



Holy Trinity CofE Primary School, Cuckfield

Inspection Report

Unique Reference Number 126054
LEA West Sussex
Inspection number 282050
Inspection dates 22 March 2006 to 23 March 2006
Reporting inspector Carole Skinner AI

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

Type of school	Primary	School address	Glebe Road
School category	Voluntary aided		Haywards Heath
Age range of pupils	4 to 11		West Sussex RH17 5BE
Gender of pupils	Mixed	Telephone number	01444 454295
Number on roll	287	Fax number	01444 459318
Appropriate authority	The governing body	Chair of governors	Mrs Rebecca Anderson
Date of previous inspection	13 September 1999	Headteacher	Mrs Mary Stenton

Age group 4 to 11	Inspection dates 22 March 2006 - 23 March 2006	Inspection number 282050
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Holy Trinity is a larger than average primary school, which takes pupils from a wide spread of social backgrounds. Most pupils are White British. A few pupils come from a variety of minority ethnic backgrounds and almost all of these pupils speak English as their first language. The proportion of pupils with learning difficulties is broadly average. Although attainment on entry to the Reception classes falls within the average range, many pupils start school with limited social and language skills.

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 caters equally well for pupils' academic achievement and their personal development. It gives good value for money. These judgements reflect the school's view of its own effectiveness. Pupils achieve well and reach well above average standards in Year 6. The school has rightly identified that a few very able pupils do not always reach the standards they are capable of as they progress through Years 3 to 6. This is because their targets are not always challenging enough. The school is currently implementing new procedures that will enable teachers to track pupils' progress more carefully.

Good teaching results in lively and interesting lessons that are planned well to meet pupils' differing needs. Pupils' very positive attitudes to learning and their good behaviour ensure that they make the most of all the experiences the school has to offer. These include a well planned curriculum which is enriched by a very good range of additional activities. In the Reception classes, good teaching and an imaginative curriculum enable children to reach average standards. This represents good progress particularly in social and language development. Pupils feel safe and secure because they are cared for well and receive good support from all adults.

Good leadership and management, founded on very effective teamwork among all staff, have brought about significant improvements in teaching and the curriculum since the last inspection. The strong commitment to raising standards places the school in a good position to make further improvements.

What the school should do to improve further

- Ensure that the more able pupils in Years 3 to 6 have suitably challenging targets so that they reach their full potential.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. Although pupils start school with broadly average attainment, many have weak language and social skills. However, these skills are well taught and children make good progress to reach broadly average standards by the time they enter Year 1. Good progress continues throughout the rest of the school so that standards are above average by Year 2 and well above by Year 6. The more able pupils do not always reach the standards they are capable of in the national tests. This is because the targets that are set for them are not always sufficiently challenging given their above average attainment in Year 2. Achievement is particularly good in reading because it is taught very well from the Reception year onwards. The school is taking decisive action to raise even further the standards in writing, mathematics and science. Pupils' current work shows that improvements in teaching are already having a good effect. Pupils with learning difficulties achieve well because

they have clear targets for improvement and receive good support in lessons. Initiatives to make learning more interesting for boys ensure that they achieve as well as girls.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Behaviour is good and sometimes exemplary, both in lessons and around the school. A few pupils display challenging behaviour at times, but the valuable support they receive helps them to behave satisfactorily most of the time. Pupils' spiritual, moral, social and cultural development is good, although the school acknowledges the need to plan more opportunities for reflection and for pupils to appreciate cultural diversity within society.

Pupils obviously enjoy coming to school. This is reflected in their enthusiastic attitudes towards learning and the school's higher than average attendance figures. Pupils make a valuable contribution to the school community through the school council, where, for example, they have been instrumental in bringing about improvements to the playground. They are keen to adopt safe and healthy lifestyles and many participate in the wide range of sporting activities on offer. Pupils develop a good understanding of their rights and responsibilities within the wider community, for example through fund-raising for charities and learning about how magistrates work. By running the Woodland Shop and acquiring good basic skills in literacy, numeracy and information and communication technology (ICT), pupils are well equipped for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers form good relationships with the pupils and make lessons interesting and enjoyable. The result is that pupils behave well, listen attentively and concentrate on their work. In many lessons, the chance to share ideas with a partner ensures that all pupils are able to make worthwhile contributions to class discussions. Interactive whiteboards are used effectively to motivate pupils and to enhance their learning. An excellent example was seen in a literacy lesson, when pupils in Years 1 and 2 watched a slideshow of photographs taken on a class visit and took a 'virtual tour' of a museum to stimulate enthusiasm for a writing task.

Teaching assistants provide good support for pupils with learning difficulties to ensure their full participation in lessons. Teachers are providing increasingly challenging work for the more able pupils, especially in writing, but also in mathematics, which is taught in ability groups in Years 3 to 6. There is now a focus on improving this aspect in science.

The marking of pupils' work in English is very good, as pupils are given clear, constructive comments on what they need to do to improve. This is now combined with clear individual targets in writing which show pupils the next small steps in learning. This good practice is gradually being extended to other subjects.

Curriculum and other activities

Grade: 2

Pupils are provided with a good range of learning opportunities and their experience is extended by a wide variety of additional activities. These include foreign languages in Years 3 to 6 and a very good range of sporting activities. There is a strong focus on improving pupils' writing, both in literacy lessons and through other subjects. Skills in information and communication technology (ICT) are developed well in specialist lessons, but ICT is not always used enough to enhance pupils' learning in other subjects. The curriculum is well organised to ensure consistency and continuity of learning in the mixed age classes. Although termly planning is being modified to take account of the needs of higher attaining pupils, it has not yet been fully adapted for science. The curriculum for Reception children is varied and stimulating. There is good support for pupils with learning difficulties and those with particular gifts and talents. The provision for pupils' personal, social and health education is very carefully planned. A fine example was the mock trial led by three visiting local magistrates, which was designed to develop a sense of citizenship for pupils in Years 5 and 6.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. The school's 'golden rules' and 'tree of achievement' create a positive climate for promoting good behaviour and celebrating what pupils do well. Pupils know they can approach any adult if they have a problem or a difficulty. Older pupils support younger ones as playground 'buddies' and reading partners. Arrangements for safeguarding the health and safety of the pupils and for child protection are good. Support for pupils with learning difficulties and for vulnerable pupils is well organised and there is very regular communication with parents about their needs.

Teachers systematically assess how much pupils have learned in English and mathematics, and this thorough approach is used increasingly in science and ICT. Target setting and tracking procedures are in place but the information is not yet kept in an easily accessible format for all teachers to use.

Leadership and management

Grade: 2

A key feature of the good leadership and management is very effective teamwork. This applies at all levels. The headteacher has very high aspirations for the school and is supported very well by other senior managers who help to set a clear agenda for continuing improvement. Subject leaders make an important contribution to raising standards by monitoring the curriculum, sharing expertise and driving forward new initiatives. Teachers of classes that contain pupils of the same age successfully plan the curriculum together to ensure consistency for all pupils.

The leadership and management have vigorously and successfully tackled the many weaknesses that were identified by the last inspection. Senior managers' strong commitment to continuous improvement and recognition that more able pupils must be consistently challenged to do their best ensure that the school is very well placed to maintain and build upon its current high standards.

Senior managers and subject leaders are effectively involved in evaluating different aspects of the school's provision through observing lessons, checking pupils' work, analysing test papers and talking to pupils. They have accurately identified exactly what needs to be improved and have taken prompt action to tackle any shortcomings. There is extensive analysis of assessment data but this is not presented in a format that teachers can easily refer to and use. As a result the usefulness of the information is diminished. This is a key reason why some higher ability pupils are not doing as well as they might.

Governors have very good systems for checking on how well the school is tackling the priorities in its improvement plan. As a result, they have a very clear view of the school's strengths and weaknesses. The school takes good account of the views of parents and pupils through annual questionnaires and meetings with the school council.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	1	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	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

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	1	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

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

It was a real pleasure to meet you when we visited your school. We enjoyed talking to you and finding out what you think about your school. Thank you for making us feel so welcome. We all thought you were polite and well behaved.

These are some of the good things we found.

- You work hard and make good progress, especially in reading.
- You look after each other well, play happily together and enjoy learning.
- Your teachers make lessons fun and there are lots of interesting activities for you to do, such as music, sports and learning French or German.
- All of the adults in your school take good care of you and help you if you have difficulties.
- All the staff keep looking for ways to make your school even better because they want you all to do well.

We have asked the school to do one thing.

- Make sure that those of you who are capable of reaching high standards are given targets that really challenge you to do your best.

With best wishes for your future success.

Yours sincerely

Carole Skinner Lead inspector