

Trinity Church of England Voluntary Aided Primary School

Lavenham Way, Combs, Stowmarket, Suffolk IP14 2BZ

Inspection dates

4–5 June 2019

Overall effectiveness	Good
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 headteacher has high expectations of staff and pupils and provides clear and effective leadership. She accurately evaluates the school and is taking appropriate action to ensure its further development.
- Governance has been strengthened. Governors have a clear understanding of the school's strengths and weaknesses. They provide leaders with effective support and challenge.
- Leaders have created a caring, inclusive school. They ensure that pupils are looked after well and that they are kept safe.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Leaders and teachers take every opportunity to reinforce these aspects of the school's work.
- Pupils are proud of their school and its ethos. They are welcoming, caring and respectful. Pupils behave well and their enjoyment of school is reflected in their good attendance.
- In recent years, pupils' attainment at the end of the early years and key stage 1 has been above the national average.
- The teaching of phonics is a strength of the school and supports younger pupils' reading and spelling effectively.
- Pupils across the school, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), are making good progress in their learning.
- Children in the early years make a good start to their education. They settle quickly because of high expectations and well-established routines. They are well prepared for Year 1.
- The school's curriculum provides pupils with a wide range of enjoyable learning experiences. However, the systematic development of pupils' subject-specific skills in the wider curriculum is weaker than it is in English and mathematics.
- Teaching is good overall, resulting in positive attitudes and good learning. However, there are some inconsistencies in a minority of lessons.
- Some parents and carers would like more information about the progress their children are making.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring further consistency in the quality of teaching by sharing the best practice in teaching and learning already present in the school
 - working closely with parents to improve communication and their knowledge of their children's learning and progress.
- Improve teaching, learning and assessment in subjects other than English and mathematics by:
 - ensuring that teachers plan effective learning activities that develop pupils' subject-specific skills, knowledge and understanding.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides clear and effective leadership. Leaders and governors work collaboratively to improve all aspects of the school. There is good capacity for further improvement. Staff are proud to work at the school and, as a result, morale is high.
- Clear systems and processes are in place to manage the school and drive further improvements. Leaders are particularly good at ensuring that staff work consistently to the policies and standards they set, including for teaching and learning.
- Self-evaluation is accurate. Leaders know where further improvements are needed and how to secure these. All the issues from the previous inspection have been addressed. The local authority has also provided good support for improvement.
- Leaders provide a wide range of appropriate professional development for staff. This is informed by the school's thorough checking of teaching and learning. It is tailored to staff needs, as well as the priorities in the school improvement plan.
- Leaders make effective use of the school's assessment system. They hold regular meetings with teachers where pupils' progress and achievement are checked with care. This approach enables leaders and class teachers to know how well pupils are learning and where they might need extra support or challenge.
- Leaders and governors have drawn on external advice to review how they use the pupil premium funding. The school ensures that different groups of pupils are achieving the best possible outcomes. They use specific funding well, such as the pupil premium and funding for pupils with SEND, making sure that pupils at risk of underachieving or those with gaps in their learning receive the appropriate support. The school also listens carefully to the views of pupils to identify the right support.
- Leaders use the primary physical education (PE) and sport premium funding well to increase pupils' participation in a wide range of sports clubs and competitions.
- Parents who spoke informally with the inspector and the majority who responded to Parent View, Ofsted's online questionnaire, were positive that their children felt happy and safe in school and would recommend the school to others. One parent told the inspector: 'The school makes me feel confident – my children are here, learning and safe.' A few parents, however, felt that communication with the school could be improved and that they would like more information about the progress their children are making.
- The school is clear on the purpose of its curriculum and that it should be inclusive and provide pupils with a well-rounded education. Therefore, pupils experience a wide range of subjects which are enriched with visits, visitors and a range of extra-curricular activities.
- Leaders, governors and staff promote spiritual, moral, social and cultural development very well. Pupils are taught to understand and celebrate differences. They value the importance of looking after each other and welcoming new members to the school community. Pupils told the inspector that 'our school is welcoming to everyone', 'we learn to respect one another', and 'we are taught to show kindness'. Leaders ensure

that pupils are equipped with an understanding of fundamental British values and are well prepared for life in modern Britain.

- The school has introduced the 'Trinity 20' project this year to develop links between home and school. Pupils are given a list of 20 age-appropriate things to do each year and pupils and parents are invited to bring evidence of these activities into school and record them in a scrapbook.
- The curriculum in English and mathematics is designed well to support the systematic development of pupils' knowledge, understanding and skills and to deepen these. The roles of the leaders for English and mathematics are now very well established.
- In other subjects, the school has recently reviewed the curriculum and has put in place new plans to include schemes for the first cohort of Year 5 in key stage 2 next year. In some subjects, the planning does not ensure that pupils develop subject-specific skills, knowledge and understanding.

Governance of the school

- Governance has improved since the last inspection. Governors know the school's strengths and weaknesses through their participation in governing body meetings and their visits to the school. Governors check their evaluation of the school's effectiveness with the support of external advisers. They now provide leaders with effective challenge and support.
- Governors have a clear strategic overview. They regularly check the impact of actions of the school improvement plan to ensure that teaching, learning, assessment and pupils' outcomes are being maintained.
- Governors are well trained. They have valued the training and advice provided by the local authority to improve their knowledge and skills.
- Governors ensure that their legal duties, especially in safeguarding pupils' welfare, are fully met.

Safeguarding

- The arrangements for safeguarding are effective. All required checks are carried out when recruiting new staff to work with pupils. Staff at all levels receive regular safeguarding training and they know how to identify pupils who are potentially at risk. Staff understand, and follow, leaders' clear procedures for the reporting of any safeguarding concerns.
- The staff know pupils and families exceptionally well and are quick to pick up on pupils who need additional help or support.
- Pupils feel safe and are confident about speaking to adults if they are anxious or worried about anything.
- School leaders ensure that safeguarding concerns are logged effectively and ensure that child protection referrals are dealt with appropriately.

Quality of teaching, learning and assessment

Good

- In the early years and key stage 1, the quality of teaching in phonics is effective. Teachers provide opportunities for pupils to routinely practise their sounds. Pupils then apply their phonological knowledge to read and spell new words. Reading books in key stage 1 support pupils' development in phonics well.
- Pupils read widely and enjoy a range of reading material. High-quality texts support their learning well. Pupils in Years 1, 2, 3 and 4 who read to the inspector read books which were appropriate to their chronological age and interest with confidence and understanding. Teachers are focusing appropriately on pupils' spelling, punctuation, grammar and comprehension skills to ensure that they develop their reading skills effectively.
- Pupils receive helpful advice from their teachers about how to improve their work. Pupils value the advice that they receive and can point to examples where this approach has helped them to make progress.
- Assessment in different forms is used well, both to gauge exactly what pupils can do and to provide them with additional guidance on how to improve further. This is particularly true in reading, writing and mathematics.
- Relevant links between English and other subjects provide pupils with many opportunities to write, developing their writing skills and subject knowledge simultaneously. Pupils are making good progress in their writing skills across the school.
- The teaching strategies in mathematics ensure that pupils have a good understanding and can apply their skills and knowledge effectively. Appropriate resources and different ways of recording their work are enabling pupils of all abilities to make good progress. Pupils use the relevant vocabulary for each mathematical concept, and their fluency and problem-solving skills are strong. Pupils move on to more difficult activities as soon as they require a further challenge, improving their progress. Work in books across the school shows that pupils are making good gains in mathematics.
- The curriculum for English and mathematics is planned and taught well. The leaders for English and mathematics promote their subjects effectively.
- Current teaching is good for all pupils across the school. Teachers have secure subject knowledge and use it to engage pupils in interesting tasks which meet the needs of pupils. In a few lessons, teachers give long explanations when pupils already understand and children lose interest. Some learning tasks in foundation subjects are undemanding.
- Teaching assistants are skilled in supporting pupils to catch up or extend their learning further. They work closely with the teacher to help pupils of all abilities make the best possible progress, including disadvantaged pupils and pupils with SEND.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school has a warm and friendly atmosphere. Pupils are welcoming and show care and consideration for others. They take pride in being part of their school and are keen to take responsibility as members of the school council, eco committee, worship committee and as team leaders.
- Pupils understand the meaning of bullying and, with their parents, say that bullying is uncommon. However, if it happens, they are confident it will be dealt with quickly and appropriately. Pupils also understand the dangers when using the internet. Pupils stated they would not provide their own names and details, nor those of others, when online.
- Staff know pupils extremely well and meet their individual needs through effective care and support. Parents value the support that staff provide for their children.

Behaviour

- The behaviour of pupils is good. Parents and staff agree that this is the case.
- Staff have high expectations of pupils' behaviour. The behaviour system is applied consistently across the school. This has improved pupils' behaviour. The school's documentation shows that there are few behavioural incidents. In lessons where staff engage pupils well, the learning is rarely interrupted. In a very few lessons, where children lose interest, there is some low-level disruption.
- Pupils are friendly, polite and well-mannered. They listen well to adults and respond quickly to their directions. Pupils play together happily at breaktimes and behave appropriately in the dining hall. They walk around school calmly and sensibly.
- Pupils enjoy school and attendance for current pupils is in line with the national average. Staff work effectively with parents to promote good attendance.

Outcomes for pupils

Good

- From their starting points, children in the early years make good progress and are well prepared for entry to Year 1. The proportion of children reaching a good level of development by the end of the early years was above the national average in each of the previous three years. Current children are making good progress towards the early learning goals in all areas of learning.
- Key stage 1 pupils do well in developing early reading skills. In 2017 and 2018, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check was above the national average.
- Over time, outcomes for pupils by the end of Year 2 are typically strong. By the end of key stage 1, in 2017 and 2018, the proportion of pupils attaining the expected standard in reading, writing and mathematics was above the national average. In 2017, the

proportion of pupils attaining greater depth was above the national average in reading, writing and mathematics and also in writing and mathematics in 2018.

- There are no published results for the end of key stage 2 in 2018, as the school did not have a Year 6 cohort. There are currently Year 3 and Year 4 pupils in the school at key stage 2. Leaders' accurate assessment information shows that these pupils have made good progress in reading, writing and mathematics and sustained high standards of attainment in all three subjects. Work in pupils' books, teachers' agreed judgements about how well pupils are learning, moderation records and conversations with staff and pupils confirm this.
- Currently, disadvantaged pupils and pupils with SEND are making good progress from their various starting points, aided by effective support and challenge.

Early years provision

Good

- Leadership and the quality of teaching in the early years is good. Many children enter Reception Year with skills and knowledge that are broadly typical for their age. Every child's needs are considered carefully, so they make good progress from their starting points. Children leave the early years well prepared for Year 1.
- Phonics is taught effectively. Children develop the skills to recognise sounds and blend them together. A high proportion of children make good progress to reach and/or exceed the early learning goals in reading, writing and mathematics.
- Staff know the children well and have established clear routines with high expectations. Assessment of children's progress is continuous. Assessment information is used to plan a range of activities tailored to the needs of the children, based on their prior learning. The teacher collects a range of evidence to show that, as intended, children are making good progress in all areas of learning. Evidence of this was seen in children's work in their books and on display.
- Learning activities are well organised and resourced. The learning environment is bright and attractive. There is a calm atmosphere, where children are encouraged to explore and make independent choices. It encourages children to participate and supports their social, emotional and academic development.
- Activities are planned to provide children with opportunities to develop their knowledge and understanding in all areas of learning, encouraging children to use their previously learned knowledge. For example, children used their knowledge from an earlier mathematics lesson to complete subtraction problems. They collaborated well as they took on the role of police officers following a visit from a policeman the day before.
- Links with parents are effective. They are encouraged to be involved in the education of their children. They have access to their children's learning through an electronic journal. This enables parents to support their children's learning at home and to share outside achievements with the class teacher. In school, children are also enthusiastic to share their experiences and achievements from home with their peers.
- The outdoor environment also allows children to access some of the activities and resources independently. It is, however, a space for learning that is not as effective in enhancing children's skills in all areas of learning.

- Children's behaviour is good. They have an excellent, caring relationship with the teacher and additional adults. Children are motivated and eager to learn. They contribute to discussions and listen respectfully to their peers. Children respond well to the praise they receive from all the staff.
- Leaders and staff in the early years provide pupils with a safe, secure environment in which to learn and play. Safeguarding is effective and all welfare requirements are met.

School details

Unique reference number	140623
Local authority	Suffolk
Inspection number	10103375

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	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Tracy Barnett
Headteacher	Linda Curran-Spain
Telephone number	01449 770462
Website	www.trinityprimaryschool.com
Email address	admin@trinity.suffolk.sch.uk
Date of previous inspection	10–11 May 2017

Information about this school

- Trinity Church of England Voluntary Aided Primary School is much smaller than the average-sized primary school.
- The school opened in September 2014 with children in Reception. The school currently has five classes: one class for children in the early years, two mixed-age classes for pupils in key stage 1 and two mixed-age classes for pupils in Years 3 and 4.
- The proportion of pupils with SEND is below the national average, as is the proportion of pupils with an education, health and care plan.
- The majority of pupils are of White British heritage.
- The school has a smaller than average proportion of pupils who are eligible for pupil premium funding.
- This is a school with a religious character. The most recent section 48 inspection was in February 2017.

Information about this inspection

- The inspector observed learning in all classes. Most of these observations were carried out jointly with school leaders.
- Meetings were held with the headteacher, deputy headteacher, subject leaders, governors and a representative from the local authority.
- The inspector observed the school's work and looked at documentation, including: the school's analysis of its strengths and weaknesses; information on pupils' attainment and progress; records of attendance, behaviour and safety; minutes of governing body meetings; and safeguarding documents.
- A discussion was held with a group of pupils, and informal conversations with pupils took place during lessons and at breaktimes. The inspector listened to pupils read and scrutinised work in pupils' books.
- The inspector considered the 47 responses to Ofsted's online questionnaire, Parent View, and the 26 free-text responses. Views of parents were informally sought at the beginning of the school day. The 15 responses to the staff survey were also taken into account.

Inspection team

Ashley Best-White, lead inspector

Ofsted Inspector

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