



Holy Trinity CofE Primary School

Inspection Report

Unique Reference Number 109961
LEA Windsor and Maidenhead LEA
Inspection number 278321
Inspection dates 8 June 2006 to 9 June 2006
Reporting inspector Nicola Davies AI

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Cookham
Age range of pupils	5 to 11		Berkshire SL6 9QJ
Gender of pupils	Mixed	Telephone number	01628 523766
Number on roll	194	Fax number	01628 523766
Appropriate authority	The governing body	Chair of governors	Mr A Burgin
Date of previous inspection	1 November 1999	Headteacher	Mr G Aldous

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized village primary school serving a socially advantaged area. Most pupils are of White British heritage. A small minority of pupils are from other ethnic backgrounds, including a few pupils who join the school at early stages of learning English as an additional language. The current headteacher took up his post in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with parents, pupils and staff that Holy Trinity is a good school which has maintained the good quality of education and care and good value for money noted at the time of the previous inspection. Children make good progress in the reception class, benefiting from effective teaching. Pupils achieve well and attain high standards in English and mathematics by the end of Year 6. This is because they are well taught throughout the school. It is also because the school pays close attention to pupils' needs and helps them develop the personal, social and emotional qualities they need to succeed. Good support from parents and effective links with local partners also help pupils to do well and enjoy their time at the school.

Although most of the teaching is good, the activities that teachers plan for pupils are not always matched well enough to what they want them to learn next. This is particularly so in science where evidence shows that teachers' expertise is not as good as in other subjects. The school's top priority is to raise the standards attained in science to the same high levels the pupils achieve in English and mathematics.

The school is well led and managed. The new headteacher is developing an effective leadership team and is very ably supported by the governing body. As parents recognise, the headteacher is, 'Working closely with teachers, parents and children to improve all aspects of the school'. As a result, everyone shares a clear vision for the school and feels they have a part to play in making it become a reality. The school has evaluated correctly what needs to be improved. Clear identification of areas for improvement, success in maintaining high standards in English and mathematics and a shared determination to succeed indicates that the school has a good capacity to continue to improve.

What the school should do to improve further

- raise standards in science by extending teachers' expertise in the subject
- ensure that learning objectives and activities in lessons are consistently well-matched to what pupils and groups of pupils need to learn next.

Achievement and standards

Grade: 2

Children join the Foundation Stage with above average skills for their age. They make good progress and almost all meet and some exceed the expected learning goals by the end of the reception year. Pupils continue to make good progress throughout the school because they are taught well. The results in the 2005 national tests at the end of Year 6 showed exceptionally high standards in English and mathematics which exceeded the challenging targets that were set. The school has identified improved provision for science as a top priority. Although pupils attain above average standards in this subject by the end of Year 6, they do not yet make as good progress as they do in English and mathematics.

There are no significant differences in the achievement of different groups with boys and girls being equally successful. Those from minority ethnic backgrounds achieve well. Pupils with learning difficulties and disabilities and the few pupils at early stages of learning English as an additional language are supported effectively and make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being

Personal development and well-being are good. Children make good progress in their personal, social, moral, spiritual and cultural development from the Foundation Stage onwards. This means they mature into confident young people who enjoy school and make the most of the opportunities it offers. These positive attitudes are reflected in their good attendance and behaviour.

Pupils have a good understanding of the importance of keeping safe, eating healthily and relish the opportunities they have to exercise regularly. The school council has taken a lead in acquiring new exercise equipment for the playground and has also been responsible for developing the rules for using this new facility. Their next project is to oversee improvements to the school's toilets.

Pupils contribute well to the school, local life and to the wider community. Even the youngest children take on responsibilities around the school whilst older pupils enjoy opportunities to work in the school office dealing with telephone callers, to organise the school's charity appeals and to design a new website. Pupils know how to keep themselves safe in school and beyond and how to respond to bad behaviour and any instances of bullying or racism. Their good basic skills, growing awareness of economic and social matters and confident attitudes prepare them well for secondary school and beyond.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The school has a strong team of committed teachers and assistants who work together effectively to help pupils achieve well. Teaching assistants give skilled and valuable support, particularly for pupils with learning difficulties. Relationships with pupils are good and teachers make clear what they expect in terms of both behaviour and learning. They use a variety of styles and activities to make lessons interesting. This means that pupils enjoy their learning and are strongly motivated, particularly when they are challenged by demanding tasks. Information and communication technology (ICT), including the interactive white boards, is used well by teachers to focus pupils on the task in hand and by pupils to present their work or try out new ideas.

On some occasions, the activities that teachers plan for individuals or groups are not matched well enough to what they want pupils to learn next. Pupils explain this by saying sometimes they are asked to 'do more' rather than learn more. This is particularly true in science where teachers are generally less confident. However, improvements to assessment and tracking pupils' progress are beginning to make an impact in helping teachers to set more precise learning objectives to guide their next steps.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and meets the needs of all pupils. Recent improvements to the facilities in the Foundation stage means that the youngest children now have good opportunities to learn through a wide variety of adult led and play experiences. Pupils use their literacy, mathematical and ICT skills well in other subjects. For example, older pupils combined their work in literacy, history and ICT to script, film and produce an episode of 'Eastenders' set in World War Two. However, the school has rightly identified that planning for this cross-curricular work and for subjects such as science is not always tight enough to ensure that pupils have good opportunities to build on their skills and develop these across the curriculum.

A wide range of visits, visitors, and additional clubs are enjoyed by pupils and contribute well to their learning. The school has good links with the local community and other partners which it uses well to enhance learning. For example, the younger pupils recently visited a number of local restaurants to find out more about their topic on food. Similarly, collaboration with a nearby secondary school means that older pupils have the opportunity to study French, German and Spanish.

Care, guidance and support

Grade: 2

Pupils are well cared for and supported and this contributes well to the good progress they make. Pupils with learning difficulties and disabilities and those who are more vulnerable are well supported and included within the school. As a result, they achieve the challenging targets in their individual education plans. There are robust procedures for child protection and for assessing and dealing with risks. Pupils feel safe and secure at school because they know their personal and academic concerns will be listened to. Parents feel that the school responds well to their concerns and they appreciate the way the school quickly identifies pupils' particular difficulties and helps them overcome these.

Pupils' progress is tracked satisfactorily and teachers are starting to use this information increasingly well to set targets for improvement. However, teachers do not yet consistently involve pupils in understanding how they can get better, for example through their marking or by regularly reviewing with pupils how well they do in lessons.

Leadership and management

Grade: 2

Leadership and management are good. The new headteacher has involved pupils, parents, governors and staff well in celebrating the school's many strengths and identifying what should be improved. This means that plans for improvement are clear, comprehensive and effective and also take account of the pupils' views. For example, not all pupils felt that behaviour was as good as it should be. To remedy this, the school requested specialist advice, improved the playground environment and has put effective, new systems in place to develop and reward good behaviour and effort, both in lessons and around the school. Such successes indicate that the school has a good capacity to improve.

The leadership team and teachers with particular responsibilities, such as the Foundation Stage, have been involved well in identifying and making improvements. The school has identified correctly the need to improve the progress that pupils make in science. However, systems have only recently been set up to monitor planning, teaching and learning in all subjects and to improve links between learning in different areas. Governors carry out their responsibilities extremely well. They know where the school is successful and why, and what needs to be improved. They both challenge and support the headteacher very effectively. Their input has resulted in better systems for evaluating what goes on in classrooms and improved communication with parents. The school runs very smoothly and is successful in ensuring that all pupils have an equal opportunity to thrive in a safe and secure environment.

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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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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 welcoming us to your school recently. We enjoyed seeing how you worked and talking to so many of you. You helped us to understand the things you like about the school and what you would like to improve. We don't have space here to tell you everything we found out but we have included some of the main points in this letter to you.

We agree with you, your teachers and your parents that you go to a good school. We were pleased to see the high standards that you reach in your work but agree with the school that you could make better progress in science. Your teachers make your lessons interesting and provide you with a variety of different experiences. This is one of the reasons why you enjoy school and do well. We have asked your teachers to make sure that the learning objectives they share with you at the beginning of each lesson and the activities they ask you to do are just right for you. One of the ways some of your teachers are already checking this is by asking you at the end of the lesson, so you will need to think hard when they ask you these questions.

The adults at the school take good care of you and are keen to ensure that they help you mature into thoughtful and independent young people. They are always looking for ways they can improve the school. One of the ways they do this is by asking you and your parents and listening carefully to all your ideas. This is one of the reasons that they have made the improvements to the playground and have introduced ideas like the house system. I enjoyed eating lunch at the 'Golden Table' and hearing about all the special things pupils had done to earn a place there. Mrs Woolhouse was keen to try out your new exercise track but we could see that your school council hadn't timetabled a slot for the inspectors. Maybe next time....

With best wishes,

Nicola Davies

Lead Inspector