



Trinity St Mary's CofE Primary School

Inspection Report

Unique Reference Number 101047
LEA Wandsworth
Inspection number 276448
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector Sue Vale AI

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

Type of school	Primary	School address	6 Balham Park Road
School category	Voluntary controlled		London
Age range of pupils	3 to 11		SW12 8DR
Gender of pupils	Mixed	Telephone number	020 8673 4166
Number on roll	217	Fax number	020 8675 8887
Appropriate authority	The governing body	Chair of governors	Mrs Sarah McDermott
Date of previous inspection	30 January 2006	Headteacher	Ms Julie Davey

Age group	Inspection dates	Inspection number
3 to 11	30 January 2006 - 31 January 2006	276448

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Trinity St Mary's CE school is an average size inner city primary school. Attainment on admission varies from year to year but is well below expectations for children of this age. There are more pupils than usual with learning difficulties and disabilities. Some pupils come from disadvantaged homes. A very high proportion, just under half of the pupils, is eligible for free school meals. Over a third of pupils have English as an additional language; the main minority ethnic groups are Caribbean and Black African. There is a higher than average pupil mobility with half the pupils in last year's Year 6 joining the school after Year 1.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges its overall effectiveness as good. Although pupils make satisfactory progress and standards in English have risen, they are not as high as they should be in mathematics and science. Therefore inspectors judge overall effectiveness to be satisfactory. Teaching and learning are satisfactory. In some lessons the teaching is good but in others the teachers do not have consistently high expectations of what the pupils can achieve. Assessment information is thoroughly analysed and used to track pupils' progress, but is not always used effectively to improve pupils' work or set tasks that extend their learning, particularly in mathematics and science. Leadership and management are satisfactory. The headteacher's clear vision has resulted in significant improvements in English. Other issues raised at the last inspection have been successfully tackled. The school is aware of what it needs to do next and has good capacity to improve further. The school provides satisfactory value for money. Pupils' personal development is good. They behave well and respect each other. They receive good care, guidance and support. Attendance is below average and punctuality poor despite good efforts by the school to encourage improvement. The curriculum is good and provides pupils with a wide range of interesting activities. The school makes satisfactory provision for children in the Foundation Stage, and they make satisfactory progress.

What the school should do to improve further

What the school should do to improve further * Make more effective use of assessment information to extend pupils learning and raise standards in mathematics and science. * Share the practice seen in good lessons to increase the percentage of good teaching and learning to motivate and engage pupils. * Improve attendance and punctuality.

Achievement and standards

Grade: 3

Children enter nursery with standards well below expectations for their age. They make satisfactory progress through the Foundation Stage and Years 1 and 2. Standards by the end of Year 2 are below the national average in reading and mathematics and writing. However, there was a considerable improvement in the results in writing in the national tests in 2005. Pupils make satisfactory progress from Years 3 to 6. Year 6 national test results were slightly above average in English, but below average in mathematics and science, in 2005. Pupils make better progress in English, than in mathematics and science. This is as a result of the focus placed on this subject by the school, resulting in teachers' higher expectations of what pupils can achieve. The school's targets for 2006 are challenging and whilst the school believes they are on track to achieve these in English, teachers agree that the pupils may not reach the

mathematics target. Pupils with special educational needs, and those at an early stage of learning English as an additional language, are effectively supported and make sound progress. There is no significant difference in the progress of different groups of pupils.

Personal development and well-being

Grade: 2

The pupils' spiritual, moral, social and cultural development is good. In assemblies, pupils have good opportunities to consider their own beliefs and moral values about respect and friendship. Discussions with pupils indicate that their understanding of, and respect for, different cultures and beliefs are good. They value and celebrate the wide range of backgrounds and cultures in the school. As one pupil from the school council commented, 'it's really good here, we can learn from each other.' Pupils enjoy their lessons and are keen to learn, but attendance and punctuality, are unsatisfactory, despite the school's best efforts. Behaviour is generally good, but a few pupils display some challenging behaviour which is managed well. Pupils are given a range of opportunities to take responsibility, which they appreciate and welcome. Pupils have good opportunities to take regular exercise and participate in local sporting competitions. Pupils appreciate the recently improved school meals and understand the importance of a balanced diet. Pupils are particularly appreciative of the many visits, and residential stays which the school provides for them. This has a positive effect on their self confidence. Pupils make a good contribution to the community through recycling projects and charity fundraising such as, the purchase of a cow for a Kenyan orphanage. Pupils develop good social skills which will stand them in good stead for their future economic well-being. Pupils have a clear understanding of how to stay safe in and out of school.

Quality of provision

Teaching and learning

Grade: 3

Lessons are regularly monitored by subject co-ordinators and teachers are provided with useful written feedback. This, along with the head teacher's 'learning walks' to monitor the quality of lessons, has helped to ensure that teaching is satisfactory across the school. Lessons are soundly planned and organised and pupils are generally attentive and respond well. Some of the teaching is effective in motivating and engaging pupils. For example, in a good history lesson in Year 3/4, pupils were given interesting, practical tasks and had the opportunity to use research skills in small groups. Good links were made between English and history and the teacher set small-step challenges and time-targets for pupils, resulting in good progress. However, there are too many satisfactory lessons. In some teachers talk for too long and, as a result,

the pace of learning slows. In others teachers do not have high enough expectations of what pupils can achieve. Whilst the pupils make steady progress in these lessons they are not achieving rapidly enough to raise standards further. Pupils' progress is carefully tracked and monitored. All pupils have a personal portfolio of achievement which sets out next step targets for improvement. However, these targets are reviewed only once a term. They are not used rigorously enough, particularly in mathematics, to inform teachers' planning. Therefore work is not always suitably matched to pupils learning needs in all lessons. Pupils' work is satisfactorily marked with occasional helpful comments to guide improvement.

Curriculum and other activities

Grade: 2

All pupils are offered the full National Curriculum, including an effective personal and social education programme. They also benefit from a good range of creative and artistic opportunities that enhance this curriculum. The school has been awarded the Quality Mark in Basic Skills and this is reflected in their improved results in English and has applied for Arts Mark Gold in recognition of its commitment to teaching the arts. Provision for the Foundation Stage is satisfactory and enables pupils to make satisfactory progress in their learning. They have good access to outside play facilities where they can develop their social and creative skills effectively. Pupils with learning difficulties and those for whom English is an additional language have full access to the curriculum. Their needs are planned for well. The school provides a good range of extra curricular and enrichment activities that encourage pupils' sporting, musical and creative interests. Regular trips, including residential visits in Years 2/3 and in Year 5, provide first hand learning experiences and promote pupils' social development. Other clubs, such as the art club and 3D Animation club, support pupils' artistic needs.

Care, guidance and support

Grade: 2

The strong Christian ethos pervades the good care and guidance which pupils receive. Effective arrangements are in place to safeguard pupils' interests. There are well established systems for risk assessments and they are carried out regularly. Support for pupils with learning difficulties and the intervention strategies which the school uses are well planned. Support for the high percentage of pupils with English as an additional language is good from a well trained team of teaching assistants. Child protection requirements are fully met. Pupils benefit from the good role models which staff provide. An inclusive atmosphere pervades all aspects of school life. As one parent commented, 'it's a real family atmosphere at Trinity St. Mary's.'

Leadership and management

Grade: 3

Leadership and management are satisfactory. The head teacher has a clear vision for the school which is focused on improving pupils' achievements through basic skills and by giving them experiences which extend their personal development. There is a strong commitment towards the inclusion of all learners. There is effective self evaluation, parents and pupils views are regularly sought, and the school are clearly aware of their strengths and weaknesses. Satisfactory systems for monitoring and evaluating the school's performance have been introduced including the monitoring of teaching, checking teachers' plans and the analysis of assessments. However, this detailed analysis is not used consistently by teachers to ensure that work is well matched to pupils needs so that they make rapid progress. The recent and successful drive to raise standards in English, which made very effective use of targets, provides a good indication of the school's good capacity to improve. This now needs to be focused on raising standards in mathematics and science. The governors are supportive and challenging and have been effective in helping to promote the school within the local community. They visit regularly and have been involved in raising funds to improve the outside area for learning. However, they need to sharpen their focus on raising academic achievement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for making us so welcome when we came to inspect your school. It was lovely to have the opportunity to meet some of you and to find out your views of the school.

This is what we found out; * You enjoy school and take part in activities well.* You are making good progress in English, and satisfactory progress in your other learning.* Most of you get on well with other pupils and adults and behave well in lessons.* The head teacher and staff make sure you are safe and well cared for.

For your school to get even better;* You need to work harder in your mathematics and science lessons.* Some teachers need to have higher expectations of what you can achieve.* Some of you need to come to school more regularly and on time.Thank you once again for letting me meet you. I enjoyed myself very much.

Best Wishes

Sue Vale

Lead Inspector