skills to be successful learners.
- The physical well-being of pupils is a significant strength of the school. Pupils learn how to eat healthily and take part in a good range of interesting physical activities.
- Pupils could tell inspectors how to keep safe and what they would do if they had any concerns. They report that they feel safe and well cared for. These views match those of the vast majority of parents and school staff.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' behaviour slips when the activities set by the teacher are insufficiently challenging or if they have to wait a long time watching another pupil doing an activity before it is their turn. Disruption sometimes reduces the amount of learning that takes place.
- Sometimes poor presentation of work and a lack of consistency in the way work is laid out leads to mistakes in mathematical calculations.
- Generally pupils are polite and kind to each other and adults. They play nicely together and enjoy their social interactions at breaks and lunchtimes.
- Pupils understand the different forms of bullying and say that it is rare. The vast majority of parents and school staff agree that pupils are free from harassment. The school records and inspection evidence support these views.
- Overall, attendance is good. Where pupils are persistently absent the school takes the appropriate action to get individuals into school regularly.

Outcomes for pupils

Inadequate

- Too many pupils are not making the progress of which they are capable. Pupils in all year groups are not being set challenging targets that are based on their prior learning and attainment. The standards that they are expected to reach by the end of each year are not high enough. In addition, not enough pupils are currently on track to reach these low aspirational targets.
- The vast majority of pupils identified as needing extra support due to their special educational needs and/or disabilities are not achieving as well as they should. Work in their books shows that their specific needs are not being properly met and they are not making good enough progress from their individual starting points so that they catch up in a wide range of subjects.
- The pupil premium fund has not had sufficient impact on improving the life chances for those entitled to it. Cohorts of disadvantaged pupils have not been suitably tracked

across the school and the monitoring of the progress made by different groups has not been rigorous enough. Therefore, underachievement has not been pinpointed and progress remains too slow, particularly for the disadvantaged and those of middle ability. Work in their books shows that they are not making fast enough progress to catch up.

- The most able pupils are not having sufficient opportunities to deepen and extend their knowledge, particularly in science and across the curriculum.
- Pupils are not learning sufficiently from their mistakes. For example, where they have incorrectly formed a number, it is corrected by staff but the pupil continues to make the same mistake again and again. Pupils' basic skills are weak; for example, too many do not use the correct spelling, tense and sentence construction when writing outside writing lessons.
- Pupils with more complex learning needs are making better progress than others because teachers and other adults help and support their learning effectively.

Early years provision

Requires improvement

- Since the previous inspection the school has taken over the registration of the Nursery. It is seen as a full part of the school. However, there are different policies and procedures used across the school's early years provision which leads to inconsistency of practice.
- The school records the skills, knowledge and understanding that children gain and shares this information effectively with families. Historical inconsistencies in the methods used to judge attainment and progress between the Nursery and Reception Year are being ironed out. Leaders are at the initial stage of trialling a new way of recording and sharing information about the children in an effort to secure greater consistency in measuring and demonstrating the outcomes for children across the whole of the early years phase. It is too early to determine how effective this system is.
- Pupils enter the early years with a broad range of ability and experience within each cohort; typically they are below those expected for their age. There have been some improvements in the early years provision but there is still too high a proportion of children not reaching a good level of development.
- The school has not met the national expected levels in the Year 1 phonics screening check for four consecutive years. However, there has been a steady rate of improvement year on year. The school has started to use a different system in the Reception class with a greater emphasis on writing. It is too early to determine if this will improve outcomes in the check.
- As with the main school the checking of how well additional funds are used to improve progress has not been effectively tracked. Leaders are in the very early stages of monitoring and evaluation so do not have a clear enough picture of the quality of education provided.
- The outdoor areas are not contributing to children's learning as well as they should. They are not as attractive or inviting as the indoor ones. There is only a small amount of shelter from the sun or inclement weather. Although staff ensure that the outdoor areas are used, the lack of shelter restricts the type of activities that they can provide for the children.
- The early years breakfast club is popular and acts as a good extension to the school day.

School details

Unique reference number	123848
Local authority	Somerset
Inspection number	10019447

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	The governing body
Chair	Mrs Julia Steward
Headteacher	Mr Adrian Parsonage
Telephone number	01823 284 128
Website	www.trinityprimary.co.uk
Email address	trinitytaunton@educ.somerset.gov.uk
Date of previous inspection	1–2 December 2011

Information about this school

- The school does not meet the requirements for the publication of information about governance, outcomes, safeguarding, charging and remissions, accessibility, and special educational needs provision on its website.
- The school meets current floor standards
- The school does not use alternative providers.
- A before- and after-school childcare facility called Trizone was started in the summer term 2014.
- A 34-place nursery was opened in January 2015.
- There have been significant staff changes since the previous inspection. These include a new headteacher in September 2016 and a two-day-a-week SENCo consultant appointed in October 2016.

- Key stage 1 was restructured to single-age classes from mixed Year 1/2 classes in September 2014.
- The first phase of key stage 2 restructuring was carried out from September 2015 onwards, with mainly single-age classes, apart from one mixed Year 4/5 class. The final phase will happen in September 2017 when the school aims to have a 14-class structure.
- Hot lunches were introduced in September 2016 for Reception and key stage 1 classes and will be rolled out to the whole school in January 2017.

Information about this inspection

- Meetings and reviews of school documentation were conducted with the members of the governing body and staff, including senior and middle leaders, the SENCo, and the school business manager.
- A range of documentation was scrutinised, including information about pupils' attainment and progress, procedures for safeguarding and for monitoring attendance.
- Inspectors observed pupils throughout the school day. They visited classes and carried out joint observations with senior leaders. Inspectors also looked at pupils' written work. Discussions were held both formally and informally with pupils. An inspector listened to pupils read.
- The inspectors took account of the views from the 27 completed staff questionnaires; the 16 responses to the pupil questionnaire and the 51 parental responses to the online questionnaire (Parent View). They also considered a further 14 paper responses from staff.

Inspection team

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