

# Holy Trinity CofE VA Primary School

Inspection report

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<b>Unique Reference Number</b>	123848
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	292813
<b>Inspection date</b>	13 June 2007
<b>Reporting inspector</b>	David Westall

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julian Lawrence
<b>Headteacher</b>	Nigel Bright
<b>Date of previous school inspection</b>	11 June 2001
<b>School address</b>	South Street Taunton TA1 3AF
<b>Telephone number</b>	01823 284128
<b>Fax number</b>	01823 334228

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The vast majority of pupils are from White British backgrounds, and there are no pupils who are at an early stage of learning English. The percentage of pupils known to be eligible for free school meals is broadly average but the percentage identified as having learning difficulties and disabilities is above average. There are currently seven pupils with hearing impairment.

## 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 where pupils achieve well. The school's success is quickly sensed by the visitor, who is met by enthusiastic pupils, interesting displays of work and committed staff who clearly love their job. The staff know the pupils well and help them to develop into kind, cooperative and caring individuals. Consequently, the school is a happy and harmonious community where pupils get on well together and enjoy their education. Pupils with learning difficulties, including hearing impairment, are valued class members and are fully integrated into all school activities. The curriculum is good and provides pupils with a wide range of worthwhile learning opportunities. In these circumstances, it is not surprising that parents hold the school in high regard. A typical remark to an inspector included: 'I'm so pleased my son attends this school. He loves it here, complains that holidays are too long and is learning really well.'

Pupils' achievement is good. From starting points that are generally below average on entry to the school, children make steady progress in the Foundation Stage, where provision is broadly satisfactory. However, overall standards remain below those expected at the end of the Foundation Stage, mainly because of weaknesses in children's communication, language and literacy skills. Pupils' progress accelerates in Year 1 and is good across Years 1 to 6. As a result, standards are average in Year 2 and above average in Year 6.

The quality of teaching and learning is good overall. Teachers' professionalism and enthusiasm shine through in lessons. They usually match tasks very accurately to pupils' needs and have the knack of making learning interesting. Consequently, pupils enjoy their lessons and become absorbed in their work. However, there is still scope for improvement. At present, teaching and learning are satisfactory, rather than better, in the Foundation Stage. This is largely because opportunities are missed to develop children's language skills and children are sometimes left to carry on with their tasks in other areas of learning without adult interventions to guide their work.

Pupils' personal development and well-being are good, and stem from the supportive relationships that exist across the school. Pupils have positive attitudes and their behaviour is exemplary. They are polite, readily listen to others and accept differences of opinion. The quality of care, guidance and support is also good. However, while pupils know their areas for improvement in English and mathematics, they are not sufficiently involved in evaluating their progress towards these targets.

Good leadership and management are at the heart of the school's success. The recently appointed headteacher has made a good start and is building well on the effective procedures established by the previous headteacher. Self-evaluation procedures are rigorous and mean that the school has an accurate view of its strengths and areas for development. Staff work tenaciously to secure school improvement, and morale is high. The school has made good progress since its last inspection and now has sensible plans to enhance the provision in the Foundation Stage to match the good provision elsewhere. As a consequence, the school is well placed to get even better.

## What the school should do to improve further

- Improve the quality of teaching in the Foundation Stage, particularly to raise standards in communication, language and literacy, but also to ensure that children always receive the guidance they need in order to achieve well in other areas of learning.
- Involve pupils more effectively in evaluating their progress towards their learning targets.

## Achievement and standards

### Grade: 2

The most notable weakness in children's standards on entry to the Foundation Stage is their language skills. Children's achievement is satisfactory overall in the Reception classes and they often make good progress in their personal development. However, the pace of learning is not sufficiently rapid to make up for weaknesses in children's language skills, and these remain below expectations at the end of the Foundation Stage. In other areas of learning, most children reach the expected standard but few exceed this level, except in their personal, social and emotional development.

In Years 1 to 6, pupils' achievement is good. As a result, overall standards are above average in Year 6, reflecting the results of national tests in 2005 and 2006. The school sets itself challenging targets for pupils' standards in Year 6, and these are met because of good teaching across Years 1 to 6. The most capable pupils and those with learning difficulties and/or disabilities make good progress across the school as a result of the effective support they receive. The most capable pupils make adequate progress in the Foundation Stage but achieve well in Years 1 to 6.

The last inspection found that standards were too low in Year 6 in writing and information and communication technology (ICT). These are now above average as a result of effective school actions.

## Personal development and well-being

### Grade: 2

Pupils are keen to learn and the attendance rate is above average. Pupils' spiritual, moral, social and cultural development is good. They develop constructive relationships with others, work and play together amicably and know the difference between right and wrong. Pupils respond well when given responsibility, for example, as members of the active school council or as playground leaders. However, these roles are undertaken only by Year 5 and 6 pupils, and the school recognises that younger pupils are not developing their capability to take responsibility as well as they should.

Pupils are safety conscious and show considerable care for the welfare of others. They enjoy an excellent range of physical activities and have a good understanding of the importance of healthy eating. Pupils grow their own organic fruit and vegetables and make their own compost. They have a strong social and community awareness, are keen fundraisers for charities and participate enthusiastically in school activities. Pupils cooperate well together and have good literacy, numeracy and ICT skills. Consequently, they are well prepared for their future.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers know what they expect pupils to learn and their explanations are clear so that pupils are confident about tackling their work. Teachers' planning is good, reflecting their accurate assessments of pupils' next steps in learning. Pupils with learning difficulties and/or disabilities are taught well across the school. Teachers capture pupils' interest effectively and their management of behaviour is excellent. Often, teachers know just when to intervene with well-judged advice and when to stand back and let pupils work things out for themselves. However, in the Foundation Stage, children are sometimes left to carry on with their tasks for too long without adult interventions, especially when they are engaged in structured play activities. As a result, opportunities are missed to develop children's speaking and listening skills and to ensure that they make the most of the learning activities provided in other areas of learning. In addition, children are not always given the focused support they need in order to develop their literacy skills fast enough in the Foundation Stage.

### Curriculum and other activities

#### Grade: 2

The curriculum is satisfactory in the Foundation Stage, where all areas of learning are covered satisfactorily. The curriculum is good in Years 1 to 6. Good provision is made for English, mathematics, science and ICT, and pupils also benefit from a wide range of learning experiences across the curriculum. For example, pupils in Years 4 and 5 have talked with professional planners about proposed developments in the town centre and are drafting letters with their considered advice for the council. This creative approach has helped pupils to recognise their responsibilities as young citizens. Across the school, provision for sport is first rate, and pupils' personal development is fostered well. In addition, provision for pupils with learning difficulties and/or disabilities is good. The curriculum is enhanced by many educational visits, visitors and clubs. These are greatly enjoyed by pupils. After reflecting on a visit to a Roman site, one pupil commented: 'It was brilliant. We learned lots about how Romans used to live.'

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Pupils feel safe and know that staff will listen if they have any problems. Child protection procedures are robust and parents are justifiably confident that their children are well looked after at school. The school works well with external agencies to provide extra support for pupils when this is required. Pupils benefit from good support and guidance for their personal and academic development, and this is reflected in their positive attitudes and good achievement. Teachers ensure that pupils understand what they are expected to learn, and most pupils know their targets in English and mathematics. However, pupils are not yet sufficiently involved in evaluating their progress towards these targets.

## **Leadership and management**

### **Grade: 2**

The school has a clear sense of direction, based on its effective monitoring and evaluation procedures. Pupils' progress is tracked carefully so that any who may be slipping behind are identified and supported. Staff benefit from well-focused feedback about their performance and this helps them to improve further. Effective actions have been taken to raise standards in writing and ICT, and pupils are already making better progress in mathematics as a result of recently introduced strategies. The new headteacher has good leadership skills and he is well supported by senior staff. The role of governors is satisfactory and improving. They provide sound support but recognise the need for more-focused visits to observe the school in operation.

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## Annex A

## 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	3
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	2
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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
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

<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.

## Annex A

**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	3
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**

14 June 2007

Dear Children

Inspection of Holy Trinity C of E Primary School, South Street, Taunton, Somerset TA1 3AF

Thank you for welcoming us into your school and for being so friendly, polite and helpful. Here are some of the good things we found out.

- You think Holy Trinity Primary is a good school and we agree with you.
- You enjoy school, like your teachers and have lots of friends.
- Your behaviour is excellent.
- The grown-ups take good care of you, and you know who to go to if you need some help.
- You have a good understanding of the importance of keeping safe and healthy.
- You are doing well with your school work because the teaching is good.
- Your school is well organised and you have many opportunities to learn different things.

We found one main thing that the school needs to improve. We have asked the headteacher to help the Reception class teachers to improve children's skills in speaking, listening, reading and writing and to make sure children always get the help they need to do well in all of their work.

Thank you again for your help. We really enjoyed our day at your lovely school.

Yours sincerely

David Westall Lead inspector