



# Holy Trinity CofE Infant School

## Inspection Report

**Unique Reference Number** 122768  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281338  
**Inspection dates** 13 February 2006 to 14 February 2006  
**Reporting inspector** Mr. Michael Best LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Westgate
<b>School category</b>	Voluntary controlled		NG25 0LD
<b>Age range of pupils</b>	4 to 8		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01636 812067
<b>Number on roll</b>	51	<b>Fax number</b>	01636 812067
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Nigel Ladbury
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Jean Hogg

<b>Age group</b> 4 to 8	<b>Inspection dates</b> 13 February 2006 - 14 February 2006	<b>Inspection number</b> 281338
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

The school is much smaller than other primary schools. Pupil mobility is low. All pupils are White British. The attainment of children entering the Foundation Stage is just above average. The overall proportion of learners with learning difficulties is below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that provides outstanding levels of care, support and guidance for its pupils. Pupils' achievement is good and they are well prepared for the next stage of their education. All pupils, including those with learning difficulties or disabilities, have full access to all that the school offers. Pupils' relationships with each other and with adults are good. They work well independently, but do not have enough opportunities to participate in discussions, decisions and initiatives about the life and work of the school. The standards and quality in the Foundation Stage are good. Thorough assessment procedures help teachers to track learners' progress and promptly identify those who need additional help or greater challenge. Although overall standards at the end of Year 2 are above average, the school has correctly identified that pupils' performance in writing can be further improved. The quality of teaching and learning is good, and the school provides a rich curriculum. Learners know what they have to do to improve their work, but sometimes teachers miss opportunities to involve them more in assessing their own progress. The school is well led and managed, and it has strong links with parents and its other partners. Through the very clear and purposeful vision of the headteacher, it has successfully made improvements and its capacity for further improvement is good. The school's self-evaluation of its effectiveness is accurate and its priorities for improvement are well chosen. However, the work of the governors in evaluating these is hindered because plans are not fully costed. The school provides good value for money.

### What the school should do to improve further

- Continue to raise standards, particularly in writing, by increasing learners' involvement in assessing their own work.
- Further develop pupils' opportunities to take responsibility and contribute their views about the life and work of the school.
- Strengthen the role of the governing body in evaluating the work of the school.

## Achievement and standards

### Grade: 2

Standards in the Foundation Stage are good. Children start school with a broad range of skills and experiences. They make good progress and most achieve the early learning goals by the time they start in Year 1. There are significantly higher than average proportions of learners in each year group with summer birthdays. Results were above average in the 2005 National Curriculum assessments at the end of Year 2. After a dip in 2003, standards are rising. The school has rightly identified writing as a priority for further improvement and its increased focus on developing pupils' skills is driving up standards. Pupils sing well in music lessons, and achieve good standards in the use of information and communication technology (ICT). Achievement is good. Thorough assessment procedures enable teachers to accurately track pupils' progress and identify the particular help individuals need to succeed. Although not statutorily required, the school sets challenging targets for pupils at the end of Year 2. In 2005, these were

met and, for some individuals, exceeded. Consequently, there are no significant differences in the progress made by different groups of pupils. Those with learning difficulties make good, and often very good, progress because of the highly focussed support and care they receive. Similarly, pupils at the early stages of learning English make good progress. The school successfully identifies more able pupils, and enables them to achieve their potential.

## **Personal development and well-being**

### **Grade: 2**

In conversation, pupils say that they very much enjoy coming to school and their parents wholeheartedly confirm this. 'I love school', says one Year 2 pupil, 'but we have to work hard' The school's promotion of pupils' spiritual, moral, social and cultural development is good, and successfully underpins their learning and well-being. Pupils get on exceptionally well with each other, and have a healthy respect for other people's views and belongings. Pupils try hard and take pride in their work. They are confident to 'have a go' in new situations. Attendance is above average. There is little lateness and lessons start promptly. Pupils have a good understanding of the importance of keeping healthy, especially of the value of regular exercise and sensible eating. They have a good awareness of keeping safe. Behaviour in lessons and around the school is excellent. Pupils say that staff promptly and effectively deal with any problems. Pupils work well independently and successfully take responsibility for classroom tasks. At present, they have more limited opportunities to participate in decision-making or to initiate and manage developments in the life and work of the school. Pupils are well prepared for the future through regularly practising and applying their basic skills in a variety of different situations.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and this reflects the school's self-evaluation. Relationships between staff and learners are first-class. Teachers' expectations are high and learners rise readily to the challenges set. Classrooms are well equipped and staff successfully promote a warm yet purposeful learning atmosphere. Lessons generally proceed at a good pace. Teachers make good use of the high quality assessment information they collect to provide challenging work that closely matches individual learners' needs. High quality individual and small group teaching makes an important contribution to learners' good progress, particularly for those with additional learning needs. Staff in the Foundation Stage achieve a good balance between the activities they lead and those the children choose for themselves. In Key Stage 1, staff are successful in engaging pupils' interest through a wide range of practical activities and in encouraging them to work independently. Work for learners to do at home is meaningful and enjoyable. Teachers' marking of work helps learners to identify what they need to do to meet their individual targets. Teachers share the aims of lessons

with learners, but these are often expressed in broad terms rather than the smaller steps that would more readily enable pupils to measure their own progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced, and successfully promotes the needs of all learners. It meets requirements and effectively prepares pupils for the next stage of their education. The provision for learners with learning difficulties is very good, enabling them to take a full part in all that the school offers. Staff adapt the curriculum well for learners at the early stages of learning English. The quality of teachers' planning is good. Staff make good use of reliable assessment information to build on individual learners' previous knowledge and to respond to their specific needs. Recent developments, including joint planning meetings and a greater emphasis on teaching skills, are successfully helping to improve standards. Throughout the school, and across the curriculum, there is a strong focus on literacy, numeracy and ICT. The school has an effective programme for pupils' personal, social and health education and citizenship. Pupils develop a good understanding of safe and healthy living but opportunities for them to discuss, make decisions and organise some of the things the school does are more limited. There is good use of visits to the local area and of visitors to enrich the curriculum. There are good links with the area sports college, which providing specialist teaching in dance, rugby and athletics.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support is outstanding and successfully underpins learners' good progress and enthusiasm for school. Parents praise the staff for their commitment and care. They are right in saying that the support for pupils with additional needs is exemplary. Induction arrangements are of high quality. Pupils enjoy excellent relations with adults and each other. The school most successfully promotes high standards of behaviour, positive attitudes and good attendance. It has thorough and effective procedures for assessing and recording pupils' development and progress. Pupils' annual reports give a clear indication of the way forward. Pupils' personal targets are challenging but achievable, and they understand what they need to do to improve. The individual help and support learners receive from staff and volunteers in meeting them is first rate. School routines are well established. Child protection and other health and safety procedures are clearly documented, and well understood by staff and governors. The school has very good links with partner schools and agencies, and acts promptly to meet individual pupils' needs.

## **Leadership and management**

### **Grade: 2**

The school's daily life and work fully reflect its aims, and involves all pupils. It enjoys a good reputation in the town and maintains close links with the neighbouring parish

church. Relationships with parents are very good and the school has strong links with outside agencies. The headteacher has a very clear and purposeful vision for promoting pupils' care and education which is successfully shared and supported by all members of the school community. The staff team works very well together, and everyone feels valued and appreciated. Arrangements for monitoring teaching and learning are effective and subject leadership successfully supports the raising of standards. The governing body is well led. Through regular reports and first-hand observations, governors have a good understanding of the school's strengths and areas for development. They, together with other stakeholders, are successfully increasing their involvement in the school's self-evaluation process. The school improvement plan identifies clear priorities for improvement, together with responsibilities, timescales, success criteria and monitoring arrangements. Although the plan identifies the material resources required, these are rarely costed, making the governors' job of evaluation more difficult. The school's reserves, currently exceed recommended levels but the school has sound reasons for this. The school is well staffed by experienced and enthusiastic practitioners. The extended Victorian building is carefully maintained and learning resources are used effectively. The school has successfully dealt with the areas for development identified at the time of the last inspection and its capacity for further improvement is good.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

I did enjoy my visit to your school, you made me feel very welcome and you all gave me so much help with my work. I was very pleased to learn about all the things you do at school and to see the good work you do in lessons. You gave me some very good advice about eating sensibly and keeping fit. I was delighted to hear how much you enjoy coming to school and to see how hard you try. You are absolutely right in saying that you get on extremely well with everyone in school. All the staff take great care of you and want the very best for you all. Your teachers keep a close eye on how well you are doing. They use this information to set you challenging targets and provide the help you need to meet these. They make your lessons interesting and encourage you to work on your own. You take turns to be classroom helpers but I think your teachers could give you more opportunities to discuss, make decisions and organise some of the things the school does. You make good progress at school and do well in your work. I very much enjoyed your good singing and I am impressed by how well you use ICT in so many different ways. You are very accurate in your reading and numeracy work. The standard of your writing is good but your teachers are right to think that you could do even better. You told me about your personal targets for improvement and I am pleased to see that your teachers refer to these when they mark your work. I agree that knowing what you are going to learn in lessons helps you understand what you are doing. However, I think you would find it easier to check that you've got there if your teachers broke these down into smaller steps. Your headteacher, staff and governors are working really hard to improve your school. They know what is good about the school and what they need to do to improve it. Their plans for the future are good. Keep working hard and enjoying school.