



# Trinity Church of England Primary School

## Inspection Report

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**Unique Reference Number** 123173  
**Local Authority** Oxfordshire  
**Inspection number** 281421  
**Inspection date** 11 September 2006  
**Reporting inspector** Vanessa Ward

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

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<b>Type of school</b>	Primary	<b>School address</b>	Vicarage Road
<b>School category</b>	Community		Henley-on-Thames
<b>Age range of pupils</b>	4-11		RG9 1SE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01491 575887
<b>Number on roll (school)</b>	295	<b>Fax number</b>	01491 575887
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Hilary Arthur
		<b>Headteacher</b>	Mrs Mags Jackson
<b>Date of previous school inspection</b>	5 April 2000		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Trinity CE Primary school is larger than average. Pupils come from mixed backgrounds, the majority being socially advantaged. A small percentage of pupils come from minority ethnic groups, of which very few are at the early stages of learning English. Fewer pupils than average are entitled to free school meals. The percentage of pupils with learning difficulties and disabilities 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

Trinity Church of England Primary School is a good school that provides a good quality of education and enables its pupils to achieve well. The headteacher has a very comprehensive understanding of the school's strengths and weaknesses and of how to improve the school. In the short time since she was appointed, she has put strategies into place to improve teaching and learning, enrich the curriculum and raise standards. These have been successful, and both teaching and the curriculum are good, and standards have risen. The headteacher is supported well by the lead teacher, staff and governors and has established a strong sense of teamwork. Parents greatly appreciate all that the school does. They say that their children are 'encouraged to develop their full potential and become balanced and responsible individuals'.

The effective provision in the Foundation Stage gives the children a good start to their learning. This good achievement is built on so that, by Years 2 and 6, standards in English, mathematics and science are high. However, the school is not complacent, and staff are keen to raise standards even further. Areas identified for improvement in writing and mathematics are currently being addressed, with the result that, standards in both subjects are rising significantly. Although standards in mathematics are high, the school has recognised the need for greater consistency in progress across Years 3 to 6. The school sets targets for pupils, but there is inconsistency in the pupils' understanding of how well they are doing.

The pupils' personal development is outstanding because of the school's strong focus on the individual. It is enhanced by the good care, guidance and support provided for pupils, as well as good spiritual, moral, social and cultural development. Pupils behave extremely well and show very positive attitudes to learning. The fun that is provided through the stimulating curriculum and good teaching fosters enjoyment of learning in the pupils. Whilst pupils are keen to come to school, their attendance is only average because of holidays taken during term time. The strength of the relationships within the school helps to develop pupils' confidence and self-esteem. They accept the many responsibilities they are given around school very readily and take part in community events, such as festivals and sponsored swims, with great enthusiasm. Through participation in the wide range of sporting activities provided and daily opportunities to eat healthily, the pupils gain excellent knowledge about healthy lifestyles. Their comprehensive understanding of how to keep safe is constantly increasing through the school's curriculum and effective procedures for managing behaviour. The school's intensive focus on teaching basic skills and giving pupils meaningful opportunities to be involved in raising money and purchasing equipment helps prepare them very effectively for life beyond school.

### What the school should do to improve further

- Develop tracking and intervention procedures to ensure consistency in pupils' progress, particularly in mathematics in Years 3 to 6.
- Increase pupils' knowledge and understanding of their learning targets and involve them more in assessing how well they are doing.

## **Achievement and standards**

### **Grade: 2**

The pupils' achievement is good and standards are high. The children enter the school with skills that are better than those found in most four-year-olds. The good provision in the Reception classes enables them to make good progress. By the end of the Reception year, most children reach the expected goals in all areas of learning, sometimes exceeding them in personal development. The good teaching from Years 1 to 6 builds on this progress. The school has recently changed its tracking procedures and is now monitoring pupils' achievement more closely in order to make progress more consistent, particularly in writing and mathematics. Analysis of data indicates that pupils learning English as an additional language make good, and often very good, progress.

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

### **Grade: 1**

Pupils have excellent knowledge of what constitutes a healthy lifestyle and of how to keep themselves safe. They take part enthusiastically in the many opportunities the school provides to enjoy sport and take exercise. The school council has been instrumental in increasing the range of equipment available at playtimes and in producing the school's playground charter. Participation in events such as interviewing potential new staff, fund raising and preparing speeches to support their election to the school council helps them develop very valuable skills for life beyond school. Pupils feel very safe and secure in school and are confident that the staff will care for them if they are upset or worried. They take on responsibility very willingly, with pupils from Year 6 running an art club for pupils in Year 2. Performances of drama, dance and music are regular contributions to local community events.

The pupils' spiritual, moral, social and cultural development is good. They care for and value each other. They have a strong sense of right and wrong and appreciate the opportunities they are given to discuss issues in class. Their social skills develop well through team work. Visits, visitors to school and the content of the curriculum help pupils to develop a good understanding of different cultures and traditions. Activities such as the tasting of food from other parts of the world are planned to enrich the pupils' cultural development further.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching and learning contribute to the pupils' good achievement. The pupils are motivated by the way that teachers make learning interesting. As one pupil commented, 'When I come to school, I don't get bored'. This encourages pupils to develop positive attitudes to learning. Good relationships boost confidence and promote

self-esteem. Discussion in pairs, for example, to decide what addition sum should come next in a sequence, successfully encouraged discussion and enhanced social development.

The school has been reviewing approaches to planning and this is bringing about greater consistency. However, some inconsistencies remain in planning for pupils' differing abilities.

Teaching in the Foundation Stage provides a good balance between teacher-directed activities and opportunities for children to explore and make choices. Children learn well because their progress is monitored closely and work is subsequently planned to build on what they already know and can do.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well balanced and enhanced effectively by a good range of educational visits and visitors to the school. Special topic weeks and lessons in French all contribute to the richness of the curriculum. Pupils of all abilities are enabled to enjoy a full curriculum. The stimulating curriculum in the Foundation Stage encourages children to enjoy learning.

Recent improvements have resulted in teachers successfully promoting the use of reading and writing skills across a range of subjects. A similar approach is being developed in mathematics.

Pupils speak very enthusiastically about the wide range of clubs that are provided, and uptake is high. This provision does much to encourage pupils to take exercise and enjoy learning.

## **Care, guidance and support**

### **Grade: 2**

The good quality of care, guidance and support provided by the school establishes an environment in which pupils feel valued. Parents affirm this overwhelmingly, saying that 'the teachers know the children very well and treat them as individuals'. All aspects of health and safety are successfully promoted and monitored. Systems for behaviour management are effective. The school has robust systems in place to promote good attendance and is doing all it can to discourage parents from taking their children out of school during term time. Liaison with outside agencies is very successful in supporting the well being and development of all of the pupils. The school is improving its monitoring of academic development. It sets targets for pupils, but does not involve them sufficiently and consistently in reviewing their progress towards them. Pupils do not have a clear understanding of how well they are doing. Support for pupils when they join the school, and when they prepare to move on to the next stage, is very comprehensive and well considered.

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## Leadership and management

### Grade: 2

The leadership and management provided by the headteacher, ably supported by the lead teacher, staff and governors are good and contribute significantly to the good progress made by the pupils. The headteacher successfully involves the staff, governors, parents and pupils in evaluating the school's strengths and weaknesses and in planning for school improvement. This produces an accurate view of how well the school is doing and of what needs to happen next.

Successful initiatives, such as promoting healthy eating, raising standards in writing, establishing greater teamwork among staff have all contributed to school improvement. Regular monitoring of teaching, followed by support and training, has improved the quality of teaching and learning. The success of these initiatives indicates that the school is well placed to continue to improve.

Subject leaders for English, mathematics and science have significant influence over developments in their subjects. Leadership roles in other subjects are being developed, as are those of the senior managers, to increase their contribution to the leadership and management of the school.

Governors fulfil their statutory responsibilities and have a thorough understanding of the school's strengths and weaknesses. They provide the headteacher with a good balance of support and challenge.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making me feel welcome when I visited Trinity recently and for talking to me about your school. It was very useful to listen to what you had to say about what you enjoy doing.

Your parents and carers think that your school is a good place to be and I agree with them. You told me that you really enjoy being in school and feel safe there. You know that the adults will always help you if you are upset or worried. Your teachers teach you well and give you lots of interesting things to do and this helps you to do very well, especially in English, mathematics and science.

The school is very good at helping you to grow up and take on responsibilities. The art club run by Year 6 is a very good example. You eat lots of fruit and vegetables in school and are involved in many sports. These things help you to be healthy. You behave very well and show that you care for each other, and this helps to make your school a happy place. I am pleased that you enjoy sharing your ideas for making your school better through your school council.

Your headteacher, with the help of the other teachers and governors, know exactly what the school is good at and how to make it better. I have asked them to concentrate on two key areas:

- Although you do very well in mathematics, the school should help you to do even better by checking how well you are doing and giving you extra support when you need it.
- The school should give you more help in understanding how well you are doing and what you need to do next.

I hope that you will carry on enjoying school and working hard.

Yours sincerely

Vanessa Ward

Lead inspector