

INSPECTION REPORT

TRINITY C of E LOWER SCHOOL

Aldwinckle

LEA area: Northamptonshire

Unique reference number: 121956

Headteacher: Mrs Ann Davey

Reporting inspector: Fiona Robinson
22182

Dates of inspection: 13th - 14th January 2003

Inspection number: 248306

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower
School category:	Voluntary controlled
Age range of pupils:	4-9 years
Gender of pupils:	Mixed
School address:	Main Street Aldwinkle Kettering Northamptonshire
Postcode:	NN14 3EL
Telephone number:	01832 720239
Fax number:	N/A
Appropriate authority:	Northamptonshire
Name of chair of governors:	Rev Dr Judith Rose
Date of previous inspection:	28 th - 31 st October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trinity C of E Lower School is a voluntary controlled Church of England school, situated in Aldwincle, a village to the north of Thrapston in the eastern part of Northamptonshire. There are 54 boys and 51 girls on roll, aged between four and nine years. It is smaller than most primary schools and draws its pupils from Islip, Aldwincle and the catchment villages. Children start school in the reception class at the beginning of the school year in which they are five. When they join the school their standards are above average. The percentage of pupils identified as having special educational needs, including statements of special educational needs, is broadly average. These pupils have a range of special educational needs, including moderate learning difficulties, profound and multiple learning and emotional and behavioural difficulties. Most pupils are of white British heritage and no pupils speak English as an additional language. The number of pupils eligible for free school meals (1 per cent) is very low.

HOW GOOD THE SCHOOL IS

Trinity C of E Lower School, Aldwincle, is a very effective school where pupils' needs are carefully met. Pupils make very good progress as they move through school. At age seven years, pupils' standards in English, mathematics and science are well above average compared to those typically found in primary schools nationally, as reflected in the national test results. By nine years of age, pupils' standards are well above average in English, mathematics and science. Teaching is very good. Last term the acting headteacher¹ provided leadership and management of the highest quality. The school continues to be very well led and managed by the new headteacher, former acting headteacher, staff and governors. Pupils with special educational needs are provided with very good support. Every child is fully included in all aspects of the life and work of the school. The school gives good value for money.

What the school does well

- Seven- and nine-year-olds attain well above average standards in English, mathematics and science. Standards are well above those expected in all subject areas.
- The school is very well led and managed. There is strong team spirit.
- The quality of teaching and learning is very good.
- Very good provision is made for the spiritual, moral, social and cultural development of pupils.
- Pupils' behaviour is very good and relationships in the school are very good. Pupils show very good attitudes to learning.
- Children in the reception class get a very good start to their education.

What could be improved

- Further development of the already effective use of new technology and 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 October 1997. It has made very good improvement in tackling the key issues raised by that inspection. These were:

- to ensure that pupils are taught a range of strategies to solve mathematical problems mentally;
- provide higher attaining pupils with work in mathematics which more consistently challenges them,
- revise the planning of the curriculum so that skills are taught more systematically through the school and;
- revise the SDP to include criteria by which the impact of development on pupils' attainment and progress can be measured.

¹ The inspection findings are a reflection of the high quality of leadership and management of the school provided by the acting headteacher last term. The new headteacher joined the school at the start of the Spring term 2003.

The National Numeracy Strategy has been successfully implemented and pupils are taught a wide range of methods to solve mathematical problems mentally. Standards have improved greatly as a result. The higher attaining pupils are well catered for and have been presented with more challenging work. This has had a positive impact on pupils' learning. The curriculum has been revised and is broad, balanced, relevant and rich. Skills are taught systematically throughout the school. This helps pupils to have a very clear understanding of what they are expected to achieve and how they are progressing. In addition, the School Development Plan has been successfully revised and is strategic with clearly identified and well costed priorities.

There has been a significant improvement in the quality of teaching and this helps pupils to progress very well. The youngest children have a curriculum that extends them very well. Standards have improved. The school has many strengths and is well placed to progress well.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	A*	A*	A	A	well above average A above average B average C below average D well below average E
Writing	A*	A*	A*	A	
Mathematics	A	A	A	A	

Overall, standards are well above average by the time the pupils leave Trinity C of E Lower School. Pupils make very good progress overall due to very good teaching. The results in the National Curriculum tests taken by pupils at the age of seven have risen since 1997 at a greater rate than in most schools. In 2002, the scores were well above average in reading, writing and mathematics in comparison to similar schools. Teacher assessments showed that they were also well above average in science. In comparison to all schools standards were well above average in reading and mathematics. They were very high (in the top 5% nationally) in writing. Seven-year-olds exceeded all targets in 2002. Current targets are realistic and achievable.

The standards of work seen in the lessons during the inspection were well above average in reading, writing, mathematics, science and ICT. Boys and girls achieve equally well. Year 2 and Year 4 pupils are progressing very well and there are strong indications that pupils of all capabilities will make very good progress and achieve highly. All pupils, including the most able ones and those with identified special educational needs, are making very good progress across the school. At this early stage in their education, a significant number of the Foundation Stage children are on course to exceed their targets by the end of the year. The others are on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about their work and they give of their best at all times. They are very responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Very good at all times. Pupils have a great respect for each other and for adults. No pupils have been excluded from school.
Personal development and	The personal development of pupils is very good. Relationships throughout the

relationships	school are very good and this has a positive impact on standards and behaviour.
Attendance	Excellent. The pupils' attendance is well above average and they are punctual for school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
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 observed during the inspection was very good; in four lessons teaching was judged to be excellent. In all but four lessons, teaching was judged to be very good or better. No unsatisfactory teaching was observed. Teaching remains a strength of the school with an increasing proportion of very good lessons, making sure that progress is very effective for pupils of all abilities including the higher attainers and pupils with special educational needs.

Children get a very good start to their education in the reception class. Both the teacher and support staff work hard to meet the needs of these pupils, and they are successful. All the children are challenged and extended in their work and tasks are set at the right levels. Teaching is of a very good quality in Years 1 and 2. A high proportion of excellent teaching occurred in Year 2. Reading, writing, number skills, science and information and communication technology are taught very well. The pupils are adept at using their skills in all the other subjects. Teaching continued to be very good overall in Years 3 and 4.

Teaching has a number of particular strengths. Lessons are well planned with imaginative use of resources and the pace of the lessons is brisk. Teachers use very good questioning techniques and pupils respond very well to this approach, confidently putting forward their ideas and suggestions.

Excellent teaching was observed in two Year 2 literacy lessons and one Year 4 mathematics lesson where excellent use of the whiteboard resulted in an excellent response and understanding for the pupils. The quality of the planning is very good throughout the school and the very good support provided by classroom assistants enables the school to meet the needs of all the pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is very good. There is a strong emphasis on developing pupils' literacy and numeracy skills, as well as providing a rich and varied curriculum for everyone. The school has identified further development of new technology and resources.
Provision for pupils with special educational needs	Very good provision is very well managed by the special needs co-ordinator. Following early identification, pupils are provided with very effective help enabling them to meet the individual learning targets.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very Good. Pupils are very clear about right and wrong and grow into mature, confident and capable young people. Boys and girls get on very well together, as they do with adults and are encouraged to think about, and care for others. They have a very good understanding of their own and other cultures.
How well the school cares for its pupils	The provision is good and all pupils are always well cared for. Their personal development, progress and attainment is very carefully tracked and all pupils are supported very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher has provided the school with strong, inspirational leadership and the school has been very well led and managed. There is very good team spirit and guided by the very positive leadership of the new headteacher in close partnership with the former acting headteacher and key staff, everyone works together very effectively to guide the educational direction of the school. There is very good awareness about the school's strengths and areas for development.
How well the governors fulfil their responsibilities	The work of the school governors is very good. They are very supportive of the school, and carry out their responsibilities very effectively. They understand their duties well, enabling the school to move forward with confidence.
The school's evaluation of its performance	Very good. The school's evaluation of its own performance is used very well to guide future planning. Teaching and learning are monitored very effectively, and this helps the school to move forward successfully.
The strategic use of resources	Very good. All funds, including additional grants, are very well managed to promote learning and improve standards. Future plans for expenditure are clearly outlined in the School Development Plan.

Everyone has a key role in this small school, which works well. Best value principles are followed well when determining spending priorities. The headteacher and staff have very clear understanding of the way in which the school needs to develop to raise standards to a higher level. They enjoy very good working relationships with the school governors. Teaching staff contribute in a very positive way to the school's development.

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 school is well led and managed. The school expects the children to work hard and achieve their best. The teaching is good. Children are keen to come to school. Children are making good progress and parents feel welcome in the school. 	<ul style="list-style-type: none"> The range of activities provided by the school is too narrow. The amount of work children do at home is insufficient.

Parents returned 42 questionnaires. Ten parents attended the parents' meeting with the registered inspector. The evidence gathered during the inspection supports the very positive views identified by parents. Inspectors disagree with the negative views. They judge that meaningful homework is set on a regular basis and is suitable for the ages of the children. There is a wide range of extra-curricular activities for pupils in the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Seven- and nine-year-olds attain well above average standards in English, mathematics and science. Standards are well above those expected in all subject areas.

1. In the national 2002 tests for seven-year-olds, the school's results in reading and mathematics were well above average in reading and mathematics. They were very high (in the top five per cent) in writing. When considered in relation to similar schools, standards were well above average in reading and mathematics. Teachers' assessments showed that they were also well above average in science. The standards of work seen in lessons during the inspection were well above average in reading, writing, mathematics and science. Seven-year-old pupils exceeded all targets in 2002. By the age of nine, pupils' standards in English, mathematics and science are well above average.
2. When the children join the reception class at Trinity Church of England Lower School their attainment is above average for their age. Most of the children in the reception class are on course to achieve their targets in all areas of learning by the end of the Reception year. A significant number are on course to exceed these. Very good teaching, alongside a very secure understanding of the most effective ways that young children learn, means that very good progress is made by all the pupils whatever their capabilities. The children's literacy and numeracy skills and their personal, social and emotional development are particularly strong. This provides a firm foundation for later learning. Reception children are confident in using the computer. All the average ability children could use the mouse and cursor effectively as they worked with a shopping program. The most able children were able to use the menu and select the program, after which they created their own design and printed it. The standard of their work was well above average.
3. As the pupils move through the school their progress is very good and standards are well above average. There are several reasons for this:
 - Previous learning experiences are built on very well and developed in every class, so that progress is consistently very good.
 - Staff work very well together as a team, with many strengths in their teaching.
 - There is a broad, balanced, rich and relevant curriculum in place. Work is very well planned and matched very well to pupils' ability.
 - The pupils' progress and achievements are tracked and analysed on a regular basis.

This means that gaps in pupils' learning are quickly identified and addressed so that the pace of learning does not slow.

4. By the time they are seven, pupils' standards in English are well above average. Pupils enjoy sharing their experiences with the rest of the class and talking about their books, stories and poems. For example, in a very good Year 2 literacy lesson, pupils decided that the stepmother is jealous, unkind and mean because she tried to kill the magic fish. They are keen to talk about their books and reading. Lower attaining pupils, and those with special educational needs, are confident when meeting new words in their reading. They successfully use a range of strategies to discover the meaning of the word. Very effective teaching is enabling them to use phonics and picture skills to tackle unfamiliar words with confidence. Written work is very well presented and of very good quality. Year 2 pupils write extended sentences, ably describing elements of characterisation. They use their information

and communication technology (ICT) skills very well. ICT is planned and integrated very well into lessons. Stories are well structured with a beginning, middle and an end.

5. Nine-year-olds are adept at describing characters in their books. Pupils read expressively from the extract entitled the *Iron Woman*. They work purposefully in pairs to carry out an adjective hunt of words that create moods or describe an attitude or emotion. They draft and re-draft well-structured accounts in science and history. Pupils enjoy reading and are happy to talk about characters such as Harry Potter. Older pupils are provided with challenging texts and are given valuable opportunities to practise their skimming and scanning skills. The standard of work in reading, writing and spoken English is well above the expectations for their age. In discussion, Year 4 pupils showed that they have developed very good debating skills and can express their views about the world about them in a very fluent manner. They also listen very carefully to other pupils' points of view.
6. By the age of seven, pupils attain well above average standards in mathematics. Higher and average attaining seven-year-olds are skilful at using number bonds to 30. They readily compare two and three digit numbers to say which is the bigger/smaller number. They are very secure in their understanding of numbers, for example, place value in numbers up to 100 and 1,000. Oral and mental mathematics are enjoyed, and pupils are very quick to respond accurately to their teacher's questions. A variety of methods is used by them to work out their calculations successfully. In an excellent Year 4 mathematics lesson, pupils of all abilities made excellent progress in writing down number bonds to 9, 10 and 11 using their whiteboards. They made excellent progress due to very clear explanations and very high expectations on the part of the teacher. By the age of nine, higher attaining pupils successfully use all four rules of number when working with bigger numbers up to and including those with six digits. Pupils use a variety of methods to work out their calculations successfully and clearly explain them to the rest of the class. Lower attaining pupils can recall addition facts to calculate four step number sums. Pupils of all capabilities successfully use their numeracy skills to support work in other subjects, such as conducting surveys and representing the information in bar chart and graph form in geography and science lessons. They also use mental arithmetic to work out how long ago the Anglo-Saxons lived through using their history time line in Year 3. In science, pupils take great care when measuring and recording temperature changes.
7. By the ages of seven and nine, pupils achieve well above average standards in science. Year 2 pupils give very clear explanations as to what the similarities and differences are in human beings. They enjoy taking part in science investigations, such as finding out why some foods are better for us to eat than others. Work in the science books of Year 4 pupils shows that they have covered a very good range of topics over the last year and the work is of a very good quality. There has been very good development in pupils' understanding of *fair testing*. Pupils co-operate very well in groups when exploring the differences between solids and liquids. They clearly understood about fair testing, and soon devised a range of investigations to test their hypotheses.
8. Standards in ICT are very good for pupils by the ages of seven and nine. By Year 2, pupils have learnt that ICT makes it easy to correct mistakes and explore alternatives. Pupils are able to use ICT to create pictures and can compare clipart images with hand drawn pictures. As a result of very good teaching, they talk about the effects created by the flowing and angular lines and give clear explanations as to which they prefer. Evidence gathered through informal observations of pupils using the computers, together with an examination of their past work, indicates that pupils attain high standards when they use computers as word processors. There are many examples of children using their ICT skills across the curriculum. In history, Year 3 pupils use ICT skills well to independently research information about Invaders and Settlers. There are very good examples in the pupils' work to show how

computers help learning in science and geography. The school now has a good range of computers available for the pupils' work.

9. Pupils make very good progress in their learning as they move through the school due to very good teaching. The quality of the planning is very good and tasks are matched very well to the pupils' abilities. Classroom assistants provide very good support and other adults enable the school to meet the needs of all the pupils. Pupils with special educational needs make very good progress in their learning and they are well supported in their lessons by teachers and support staff. They attain standards that are appropriate for their individual levels of understanding and attainment. Work for this group of pupils builds very well on their past levels of understanding.

The school is very well led and managed. There is a strong team spirit.

10. Last term the acting headteacher provided leadership of a high quality. The school continues to be very well led and managed by the new headteacher in close partnership with the former acting headteacher, staff and governors. Everyone works together very effectively to guide the educational direction of the school and there is a very good awareness about the school's strengths and areas for development. There is a shared determination to achieve high standards and an expectation that the pupils will behave very well.
11. Trinity C of E Lower School is successful in achieving its goals and has made very good improvement since the last inspection. The issues identified in the last inspection report have been successfully addressed and very good progress has been made. The numeracy strategy has been successfully implemented and pupils are taught a wide range of strategies to solve mathematical problems mentally. Standards have improved greatly as a result. The higher attaining pupils are well catered for and have been presented with challenging work and this has had a positive impact on pupils' learning. The curriculum is broad, balanced, relevant and rich and skills are taught systematically throughout the school. This helps pupils to have a very clear understanding of what they are expected to achieve and how they are progressing. The School Development Plan has been successfully revised and is strategic with clearly identified and well costed priorities. There has been significant improvement in the quality of teaching and this helps pupils to progress very well. The youngest children have a curriculum that extends them very well and provides them with a very good start to school life.
12. Last term the acting headteacher provided the school with very good, inspirational leadership and is very well respected by all connected with the school. Through classroom observations, an accurate picture of the strengths and of the areas of development for the teaching team has been built up. A benefit to the pupils at this school is the way that teachers are able to provide a wide range of high quality experiences and to ensure that pupils are prepared for life.
13. The acting headteacher ensured that the comprehensive strategic and detailed development plan encompassed all aspects of work. It is fully shared with everybody and teachers have a very good understanding about the content. It is at the core of all decisions but is flexible enough to allow for any new initiatives both locally and nationally. Subject co-ordinators are encouraged to develop their own areas and many have produced policies, schemes of work and further reviews. Teaching expertise is greatly enhanced through very good systems for performance management. Its success is evident in the amount of very good teaching seen during the inspection. Teachers are actively encouraged to support others and to build upon the strengths of their colleagues.

14. The work of the school governors is very good and they are fully involved in the management of the school. They have attended training and take their roles very seriously. They are very supportive of the school and carry out their responsibilities very effectively. The quality of the School Development Plan is very good and both the headteacher and governors are very aware about the school's strengths and areas for development. The governing body fulfils all of its statutory requirements very effectively.
15. Governors are fully aware of the *best value* principles, which are always applied before any spending decisions are taken and they review the effectiveness of spending decisions against the benefits for all pupils in their pursuit for excellence. Resources are used very effectively to continue and extend the challenge for all pupils. They are very clear about the standards the school achieves and use information very well when they are setting targets for improvement. Specific grants are used to very good effect and there are appropriate plans to spend unspent money from the previous year on current needs identified in the school's development plan. Staff are provided with very good opportunities for professional development, for example, in ICT. Overall, expenditure is monitored very carefully by headteacher and governing body. It is also managed very effectively by the secretary who makes an outstanding contribution to the life and work of the school.
16. The acting headteacher and team made the best use of all the data that was available about the school's performance. This information is used well to inform future plans and to monitor what is happening within the school. Teaching and learning are monitored very effectively, and the quality of teaching and learning has improved since the last inspection. Team spirit is very strong in this small school. The teachers guide and support each other in their teaching, so that any areas for development are quickly identified and overcome.

The quality of teaching and learning is very good.

17. Overall, the quality of teaching and learning in Years 1 and 2 and in Years 3 and 4 is very good; in four lessons teaching was judged to be excellent. In all but four lessons, teaching was judged to be very good or better. No unsatisfactory teaching was observed. Evidence collected from teachers' planning records and from the pupils' books indicates that the standard of teaching observed during the inspection was typical of that usually found in the school. The amount of very good teaching has improved since the previous inspection.
18. There are many strengths to the teaching which include:
 - Teachers have a very good subject knowledge and understanding and know how to deliver the National Curriculum and religious education very effectively.
 - Lessons have very clear objectives, and these are shared very effectively with pupils.
 - Planning is very effective, and it challenges and extends the work of higher, average and lower attaining pupils, with imaginative use of resources.
 - Teachers use very good questioning techniques and pupils are encouraged to explain why they provide different answers to questions.
 - Teachers are skilful at tracking pupils' progress and providing very good support when gaps in learning are identified.

All of these strategies are successfully continued by teachers, ensuring that learning is both effective and meaningful for all the pupils.

19. The main area for development is further development of the effective use of new technology and resources.

20. In both English and mathematics lessons teachers expect pupils to attain high standards. They set work of a very challenging nature and pupils are encouraged to develop a sense of critical awareness in their work. For example, in an excellent Year 2 literacy lesson, pupils had an excellent understanding of the main points of the story *Yeh Shen and the Magic Fish*. The teacher acted as an excellent role model and used the *Cinderella* story children successfully worked with the teacher on writing, as the beginning scene of a play script. They made excellent progress due to very clear explanation of task.
21. The teaching of English (with a focus on literacy skills) was consistently of very good quality and in two lessons it was judged as excellent. The teaching of mathematics (with a focus on numeracy skills) was of a very good quality and in one lesson it was judged to be of excellent quality. This lesson with Year 4 pupils was very successful because of the teacher's excellent grasp of the subject and her outstanding use of time throughout the lesson. All teachers are making very good use of the new national guidance for teaching literacy and numeracy skills. The work is very well planned in great detail and there is very clear evidence of pupils building on their past learning.
22. Very good use is being made of the introductions to mathematics lessons, where pupils are regularly encouraged to develop a range of strategies to solve problems involving numbers. For example, in a Year 2 mathematics lesson, a pupil was asked, "Can you tell me yet which is the bigger number?" In a Year 1 lesson, the teacher skilfully checked pupils' knowledge and extended it successfully by the use of specific questions. For example, "Why is it easier to count that group?" A pupil replied, "Less cubes."
23. In the lessons observed, teachers made very good use of a range of strategies to help pupils develop their skills and understanding, in all subjects observed. For example, in a very good Year 1 history lesson where pupils were learning what the meaning was of *famous* people, the teacher very skilfully explored what the pupils knew about the life of Mary Seole by asking questions and adopting the role of Mary Seole when responding to questions. Similarly in a very good Year 3 history lesson, the teacher used the pupils' knowledge that the past is interpreted in different ways, by gaining a very good understanding that a range of sources of information helps us to find out about the past. They are very well behaved and highly motivated as they carry out a *mini* dig as young archaeologists. In a very good Year 2 ICT lesson, the teacher's very good subject knowledge and understanding of using ICT to draw lines inspired the children in their work. "Can you think of a word that describes this line?" asked the teacher. "A curvy, flowing line," replied a child as the teacher takes a walk with the line across the whiteboard screen.
24. The teaching in the reception class is very good overall. Lessons are very well planned and appropriate to the age of the children. The teacher and support staff use every opportunity to help children to develop their language skills. In a lesson where the teaching was judged to be very good, the teacher provided the children with a very good role model as she read them *Handa's Surprise*. Very good use of questioning was used by the teacher to take the pupils' learning forward. For example, "Which fruit are you taking from the basket?" allowed the children the opportunity to feel the fruit and describe its colour, texture and shape before naming it. An examination of the teacher's planning records indicates the provision for this age group is consistently of a very high quality. The detail in the teachers' planning is a strength of the school. Teachers are very clear about what they are expecting pupils to learn. In all lessons observed, the intentions were made very clear to pupils. The evidence gathered from examining the pupils' past work indicates that homework is used very effectively and adds to the pupils' learning in class.

25. Teachers make very effective use of assessment information to ensure that work is adjusted to the needs of different pupils. The school keeps very detailed records of pupils' progress as they move through the school and these assessments are used well to inform planning across the school.
26. Pupils make very good progress in their learning as they move through the school. The very good teaching is having an important influence on the pupils' very good rate of progress in their learning in lessons. The quality of the planning is very good, and very good support is given to pupils by classroom assistants. Pupils with special educational needs make very good progress in their learning.

Very good provision is made for the spiritual, moral, social and cultural development of pupils.

27. The school makes very good provision for the pupils' spiritual, moral, social and cultural development. The Christian ethos of the school is very caring and the school's very close contacts with the local community and the local church strengthen the pupils' spiritual understanding. Very good use is made of the school's immediate environment, which helps pupils to understand the significance of their place in the world. In lessons, pupils are encouraged to reflect on ideas that are related to their own lives. Spiritual development is well emphasised during assemblies, religious education, art and design, dance, literacy and music lessons. Pupils at Trinity C of E Lower School are very happy, enjoy their work and care about each other and the wider world.
28. Pupils have very well developed social skills and, as a result, learn from each other's suggestions and respect each other's opinions. The school makes very good provision for the pupils' moral development. It has a very clear code of behaviour which is well understood by pupils. Assemblies deal with moral themes and pupils are encouraged to think about the gifts of life. They are encouraged to take care of their environment and the difference between right and wrong is very well promoted throughout the school. It has a positive ethos and pupils are encouraged to think about the care of others, especially those younger than themselves. This has a very positive impact on the way pupils behave, and the school's procedures are working very well.
29. The provision for pupils' social development is very good and pupils are encouraged to relate effectively to others and their social skills are steadily developed. Very good use is made of a wide range of visits around the local area and this helps pupils to develop co-operative social skills, communication and a strong sense of community. Collaborative situations are carefully planned by teachers and enhance pupils' learning. For example, group work in a Year 4 science lesson helped pupils to test each other's hypotheses and, as a result, they gained a greater understanding of their investigations. Pupils take on increasing responsibilities as they move through the school. This they do with enthusiasm and with a sense of increasing awareness of the needs of others. "We don't have to look after the young ones," said a Year 4 pupil, "but we do it to see that they are alright and well looked after."
30. The provision for pupils' cultural development is very good and there are valuable opportunities for pupils to experience a range of beliefs, cultures and religions through religious education and assemblies. The school values traditions from other cultures through the study of art and design, dance, poetry, music, drama, history, geography and food technology. The school has a very good reputation for tolerance and respect for others in the community. Books are carefully chosen which value and celebrate the variety of our world. Teachers' plans and displays in the school show different ways in which aspects of the school's work are designed to broaden the pupils' understanding of their own and other cultures.

Pupils' behaviour is very good and relationships in the school are very good. Pupils show very good attitudes to learning.

31. Pupils are very keen to come to school and parents who responded to the questionnaire stated that their child liked school. Pupils enjoy the lessons and activities available. The very good support provided for pupils with special educational needs enables them to be involved in lessons. All pupils enjoy the lessons and activities available and display very positive attitudes to their work.
32. Pupils' personal development is very good. Staff have developed very good relationships with pupils and provide very effective role models. They praise and encourage achievements and quickly, skilfully and constructively intervene when pupils require guidance. Pupils work co-operatively with one another in lessons and are very polite and responsive towards staff. They feel secure with teachers and show pleasure when they succeed. They are friendly towards visitors and are very keen to talk about their school and work.
33. Behaviour in lessons is very good and pupils respond very positively to the high expectations of staff. Excellent behaviour occurred in literacy, numeracy and science lessons where pupils were very highly motivated and keen to contribute to discussions and complete the tasks set. They worked very hard and their behaviour was outstanding. Behaviour at breaks and lunchtimes is consistently very good and pupils are polite to one another and to adults. They play very well together and show respect for their own property and that of other pupils. Parents consider rightly that behaviour in the school is very good.
34. Reception class children behave very well in and around the school. They enjoy coming to school and are very eager to learn. They listen carefully to their teachers and to each other. This encourages them to be sensitive to the needs of others. Staff have very high expectations of children's behaviour and all children respond very well. They quickly learn what is right and wrong and why they should behave well towards each other.
35. Relationships throughout the school are very good. Teaching staff and pupils have very positive relationships with each other and teaching staff work well together. Teachers and support staff act as very good role models and pupils respond in a very positive way to their approach. Pupils work in a bright, purposeful environment that is free from oppressive behaviour such as bullying, sexism and racism.
36. Attendance is excellent and the rate of unauthorised absence is well below the average for other schools nationally. There have been no exclusions in the past year. Pupils arrive at school on time and go quickly to their classrooms. Pupils enjoy school life and make the most of it.

Children in the reception class get a very good start to their education.

37. The teaching in the reception class is very good, and this is the main reason that the children do so well. Other reasons include:
 - The class teacher has a very good understanding about the best ways that young children learn, and all of her planning is firmly based on an appropriate curriculum.
 - Adults working with this age group work very closely together as a team.

- Children's starting points are assessed and identified at the beginning, so that their work and experiences are pitched at the right level.
 - In most of the lessons observed, children made very good progress in their learning in response to very good teaching. The teacher and support staff make very effective use of assessment information to ensure that work is adjusted to the needs of different children. The school keeps detailed records of pupils' progress as they move through the school and the information is used well to support the particular needs of pupils. This means that all children successfully move forward in their learning. Children with special educational needs are identified early on, as are higher attaining children. Work is then planned at the right level.
 - Children are always encouraged to make choices, to share, to take turns and to say "please" and "thank you." Their self-esteem is boosted and this helps them to develop confident, positive attitudes towards school and learning. Parents are always willing to help and support their children in school.
38. In the personal, social and emotional development area of learning, children work very well together. They are encouraged to try new things, such as making food for the birds, and are extremely well cared for within a safe but stimulating environment. *Circle time* is used well to help children understand how to make sense of moral and social issues that they encounter.
39. Children are taught basic reading, speaking and listening skills very well. As a consequence, they can quickly match words with images and objects and so rapidly expand their vocabulary. They have a very good recall as to which animal takes which fruit and in what order after listening to the story *Handa's Surprise*.
40. In the area of mathematical development most children can recognise the numbers 1 to 5 and count to ten and beyond. Very good use is made of ICT to support their learning. Children are taught to interpret bar charts showing different numbers of different types of fruit.
41. They learn about the types of food birds like in their work in the area of knowledge and understanding of the world. They enjoy using their binoculars and learn the names of birds through enjoyable outdoor observations. There is very good development of conversation by adults. One child said, "I saw two squirrels. We have to watch that they don't steal our bird food." They enjoy listening to bird-call sounds as they make their own pair of binoculars.
42. Children explore and experiment with different types of equipment well. In addition, the reception classroom is full of good examples of children's art, music and design work. At the time of the inspection, a group of children produced good observational drawings of a wide range of fruit. Very good skill development resulted from the adult acting as a very good role model as she demonstrated the skills necessary and helped the children to use them in their work.
43. When the children start at Trinity C of E Lower School their standards are above average for their age. Most of them are on course to achieve the Early Learning Goals by the time they leave the reception class. A significant number will exceed these. Progress is very good in all areas of learning. Early reading and writing skills are developing very well, and the children are trying to write their names. Mathematical work has a high profile and the children are very curious about the world around them. Staff encourage the children to make independent decisions and to find out things for themselves. Both boys and girls make rapid gains in learning, because of high quality teaching, very good relationships between adults and children and very effective planning.

WHAT COULD BE IMPROVED

Further development of the already effective use of new technologies and resources.

44. There are no significant weaknesses, however, inspectors agree with the school's own intentions in its development plan to ensure that staff are able to make effective use of new technology and resources. This will ensure that all staff and children use interactive whiteboards effectively to enhance teaching and learning.
45. The school has a good range of resources for ICT and is making efficient use of their classroom computers to enhance pupils' learning. Where the teaching is very good, inspiring use is made of the whiteboard, for example, *curved* lines and *straight* lines in a Year 2 art and design lesson. The school has identified the need to extend the best practice across the school and develop new technologies and resources to enhance pupils' learning opportunities.
46. During the inspection, ICT supported pupils' work well in literacy, numeracy, science, history, geography, and art and design. It is carefully planned for and assessed.
47. Standards attained by Year 2 and Year 4 pupils are well above those expected nationally for the age group. The co-ordinator is providing very good, educational direction for the subject and staff have been involved in a useful programme of ICT training. There is very clear, systematic development in the ICT teaching and learning programme as pupils move through the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. Trinity C of E Lower School has made very good progress since it was last inspected five years ago. As the school has already identified in its school improvement plan, to improve standards further the governors, headteacher and staff should:
 - (a) Further develop the already effective use of new technology and resources. (paragraphs 19, 44, 45, 46 and 47.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

21

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	13	4	0	0	0	0
Percentage	19	62	19	0	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll

YR-Y4

Number of pupils on the school's roll (FTE for part-time pupils)	105
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

YR-Y4

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	14

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	9	13	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	13	13	13
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	83 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	13	13	13
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	85 (85)	89 (89)	89 (89)

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	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	98
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR-Y4

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	19.4
Average class size	21

Education support staff: YR-Y4

Total number of education support staff	6
Total aggregate hours worked per week	37

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	299,959
Total expenditure	274,512
Expenditure per pupil	2,745
Balance brought forward from previous year	25,447

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	10	5	0	0
My child is making good progress in school.	74	24	0	0	2
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	52	26	10	2	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	52	43	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	29	0	0	0
The school expects my child to work hard and achieve his or her best.	81	17	0	0	0
The school works closely with parents.	60	38	2	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	64	33	0	0	2
The school provides an interesting range of activities outside lessons.	38	33	21	2	5