



Holy Trinity Church of England (VA) School, Calne

Inspection Report

Unique Reference Number 126487
LEA Wiltshire
Inspection number 282121
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Tom Simpson AI

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

Type of school	Primary	School address	Quemerford
School category	Voluntary aided		Calne
Age range of pupils	4 to 11		Wiltshire SN11 0AR
Gender of pupils	Mixed	Telephone number	01249 812424
Number on roll	210	Fax number	01249 817831
Appropriate authority	The governing body	Chair of governors	Mr Richard Serle
Date of previous inspection	18 October 1999	Headteacher	Mr G Panting

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size primary school serving part of the town of Calne in Wiltshire. The pupils are nearly all of White British heritage and there are few at an early stage of learning English as an additional language. Attainment on entry varies from year to year but is around average overall. The number of pupils with learning difficulties and/or disabilities is average but the percentage with statements of special educational need is above average. This is because the school houses a resource base for pupils with autism. The number of pupils at the school who are entitled to free school meals 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: 3

The school's current effectiveness is satisfactory. There are several strengths and relatively few weaknesses. The school has improved since the last inspection and has a good capacity to improve further. This matches the school's own analysis of its performance. Parents described how they were 'proud to be part of the school community' and wrote of its 'very friendly and welcoming atmosphere'. The inspection team fully agrees. One of the reasons for this is the way that the acting headteacher and other senior teachers are readily available to parents and pupils alike and keen to resolve any issues before they become real problems. Other significant factors include the commitment of all the staff and most of the governors and the positive attitudes of the pupils themselves. The school provides satisfactory value for money.

The school recognises that more needs to be done to raise standards further. Data is analysed carefully to see where there are gaps in the provision. However, areas for further development include ensuring that recently introduced systems for assessing and tracking pupils' progress are consistently used to match the work set in lessons to the needs and aptitudes of pupils with different levels of ability. Also, the role of some subject managers in monitoring teaching and provision in their areas of responsibility is not yet as well developed as it could be.

There are some real strengths, however. Pupils' personal development is good. They enjoy being at school, behave well and their spiritual, moral, social and cultural development is good. They are well cared for, guided and supported. Pupils in the resource base are well provided for. Provision for children in the Reception class is a particular strength of the school and the children in it make good progress as a result.

What the school should do to improve further

- Ensure that the work set in lessons is consistently matched to the needs of pupils with different levels of ability, so that all pupils make as much progress as possible.
- Further develop the role of subject managers, particularly in monitoring teaching and analysing pupils' progress.

Achievement and standards

Grade: 3

When pupils enter the Reception class, their attainment varies from year to year but is broadly average overall. In 2005, the Year 6 national test results were above average – with particular strengths in English where a well above average number of pupils gained the higher Level 5. Current standards in Year 2 are around average. Current standards in Year 6 – a class which has been joined by a number of pupils with learning difficulties and/or disabilities – are also average overall.

Pupils make satisfactory progress between when they enter the school and when they leave it. However, progress is not consistent throughout the school or between subjects. For example, children in the Reception class make good progress. Also, the achievement

of the Year 6 pupils who took the national tests in 2005 was stronger in English than it was in science. Pupils in the resource base achieve well in relation to their individual targets.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils have a good understanding of the need to have a healthy lifestyle, a good diet and regular exercise. They know how to stay safe and are aware of the dangers of drugs, smoking and alcohol abuse. They are soundly gaining the skills that will contribute to their future economic well-being.

Good attendance reflects the pupils' enjoyment of school. Pupils form good relationships, behave well and are confident that rare incidents of bullying are swiftly dealt with. The introduction of a 'buddy' system has considerably reduced disagreements at playtimes. Year 2 pupils told inspectors 'This is a really friendly school.'

Pupils are articulate, polite and welcoming. They demonstrate positive attitudes to learning. Their spiritual, moral, social and cultural development is good and the school has a strong Christian ethos. Pupils take on responsibilities and contribute strongly to the school and wider community. Class councils and the school council meet regularly and have a say in the life of the school. Pupils confidently confirm that their views are valued. They lead successful fundraising initiatives for their chosen charity.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning range from satisfactory to outstanding but are satisfactory overall. Teaching has improved significantly from the time of the last inspection and now has the potential to impact well on pupils' progress. There are particular strengths in the teaching of the children in the Reception class. In a few lessons, teachers provide excellent learning opportunities for pupils, such as the wide range of lively activities in a Reception class lesson exploring the story of 'The Hungry Caterpillar'. Lessons are often lively and stimulating and methods are regularly varied, which helps to keep the pupils well challenged and on task. In the best lessons, pupils have good opportunities to learn well without direct adult direction. In a few lessons, however, activities do not proceed at a fast enough pace and pupils are not encouraged enough to learn independently. Good systems for assessing and tracking pupils' progress are well on the way to being fully in place. However, the results of assessment are not yet fully used in some lessons to match the work set to the needs of groups of pupils with different levels of ability. A scrutiny of previous work indicates that this is particularly the case with investigative science. Teachers in the resource base have a good understanding of relevant strategies for getting the best out of their pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and ensures that pupils' basic skills in literacy, numeracy and information and communication technology prepare them satisfactorily for their future life. The curriculum is broad, but there is insufficient time for Year 2 pupils to develop extended writing skills. Also, from time to time, small groups of pupils are taken out of a variety of lessons for extra literacy support, which is disruptive to their learning. The school does recognise this as an issue and arrangements have been made to improve the situation from the beginning of next term. There is a good range of enrichment activities, including clubs, visits and lessons in modern foreign languages.

The curriculum has been enhanced by a recent emphasis on developing creative thinking skills. Information and communication technology is also currently being further developed. Provision for children in the Reception class is a strength of the school. Provision for pupils in the autistic resource base is good and these pupils are well included in all the school's activities.

Care, guidance and support

Grade: 2

Care, guidance and support at the school are good. The pupils feel confident in the knowledge that they have adults around them who will listen to them and who will act quickly to support them when they have problems. The school also works well with a variety of outside agencies to support pupils' specific needs. There are good arrangements in place for introducing pupils to the Reception class and for transfer to the secondary school. Pupils with learning difficulties and/or disabilities – including those in the resource base – are supported effectively.

Guidance on personal issues is good. However, academic guidance through the marking of pupils' work is not as consistently effective. This is because some teachers do not give pupils enough assistance on what to do next to improve their work.

Child protection procedures are clearly set out and have been shared with all staff. Risk assessments are carried out thoroughly and there are strong arrangements in place to ensure health and safety.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The acting headteacher has a good understanding of the school's needs and, within the constraints of the temporary nature of his role, is providing effective leadership which is moving the school forward successfully in several areas. In particular, the school's ethos is strong with staff, parents and pupils alike being confident about its future success. A substantive headteacher will be in place at the beginning of next term.

Governance is satisfactory overall. The majority of governors – including the knowledgeable and proactive chair – are well involved in the life of the school at various levels. Through the committee structure, for example, they keep themselves informed about the school's progress against its improvement targets. Several visit the school regularly to monitor their areas of interest and responsibility. While still supportive, several are prepared to positively challenge the school's management when they consider this to be necessary. However, some governors are not as active as the majority.

There are sound strategies in place for monitoring and evaluating performance. In addition to senior managers, these also involve parental and pupil consultation at appropriate levels. The school's current improvement plan is a good reflection of its needs. Appropriately, for example, the school has identified science as a subject for development during the current year in response to its careful analysis of results. An extensive range of new resources has been purchased and staff training has been arranged for the autumn term.

Subject managers are gaining a whole-school overview of their areas of responsibility but, due in part to staff turnover, their overall role and impact are not yet fully developed. The Foundation Stage and the resource centre are well managed.

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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	2	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	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	3	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?	3	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	3	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

Thank you for making us so welcome at your school. We enjoyed meeting you and hearing about your work. We enjoyed our visit and now want to share with you what we thought about your school.

These are the things we especially liked:

You are well behaved and care well for one another, which means that the school is a safe and happy place.

You enjoy your education and like your school.

You have a good understanding of how to keep fit and healthy.

You are well cared for, guided and supported.

The headteacher and staff are working hard to help the school get even better.

Here are some things we have suggested to help the school improve further:

We think that teachers need to make more use of the information they have about how well you are doing when they are planning some of their lessons.

Teachers who are responsible for different subjects need to visit each other's classes more often to see what is going on.

With best wishes

Dr Tom Simpson Lead Inspector