

INSPECTION REPORT

HOLY TRINITY C OF E PRIMARY SCHOOL

Woking

LEA area: Surrey

Unique reference number: 125139

Headteacher: Mr A A Butterick

Reporting inspector: Rosalind Johns
22745

Dates of inspection: 25th and 26th February 2002

Inspection number: 194046

Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Benner Lane West End Woking Surrey
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Appropriate authority:	The governing body, Holy Trinity C of E Primary School
Name of chair of governors:	Mr J King
Date of previous inspection:	28 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity Church of England Primary School educates boys and girls aged between 4 and 11. It is much bigger than other primary schools as there are 438 pupils in sixteen classes. There are 226 boys and 232 girls on the school's roll. Fifty-eight of these pupils, 40 of whom attend on a part time basis, are in Year R. There are 69 pupils on the school's register of special educational needs which is below average. Three pupils have statements of special educational need which is below average. Almost all of the pupils are of white United Kingdom heritage. There are two pupils with English as an additional language but neither is at an early stage of learning to speak English. Around three per cent of pupils are entitled to free school meals which is below average. During the last school year, 17 pupils entered the school other than at the usual time of first admission and 21 left it at times other than those of the normal leaving or transfer. This is a low rate of mobility. In the last two years, nine teachers have left the school and ten have been appointed. Pupils generally enter the school at above average levels of attainment.

HOW GOOD THE SCHOOL IS

This is a very good school. The very good leadership and management of the headteacher, deputy headteacher, key staff and governors ensure that there is very clear direction for the school and a strong commitment to further improvement. Overall, pupils achieve well, and in some year groups very well, because of the consistently very good teaching and learning throughout the school. By the time they leave the school, pupils attain well above average or very high standards in English, mathematics and science. These factors, combined with the very good systems to monitor its performance, mean that the school gives good value for money.

What the school does well

- In the latest national tests in 2001, pupils in Year 6 attained standards in English, mathematics and science that were in the top five per cent in the country.
- The very strong leadership of the headteacher, the highly committed teamwork of the staff and the good support of governors ensure that high standards in work and behaviour are valued and that the school continues to improve.
- Overall, the quality of teaching and learning is very good because teachers are well prepared, have high expectations of pupils and set demanding work for them.
- Pupils' very good attitudes to work, their behaviour, their personal development and the quality of relationships in the school result in a happy and purposeful atmosphere in which to learn.
- The very good provision for children in the Foundation Stage gives them a flying start to their career in the school.
- The school has a true partnership with parents in their children's learning which makes a very significant contribution to its effectiveness.

What could be improved

- The school's curriculum is broad but it is not well balanced because time allocations in some year groups are not always appropriate.
- Teaching in information and communication technology is good but learning is only satisfactory because of a lack of time and up-to-date resources.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April/ May 1997 and, since then, it has made a very good improvement and has a similar capacity to continue to improve. Schemes of work are in place and subject leadership, except in design and technology, is now strong especially in English, mathematics and science where coordinators play a pivotal role in monitoring, developing and evaluating the subject. There have been sound improvements in design and technology in Years 1 and 2 and in information and communication technology across the school so that pupils currently reach average standards. The library is now a focal point of the school and is enabling pupils to become active and independent learners. Leadership and management have become sharper and more effective in analysing and accounting for the school's performance and planning for improvement. This is reflected in

improvements in the quality of teaching and learning because of more rigorous monitoring systems and support. Standards in Year 2 and in Year 6 in the national tests have been maintained, or improved, and the strategies for literacy and numeracy have been implemented very well and have contributed to these well above average or very high standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A*	A*	A
Mathematics	A	A	A*	A
Science	B	A*	A*	A*

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in 2001, standards in English, mathematics and science at the end of Year 6 were in the top five per cent in the country. Compared with similar schools, based both on previous attainment and on the number of pupils known to be eligible for free school meals, they were also well above average and very high in science. Since 1998, the school's results have shown an improving trend above the national rate of improvement. In 2001, the school exceeded its targets for the number of pupils expected to reach Level 4 in English and mathematics and the proportion of pupils who reached Level 5 was well above average. The school has set lower targets for the current Year 6 which are realistic in view of the nature of the year group. The findings of the inspection are that pupils in Year 6 are attaining well above average standards in English, mathematics and science with a few pupils attaining very high standards. A similar picture emerges in Year 2 where standards are also judged to be well above average in reading, writing and mathematics reflecting the most recent tests and assessments. Across the school, pupils with special educational needs make good progress and attain good standards compared with their earlier attainment. Children in the Foundation Stage achieve satisfactorily in some areas of learning and very well in others and are on course to reach all the Early Learning Goals by the time they reach Year 1. Some children are already working comfortably within Level 1 especially in mathematics, reading and writing.

Overall, pupils achieve well, and in some years very well, because of the very good teaching and level of challenge so that they actively want to learn.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show high levels of interest and involvement in their work. They take a pride in all that they do and work in happy cooperation with their teachers.
Behaviour, in and out of classrooms	Pupils are fully aware of the school's high expectations and their behaviour is very good. They are courteous to each other and to all adults and show respect for the school environment. This helps to create a very positive climate for learning.
Personal development and relationships	Very good. Pupils and staff get on very well together and this means that lessons are productive and enjoyable. Pupils act responsibly and have a very good understanding of the effect of their actions on others. This results in a

	very harmonious community with a warm and welcoming atmosphere.
Attendance	Satisfactory. This is similar to the national average. Unauthorised absence is below the national average and most pupils arrive punctually to lessons. The school is working hard to reduce holidays taken in term time because of the adverse effect on pupils' learning.

Pupils have very positive attitudes to the school and this is seen in the high level of enjoyment, care and confidence with which they approach their work.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching and learning is very good. During the inspection, 35 per cent of the lessons seen were very good and of the rest, all but three were good. There was no unsatisfactory teaching. There are no weak links in teaching in this school and the high standards achieved in Year 2 and Year 6 reflect the consistently high quality of teaching in other year groups. The teaching of English and mathematics is very good. In the Foundation Stage, the teaching of phonics and number recognition is of high quality and underpins pupils' good progress in English and mathematics as they move through the school. It is reinforced by very good teaching of basic literacy and numeracy skills and this is why standards are so high.

Teachers are committed to continuing to improve their practice and are constantly seeking ways to do so. They know their pupils very well, track their progress closely and plan work so that their different needs, including pupils with special educational needs, are well met. Teachers' management of, and relationships with, pupils are excellent so that pupils feel relaxed, confident and ready to learn. Their in depth knowledge enables them to teach subjects rigorously and to challenge pupils to explain their learning and think beyond the superficial. Teachers also have high expectations of pupils' commitment so that they are kept eager and alert by the level of demand and sharp pace of the lesson. There are few weaknesses but these include an occasional lack of urgency in teaching so that pupils relax into a gentle pace of working and insufficient use of information and communication technology to support teaching and learning.

The strong features of pupils' learning are their keen awareness that only their best work and behaviour are good enough, their obvious delight in answering difficult questions and their persistence in practising to improve their skills. Weaknesses include occasional lapses of concentration and calling out in class which interrupts the flow of the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a varied and interesting range of learning opportunities with a strong focus on literacy and numeracy. However, in some classes, there is an imbalance in the time allocated to certain subjects. The curriculum is enriched by a very good range of extra-curricular activities including clubs, visits to places of interest and residential trips.
Provision for pupils with special educational needs	Overall good. The management of provision is very good. Pupils are identified at an early stage and teachers provide work which is well planned and matched to their capabilities. Pupils have clear targets for improvement which are reviewed regularly and their progress is monitored closely.
Provision for pupils with English as an additional language	The two pupils with English as an additional language are fluent in English and require no extra support. They have full access to the National Curriculum.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. The school's good spiritual and very good social and moral provision strongly reflects its Christian ethos and values. Pupils are given many opportunities to explore important spiritual and moral issues and to develop a sense of responsibility towards living in a community. The school celebrates the richness of other cultures in assemblies and through literature, art and music but this is a weaker element and does not prepare pupils fully to appreciate the cultural diversity of British society.
How well the school cares for its pupils	Overall satisfactory. There are very good procedures for child protection, first aid, health and safety. The arrangements for tracking the progress of individual pupils and setting challenging targets are a strength and are used well to guide teachers in their planning. Arrangements for dismissing Year 2 pupils are unsatisfactory.

The curriculum is enhanced by links with the local and wider community. This is a caring school where thoughtfulness, honesty and consideration for others are clearly promoted.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and thoughtful leadership and is responsible for the clear direction of the school and the focus on increasingly high standards. He is very well supported by other key staff and has created a team that is committed to improvement through the successful management of well-paced change. There is a real team spirit among staff that ensures that the school's aims and values are reflected in all areas of school life.
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities and support the headteacher and staff well. They have a good understanding of the school's strengths and weaknesses and work closely with staff to keep abreast of all developments. They make a good contribution to the management of the school because they discuss all issues openly and are prepared to challenge and question the headteacher in a constructive way. Governors have been involved well in analysing performance data and evaluating the impact of changes but they do not make enough visits to the classroom with an agreed focus to give them a clearer overview of the school's provision.
The school's evaluation of its performance	Very good. The very rigorous analysis of assessment data and the monitoring and evaluation of the quality of teaching and learning identify priorities for improvement and contribute significantly to raising standards. The school's commitment to self evaluation and to the systematic analysis of every aspect of its provision ensures that there is no complacency about its performance. The very successful application of Performance Management procedures has brought a greater coherence to the whole school development process.
The strategic use of resources	The school's financial resources are used very effectively to promote pupils' learning. Spending priorities are determined by the school development plan and the governors keep a close eye on how effective financial decisions have been in maintaining high standards in all areas of the school's work. Careful planning has enabled the school to carry out building improvements which have enhanced the learning environment.

The school's very good leadership and management mean that it successfully provides a high quality, inclusive, academic, creative, spiritual, social and moral education for its pupils. The school makes good efforts to ensure

that it obtains best value for money when purchasing goods and services but sometimes has difficulty in obtaining three quotations from companies that are willing to carry out the work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The high standards achieved by pupils.• The quality of the teaching.• The leadership and management.• High expectations of their children.• Christian values underpin the school's ethos.• The closeness with which the school works with them.	<ul style="list-style-type: none">• The range of activities outside of lessons.

The inspection team endorses the positive views of parents. It considers that the school provides a very good range of activities outside lessons including clubs, musical activities, visits and residential trips.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In the latest national tests in 2001, pupils in Year 6 attained standards in English, mathematics and science that were in the top five per cent in the country.

1. In 2001, the pupils' results in the national tests for eleven year olds were very high and placed the school in the top five per cent of schools nationally. Compared with similar schools, results in English and mathematics were well above average and in science were in the top five per cent in the country. In these tests, 57 per cent of pupils attained the higher Level 5 in English, 41 per cent in mathematics and 69 per cent in science. In addition, two pupils attained Level 6 in mathematics and six pupils in science. This means that pupils' attainment at the higher levels was also well above average in English and mathematics and in the top five per cent in science. Pupils' overall performance has risen significantly over the past four years. This is because teachers are very analytical about their teaching and its impact on pupils' learning and have constantly reviewed and modified teaching methods and new initiatives. Teachers' high expectations are reflected in the challenging tasks and activities that they set for pupils. More rigorous assessment procedures and thorough analyses of pupils' work and their performance in internal and national tests have enabled the school to identify weaknesses and address them by implementing new strategies. In addition, the successful implementation of the strategies for literacy and numeracy, setting in mathematics and coordinators with the expertise and vision to develop their subjects have all had a significant impact on the standards attained by pupils as they move through the school.

2. The findings of the inspection are that, in Year 6, pupils attain well above average standards in English, mathematics and science. Some variations between national test results and the findings of the inspection are not uncommon because different groups of pupils are involved. Evidence of very high attainment was found in the current Year 5. The firm foundations in phonics and basic number work that are laid in the Reception classes enable children to make a very good start to their learning which is built on effectively as they move through the school.

3. In Year 6, most pupils show a real awareness and enjoyment of the richness of language. They are also mature and responsive listeners whose comments are thoughtful and constructive. Pupils express their ideas confidently and articulately and draw on a broad range of technical vocabulary. In an information and communication technology lesson about life in Year 6 directed at an audience of Year 5 pupils, they talked about their Power Point presentation fluently and concisely. Pupils enjoy reading and use their voices expressively to convey emotion and build a sense of drama. They refer to the text to illustrate their point of view and talk with discernment about different authors. They also relish the challenge which is presented to them in reading a range of classical authors. Teachers give pupils the freedom to experiment with their own writing so that they become bold and imaginative users of language. This was evident in pupils' creative approach to composing kennings and writing in the styles of Rudyard Kipling and T S Eliot. In a lesson on figures of speech, pupils were inventive in creating such diverse similes as 'the sea is as angry as a hungry giant' and 'the sea is as still as a delicate china doll' to enliven their work. Pupils now have well-developed and confident research skills as in their work on famous Victorians and natural disasters.

4. In mathematics, a strong emphasis on developing a variety of mental strategies enables pupils to achieve very good standards. Many pupils have a very good recall of number facts and soon pick up new ways of working out complex sums in their heads. In a Year 6 lesson, there was a healthy competitive edge which encouraged pupils to sharpen their skills so that they delighted in giving answers to the brisk questioning. Their knowledge of shape was illustrated by their work on investigating axes of symmetry when they showed that they could reflect basic shape in a mirror line before moving on to rotation and translation symmetry in the next session.

5. In Year 6, pupils have developed into young scientists. Their well above average standards in science result from the very rigorous development of pupils' investigative skills so that pupils are given opportunities to apply their knowledge in scientific investigations. In their work on forces, they demonstrated a good understanding of gravity, 'up thrust' and the effect of air on moving objects. They have also studied healthy living in depth and how diet and exercise can influence well-being

6. Pupils also record their work very efficiently and draw conclusions with clarity and independent thinking.

The strong leadership of the headteacher, the highly committed teamwork of the staff and the good support of governors ensure that high standards in work and behaviour are valued and that the school continues to improve.

7. A key factor in the school's success is the very good leadership and management of the headteacher, key staff and governors which ensure effective pastoral care for pupils together with a determined drive to achieve and maintain high standards in all aspects of its work. The headteacher's vision and quest for continuous improvement have been shared and embraced by governors, staff and parents. This unity of purpose and commitment to critical evaluation and self-driven improvement have resulted in a happy and popular school where teachers enjoy teaching and pupils delight in learning. The school has also addressed the key issues for action from the previous inspection very well and has a very good capacity to improve in the future.

8. The headteacher's determined but sensitive leadership provides a very clear direction for the work and development of the school and the management of well-paced change. The school's management structure has gradually evolved to create a competent and committed team whose strengths complement each other and where roles and responsibilities are clearly defined to ensure maximum effectiveness. The previous inspection found that subject coordinators had limited influence in managing their subject. There has been a very good improvement in this area except for design and technology. This is a self critical and analytical school where, in spite of high standards, there is no degree of complacency. Rigorous assessment procedures and detailed analyses of pupils' performance in national and internal tests result in the school identifying priorities for action and putting strategies in place to address them. For example, an analysis of the national tests in 1998 in English showed that the high number of pupils achieving Level 4 masked pupils' underachievement at the higher Level 5. Successful strategies were put in place to address the issue and, in 2001, 51 per cent of Year 6 pupils achieved Level 5 in English compared with 28 per cent nationally. Performance Management is also an integral part of the school's work and is a structured and very effective appraisal system to improve the quality of teaching and learning.

9. Governors make a good contribution to the management of the school. They are aware of their responsibilities and, through appropriate committees, have a good understanding of the strengths and weaknesses of the school and play a key role in helping to shape its direction. Governors are actively involved in discussing priorities for the school development plan and reviewing progress towards the school's objectives. They are constructively critical while supporting and valuing the efforts of the headteacher and staff. They monitor the effectiveness of spending decisions and compare pupils' performance with local and similar schools. Although they have a good understanding of the strengths and weaknesses of the school through analysis of assessment data, reports from the headteacher and staff and regular meetings of the full governing body and committees, they do not have a structured programme of classroom observations which have an agreed focus to enable them to have a much clearer overview of the school's provision.

10. Expenditure is carefully linked to priorities in the school development plan which is well related to the aims of the school. Governors' monitoring of the school's spending patterns has been sufficiently rigorous and careful planning ensures that the school's resources are well used to promote learning. In addition, the recent reorganisation of the school meals service was due to effective assessment and monitoring of needs of pupils by governors and some staff. Governors are keenly

aware of the need to obtain good value for money when purchases are made or building projects undertaken but often have difficulty in obtaining three quotations from companies who are willing to carry out the work.

Overall, the quality of teaching and learning is very good because teachers are well prepared, have high expectations of pupils and set demanding work for them.

11. Overall, the quality of teaching and learning is very good throughout the school and is a major influence on the high standards that pupils attain. Of the 34 lessons or parts of lessons observed during the inspection, 12 were very good, 19 were good and three were satisfactory. The basic skills of literacy and numeracy are taught very well and underpin pupils' significant achievement in English and mathematics. In the previous inspection, teaching was reported as being a significant strength of the school. Staff work very efficiently as a team and are reflective and analytical about their teaching in order to ensure the best deal for their pupils. The open and enthusiastic way in which they welcomed feedback during the inspection showed their commitment to improvement and their willingness to accept, and act upon, constructive criticism. There are no weak links in teaching in this school and the high standards that pupils attain in Year 6 are firmly rooted in the high quality of teaching in each year group starting from the very good teaching of phonics and number work in the Reception classes.

12. At the heart of the successful teaching in the school are the demanding and clearly expressed expectations set by teachers which encourage pupils of all levels of ability to strive for even higher standards of work and behaviour. Challenging questions to make pupils think for themselves are a strong feature of teaching throughout the school. In a Year 4 literacy lesson on prefixes, the teacher gave pupils plenty of opportunities for independent thinking and more able pupils forged ahead and used their initiative to find 'rogue' words. Similarly, in a Year 5 science lesson about vibration, the teacher encouraged pupils to think creatively and imaginatively as they discussed different ways to make sounds. Teachers' own very good command of the subject means that new knowledge is introduced in a clear and systematic way and that topics are taught at the required depth. Some teachers exude confidence and enthusiasm and their teaching is sharp, well-informed, exciting and full of learning. They also insist on pupils being very specific in their answers and supporting their ideas with evidence. In a Year 3 literacy lesson on fables, the teacher made pupils draw the distinction between fables and parables and make up modern equivalents. 'What do you mean by "funny" names?' a Year 2 teacher challenged her pupils as they discussed story settings. Teachers' very positive and sensitive management of pupils makes them feel relaxed and ready to learn and confident to try out new ideas. 'Good spelling this morning!' a Year 1 teacher praised her pupils as they spelt 'tr' words successfully. In a Year 3 religious education lesson about the events of Palm Sunday, the teacher's supportive comments encouraged pupils to discuss their banners supporting Jesus so that they effectively captured the spirit of the entry into Jerusalem.

13. A demanding pace and a high degree of flair were the hallmarks of a very good Year 6 lesson about figures of speech and analysing the features of good narrative writing. The teacher constantly reminded pupils of the expected high quality of their performance but allowed their creativity and independence to flourish. As a result, pupils wrote imaginatively 'A waterfall is a diving dolphin...a speedy cheetah' as they learned how to adapt the techniques used by the poet James Reeves in 'The Sea' to their own writing. The teacher's dramatic reading of 'The Lady of Shalott' and her emphasis on archaic words steadily increased the demands of the lesson so that pupils were fired with enthusiasm and were encouraged to think critically. This was the result of direct and dynamic teaching when the teacher successfully communicated to her pupils her own enthusiasm and love of language.

14. There are few weaknesses in teaching. Teachers do not always use information and communication technology effectively to enhance learning and, in occasional lessons, there is a lack of vitality so that pupils settle into a leisurely pace of working and their output is not good enough.

15. The quality of teaching and learning for pupils with special educational needs mirrors that seen in the rest of the school. Pupils' individual education plans are closely related to their area of need and identify suitable small steps for them to achieve. They are specific enough to ensure that accurate assessment of progress can be made. Teachers ensure that appropriate work is clearly identified in the planning and pupils receive skilled support from teaching assistants in lessons. During the inspection, the coordinator for special educational needs provided very good focused teaching which met pupils' needs very well and helped them to overcome difficulties in spelling simple words.

Pupils' very good attitudes to work, their behaviour, their personal development and the quality of relationships in the school result in a happy and purposeful atmosphere in which to learn.

16. Pupils' attitudes to work are very good and reflect the aims and ethos of the school. As a result, they thrive on learning in a happy but challenging environment. This was generally the finding of the last inspection. As with many of the school's strong features, good foundations are laid in the Reception classes where children quickly develop very positive attitudes to learning. Throughout the school, teachers build upon pupils' lively curiosity and enthusiasm by making lessons varied and stimulating so that learning flourishes. Pupils' commitment to their own learning is shown in the high level of enjoyment, care and confidence with which they approach their work. They like wrestling with problems and coping with work which requires them to apply effort and think for themselves. In a Year 4 numeracy lesson about patterns and relationships within the nine times table, pupils made very good progress in extending numbers because they relished the challenge and matched the teacher's high expectations. In another Year 4 literacy lesson about prefixes, pupils were fired with enthusiasm and made great strides in their understanding of how the meaning of words can be altered because there were plenty of opportunities for independent thinking and there was a sense of drive and purpose in the classroom. The library is an integral part of the school and pupils show aptitude, initiative and perseverance in their research work such as Year 6's work on famous Victorians and Year 5's focus on Tudor times.

17. Behaviour is very good. The school has an inbuilt framework of values such as honesty and fairness which regulate personal behaviour throughout the school day and are clearly founded on its Christian ethos. This confirms the views of parents who also say that any misbehaviour is dealt with quickly and effectively. As a result, pupils know what is expected of them and they behave sensibly so that no time for learning or play is lost. They are confident, articulate and proud of their school and are polite and supportive to adults and to each other. The shared vision of the school of the headteacher and staff provide a consistent message for the pupils and they are well aware of the impact of their actions on others. Resources are handled carefully and pupils show respect and concern for others' property and the school environment.

18. Pupils' personal development is also very good. The ethos of the school supports a sense of self worth and personal responsibility within an environment where pupils want to do their best. Pupils are generally good humoured, thoughtful and sensible and show a readiness to help others and to carry out routines, such as 'red caps', office duties and guides, which assist the smooth running of the school. Their personal development is well supported by a programme of personal, social and health education which encourages a mature response to issues and contributes effectively to pupils' sense of identity. Pupils regularly take part in fund raising activities, such as Livestock for Life and Shoe boxes for Afghanistan, which help them to gain a wider perspective of the world. They also benefit from a wide range of extra-curricular activities, including sports and music clubs, and residential trips so that they learn the importance of teamwork and cooperation. As they move through the school, pupils evaluate their work more carefully, focus on their targets and develop self-control and independence in learning.

19. Across the school, relationships between the pupils themselves and with all adults are very good. A strong bond of trust and support exists between all members of the school which ensures that

pupils are happy, secure and valued and which provides a sound base for skills and confidence in the classroom. This reflects the leadership of the headteacher who provides sensitive guidance and operates an open door policy. Within this safe environment, pupils are unafraid to ask questions, explore ideas and express feelings. In a Year 5 literacy lesson when pupils were studying 'The Highwayman', they responded very sensitively to the feelings of betrayal of one of the characters. Pupils also share resources and their own skills willingly and fairly. Year 3 pupils were keen to discuss their ideas and predictions with each other as they tested the absorbency of different materials in a science lesson. When they evaluate their own and others' work, they do so constructively and in a kindly way and delight in the success of other pupils. When a member of Year 3 accurately spelt the word 'chronological', the whole class clapped spontaneously and the pupil glowed with pride. Such attitudes, behaviour and relationships ensure that the ethos for learning in the school is happy and purposeful.

The very good provision for children in the Foundation Stage gives them a flying start to their career in the school.

20. The school's very good provision for children in the Foundation Stage acts as a springboard for the success which they achieve as they move through the school. It was also reported as a strength in the previous inspection. When they enter the school, pupils are generally achieving standards which are above average for their age. The very good curriculum is appropriately related to the recommended areas of learning and provides rich experiences and challenging opportunities for the children. They achieve particularly well in reading, writing and number and some are working comfortably within Level 1. Most children are on course to achieve all the Early Learning Goals by the time they enter Year 1. The teachers, teaching assistants and other adults develop warm and caring relationships with the children and the atmosphere is calm and supportive which enables all children to thrive and grow in confidence. As a result, children generally work and play together well, learn to share and take turns while exploring the variety of activities on offer. Their behaviour in and out of the classroom is very good. They approach activities in a sensible, structured way, apply themselves to tasks with enthusiasm and concentrate for appropriate periods of time.

21. The quality of teaching and learning in the Foundation Stage is very good. Strengths include planning, provision for children with special educational needs and very good support from teaching assistants and parents especially in group work. Weaker elements are missed opportunities to develop physical skills using wheeled toys and a lack of multi cultural resources. Teachers concentrate appropriately on teaching the basic skills in literacy and numeracy as well as providing a variety of opportunities for pupils to increase their knowledge, skills and understanding through play and enquiry. There is a very good emphasis on improving children's personal, social and emotional development through cooperative and imaginative play and encouraging independence when carrying out activities. Provision is enhanced by a plentiful supply of resources and classes are well organised. Very good planning and organisation, such as the carousel of activities and self-initiated activities on Tuesday afternoons, allow pupils to work independently, develop concentration and master new skills. The outside play area gives children good opportunities to increase physical dexterity. In addition, there are many moments of fun, such as when children sang 'The day I went to sea', and reflection which strengthen the bond between adults and children.

22. Phonic work and basic number recognition are strengths of teaching and learning in the Reception classes and underpin the high standards in English and mathematics elsewhere in the school. A language session illustrated the high level of this provision. The teacher's reading of *The Elves and the Shoemaker* was lively and expressive which captured pupils' interest and led naturally to a discussion about phonics 'shiny shoes for my shop'. This was a very effective learning experience which extended children's confidence and expertise in using language very well. Some pupils were able to sequence pictures of the story and write strings of letters including their name. Role play in the 'shoe shop' also developed skills well in imagining situations and extending vocabulary. There was a

sense of fun and energy in a mathematics lesson when children counted numbers in ‘footsteps’. Skilful questioning by the teacher about shoe pricing drew out mathematical language and helped pupils to find bigger and smaller numbers while others measured shoes in the shoe shop. Children were encouraged to take part at their own level and most were challenged well and took a pride in what they had achieved.

The school has a true partnership with parents in their children’s learning which makes a very significant contribution to its effectiveness.

23. The school’s partnership with parents is strong because it is nurtured well and this has a very positive influence on pupils’ achievement. The headteacher’s vision for the school is steered by the needs of children being met through this very partnership. Staff and governors are also strongly committed to forging effective links between school and home. There was no clear judgement about the quality of the partnership with parents at the last inspection. Parents are very supportive of the school and play an active part in many aspects of its life. At the pre inspection meeting and in the parents’ questionnaire, an overwhelming majority of parents were fulsome in their praise of the quality of teaching, strong but approachable leadership, sense of community and moral guidance within the school which contributed to its high reputation in the area. Every parent agreed that the school is well led and managed. This vital partnership has also been built up by newsletters, a comprehensive parents’ handbook, information and consultation evenings, curriculum open afternoons and an open door policy. The school also provides a parent and family support mechanism through counselling, parenting sessions and a supportive prayer group. Parents who help in the school say that they are made to feel welcome, their work is valued and they are given good guidance about their role. Parents’ views are canvassed and form part of the school development plan. The recent improvement to the school meals service was the result of such effective consultation. The thriving Holy Trinity School Association is highly active and supportive in terms of giving time and raising funds. The committee regularly receives the headteacher’s report of needs and provides exceptional financial assistance to encourage pupils’ learning. The strong bond of trust and support forged between parents, the headteacher, staff and governors is an integral part of the school’s success.

WHAT COULD BE IMPROVED

The school's curriculum is broad but it is not well-balanced because time allocations in some year groups are not always appropriate.

24. The school provides a varied and interesting curriculum which provides opportunities for pupils to display their creativity and independent learning but it is not sufficiently balanced. In the previous inspection, the curriculum was broad but not well balanced because information and communication technology and design and technology were not well represented in classroom work, insufficient attention was given to particular attainment targets and a few pupils did not have full access to the National Curriculum as a result of withdrawal for additional support. The school has made a good improvement in most of these areas but the intensive focus on literacy has led to a reduction in time allocated to other parts of the curriculum such as history, geography and religious education. This has resulted in an imbalance in the curriculum, for example, on one day, two Year 3 classes have an excessive amount of time devoted to literacy and, on two afternoons, Year 6 pupils have short slots allocated to three different subjects resulting in feverish activity which does not promote good learning.

Teaching in information and communication technology is good but learning is only satisfactory because of a lack of time and up-to-date resources.

25. In the previous inspection, standards in information and communication technology in Year 2 and Year 6 were reported to be 'barely satisfactory'. There has been a satisfactory improvement in that standards are now average in both year groups and current teaching is good but pupils are underachieving in information and communication technology due to limited time and resources. Some pupils only have access to the computer suite fortnightly because of lack of space and the old computers in the suite are not powerful enough to run many of the multi media packages. In discussion, Year 6 pupils said that they felt frustrated because the school's computers were old and slow and that time in the computer suite was limited so that they often did not finish work. They considered that they had greater opportunities, for example, using technical construction kits controlled by the computer, at home.

26. There is now good leadership in the subject and the coordinator has a clear view of the difficulties facing the subject and of how to address them. Provision is now monitored more rigorously, there is good use of word processing for stories in the Foundation Stage and teachers' confidence has improved as a result of training. However, in some classes, there is insufficient use of information and communication technology in daily lessons.

27. The most significant weaknesses in current provision were clearly illustrated in a Year 5 lesson on spreadsheets where pupils were spending five pounds when they made a list of party food. Some of the pupils were in the classroom working this out with a calculator because there was not enough time or appropriate resources for them to have hands on experience with a computer that week. Tasks were sharply focused to meet the needs of individual pupils and the teacher continually increased the level of challenge. Pupils were keen, independent learners but the time to interrogate information was too limited. In spite of good, confident, knowledgeable teaching, learning was only satisfactory because of lack of suitable resources and an appropriate amount of time. Teachers sometimes provide too much support due to these constraints so that pupils do not always solve problems enough for themselves. In a Year 6 lesson where pupils were making a Power Point presentation for Year 5, only four pupils had hands on experience because this program was not available in the information and communication technology suite. The four pupils engaged in creative ideas and focused well on knowledge and skills but their learning was hampered by shortage of time and lack of up-to-date resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to improve the quality of education provided by the school, the headteacher, governors and staff should:

- (1) **Review the allocation of time in some subjects to ensure that the school offers its pupils a well-balanced curriculum.** (Paragraph 24)

- (2) **Raise standards of achievement in information and communication technology across the school by:** (Paragraphs 25, 26 and 27)
 - providing more up-to-date resources;
 - allocating time more appropriately to the subject to allow pupils to maximise learning;
 - increasing the use of information and communication technology in some classes to support teaching and learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	19	3	0	0	0
Percentage	0	35	66	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	438
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	45	32	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	42	44	43
	Girls	30	31	31
	Total	72	75	74
Percentage of pupils at NC level 2 or above	School	94 (95)	97 (100)	96 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	44	44	45
	Girls	29	31	29
	Total	73	75	74
Percentage of pupils at NC level 2 or above	School	95 (100)	97 (97)	96 (95)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	24	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	33	34
	Girls	24	23	24
	Total	57	56	58
Percentage of pupils at NC level 4 or above	School	98 (97)	97 (92)	100 (99)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments – not available		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	N/a	N/a	N/a
Percentage of pupils at NC level 4 or above	School	N/a	N/a	N/a
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	391
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	25.5
Average class size	27.4

Education support staff: YR – Year 6

Total number of education support staff	18
Total aggregate hours worked per week	245

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	10
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	868750
Total expenditure	830149
Expenditure per pupil	1817
Balance brought forward from previous year	23243
Balance carried forward to next year	61844

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	460
Number of questionnaires returned	218

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	1	0
My child is making good progress in school.	57	40	3	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	40	50	9	1	0
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	34	54	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	30	1	1	0
The school expects my child to work hard and achieve his or her best.	76	23	1	0	0
The school works closely with parents.	54	42	4	0	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	69	29	1	0	1
The school provides an interesting range of activities outside lessons.	20	40	24	6	10