

Trinity Road Primary School

Inspection report

Unique Reference Number	114805
Local Authority	ESSEX
Inspection number	290037
Inspection dates	23–24 April 2007
Reporting inspector	Ruth Frith

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	195
School	
Appropriate authority	The governing body
Chair	Miss Geraldine Whitmore
Headteacher	Mr Mike Gotsell
Date of previous school inspection	11 February 2002
School address	Trinity Road Chelmsford Essex CM2 6HS
Telephone number	01245 354517
Fax number	01245 495228

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly smaller than average size primary school situated near to the centre of Chelmsford. Most pupils live close to the school in an area of mainly local authority or formerly local authority housing. The percentage of pupils receiving free school meals is broadly average. The school also has a Speech and Language Centre for 20 pupils and many of these pupils come from the wider area of central Essex. Most children start school with standards below those usually seen in four-year-olds, particularly in the areas of communication, language and literacy, where they are sometimes low. The number of pupils who have learning difficulties is above average and 21 pupils have a statement of special educational need. Most pupils come from White British backgrounds with approximately 15% coming from a wide range of minority ethnic groups. Many of these pupils speak English as an additional language.

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 with a friendly and caring environment in which children flourish and achieve well. Parents are very supportive of the school as indicated by the following comment, 'Trinity is the most amazing school where staff put the happiness and well-being of every child first.' Good improvements since the last inspection, together with good leadership from the headteacher and the strong commitment and effective work of staff and governors, indicate that the school has good capacity to improve further.

Children make a good start in Reception because activities are interesting and teaching is good. They become happy learners and achieve well. Usually, standards are broadly average but vary quite considerably because of the high numbers of pupils with learning difficulties in some year groups; standards are weaker in writing. The most recent national test results for Year 6 pupils show high standards in mathematics and average standards in English and science. Pupils' art work on display is of a high standard, as is their design and technology work. Pupils achieve well because their learning is systematically developed over time through good teaching. Their needs are accurately identified and challenging work is provided which matches their capabilities well. Staff are particularly successful at identifying those pupils who find learning difficult and providing effective specialist support, both in the Speech and Language Centre and mainstream classes.

Pupils' personal development is good. As a result of the high expectations of staff and the respect they show through their daily practice, pupils develop good relationships and show consideration for views and ways of living which are different from their own. The good curriculum ensures that pupils learn how to stay safe and healthy as well as encouraging them to contribute well to the school and wider community. Staff are not yet making the most of information and communication technology (ICT) to support learning in other subjects. Activities are interesting and pupils enjoy what they are doing, they behave well and develop good attitudes to learning. Pupils' care, guidance and support are also good. Consequently, the pupils develop into confident learners and are well prepared for the next stage of education. Pupils feel safe and happy in school and make friends. Eating their packed lunches on the school field is a pleasant social occasion for many.

Leadership and management are good and ensure that the school provides good value for money. A particular strength is the way staff work with each other and outside specialists to meet the pupils' varied academic and social needs. Staff and governors have a good understanding of the school and their accurate and insightful self-evaluation helps them to identify their successes and what further improvements are needed. The school's accurate judgements closely match the inspection findings, and priorities for improvement are appropriate.

What the school should do to improve further

- Raise standards in writing by continuing to improve pupils' punctuation, spelling, grammar and use of vocabulary.
- Extend the use of ICT to support learning in other subjects.

Achievement and standards

Grade: 2

Although starting points are frequently low, pupils achieve well and make good progress. This prepares them well for their future economic well-being. Children make a good start in Reception but by the time they enter Year 1, several do not reach the levels expected for their age, especially in writing, because they start from such a low base. In the 2006 Year 2 national teacher assessments, standards improved significantly from the previous year, particularly in reading and mathematics but remained below average. Standards in writing were low. Work of pupils currently in Years 1 and 2 and records of their achievements indicate that there is a continuing trend of improvement. In the 2006 Year 6 national assessments, results showed a significant improvement on the previous year, particularly in mathematics where standards were high. In English and science, standards were average. The school generally exceeded its challenging targets but fewer pupils than expected gained a Level 5 in English. Work in pupils' books shows broadly average standards but weaknesses in spelling, punctuation, grammar and the use of vocabulary. Pupils from minority ethnic groups and those who speak English as an additional language reach higher standards than seen nationally for these pupils. This is due to the good early identification of their needs and effective specialist support. Similarly, pupils who have learning difficulties achieve well and reach standards higher than similar pupils nationally.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Several parents mentioned how well the school is helping their children to grow up into responsible young people. Typical of comments from pupils that reflect the quality of relationships is, 'Everyone is friendly here.' Pupils' attitudes towards work are positive and they enjoy school. They frequently listen very well in lessons and behaviour is good. Attendance is only average because a few parents fail to get their children to school regularly and on time. Despite this attendance is improving as a result of action taken by the school.

Pupils understand the importance of looking after their bodies well by exercising frequently. They enjoy the many clubs on offer, including those for sports. Pupils feel safe and behave responsibly towards one another. They know that members of staff are ready to listen to any concerns they have.

There is a positive atmosphere in school, which shows in pupils' keen response to certificates for good work and deeds. Pupils give generously to charities. They are enthusiastic about contributing to the school's development through the school council and as peer mediators and helpers. Peer mediators make a real difference to others' happiness by helping to resolve disagreements in the playgrounds. Pupils join their secondary schools well prepared for taking part in all aspects of school life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because well planned lessons build systematically on previous learning and pupils respond well to the activities set. Tasks are well matched to pupils' abilities

and provide good challenge. Teachers have a good understanding of what they want pupils to learn and they routinely share this with them. Consequently, pupils are clear about what they must do and feel confident in their learning. Teachers have good subject knowledge and use this well to answer pupils' questions and maintain their concentration. Their questioning is particularly good and helps to develop pupils' thinking. Teachers are confident in the use of interactive whiteboards and this has extended their range of teaching styles. Now and again, teachers spend too much time introducing lessons, the pace of learning slows and a few pupils begin to lose concentration. Pupils receive good oral feedback about their work and how to improve it but feedback is only satisfactory in the marking of their books. The learning of pupils in the Speech and Language Centre is enhanced by good planning, adults' deep understanding of their needs and small group teaching.

Curriculum and other activities

Grade: 2

Since the last inspection staff have made many suitable changes to the curriculum that have helped to raise standards. Pupils enjoy learning because subjects are often taught practically and involve enquiring or investigating. There is a good programme of extra-curricular activities which develops pupils' skills in; for example, physical education (PE), art and singing. There are specialist teachers for French, music and PE. The school is well equipped with computers but does not have an extensive range of ICT programs in use in all subjects. Although some links between subjects are present, this aspect is not well developed. Pupils have numerous opportunities to contribute to the school community through duties and participation in teams. Education for safety and health is good. The curriculum for pupils in the Speech and Language Centre is well matched to their needs and helps them to make good progress.

Care, guidance and support

Grade: 2

Parents are correct to think that the school provides well for their children. Newcomers settle in happily because the school provides a supportive learning and social environment. Pupils grow in confidence and self-esteem because of the good relationships and the specific lessons that help pupils learn to appreciate one another. The school's leaders are clear that pupils need to feel part of the school, and cared for, before they can learn effectively. Pupils from minority ethnic groups and those with English as an additional language do well as a result. Pupils who have learning difficulties make good progress because the Speech and Language Centre and programmes for mainstream pupils meet their needs well. Learner's individual education plans are well written and pupils have an opportunity to write parts of them, which strengthens their commitment to their work. The school has a good system for monitoring pupils' academic progress and setting targets. Arrangements for safeguarding pupils are robust.

Leadership and management

Grade: 2

Leadership and management are well focused on promoting pupils' personal development and well-being and raising standards. The headteacher has a clear vision for the school and has successfully created a team who share his vision and are keen to improve their practice. All are involved in school development. There are good systems for checking how well the school is doing and identifying appropriate priorities for improvement. Actions taken are well targeted

and good support and training given to staff so that, for example, senior and middle managers fulfil their responsibilities well. The system for tracking pupils' progress and setting targets is proving successful in identifying potential weaknesses in achievement so that additional support is provided for those who need it most. It has been less successful in raising standards in writing. Governors are fully involved through their visits and work in committee which, for example, resulted in increased support for pupils in Year 4.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
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

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

25 April 2007

Dear Children

Inspection of Trinity Road Primary School, Trinity Road, Chelmsford, Essex CM2 6HS

Thank you for making us feel so welcome when we recently visited your school. We enjoyed talking to you and finding out about your work. We were pleased to see that you enjoy school and are happy there. These are some of the best things about your school:

- You work is improving because you try hard and the teaching is good.
- You like school and behave well because you are interested in what you are doing.
- All the staff work well together as a team and give good support to those of you who find learning difficult.
- The work you do in the school council is good and helps you to understand how the school could be improved.
- Staff look after you well and you feel safe in school. We were pleased to hear that you would talk to a member of staff if you had problems.

Mr Gotsell leads and manages the school well and staff and governors give him lots of help. They are all keen to make the school even better so have agreed to help you to improve your writing and use ICT more in all subjects.

We left your school confident that it will continue to improve and wish you all well in the future.

Yours sincerely

Ruth Frith

Lead Inspector