



# Trinity CoE VC Primary

## Inspection Report - Amended

**Unique Reference Number** 134239  
**Local Authority** Bath and North East Somerset  
**Inspection number** 294120  
**Inspection dates** 5–6 October 2006  
**Reporting inspector** Wiola Hola HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Woodborough Lane
<b>School category</b>	Voluntary controlled		Radstock
<b>Age range of pupils</b>	3–11		Bath BA3 3QH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01761 438 650
<b>Number on roll (school)</b>	121	<b>Fax number</b>	01761 438 653
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Les Gay
		<b>Headteacher</b>	Clare Griffin-Felton / Pepe Rahman-Hart
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	5–6 October 2006	294120

## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

The school is smaller than average. It was established in a new building in September 2005 following the closure of two nearby very small schools. It serves the town of Radstock, which includes pockets of deprivation. Most pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is above average. There are very few pupils at an early stage of English language acquisition. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Attainment on entry is below average overall. The proportion of pupils joining the school at times other than the start of the year is higher than the national average. The school has a Nursery class.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Much has been achieved since September 2005 in setting up this brand new primary school. The two headteachers have worked in very effective partnership, leading and managing well and putting into place the essential ingredients of a happy school. Pupils enjoy coming to school and are proud of it. They and their parents and carers appreciate what the school already offers. The school provides a satisfactory education and is well placed to develop further. The headteachers know the school very well, have a clear vision about what the school can become and know how to support staff in realising these ambitions. The bright, welcoming and attractive school building and general atmosphere convey the school's ethos of making everyone feel good. Staff are buoyant. They want to develop provision for the benefit of pupils.

In the Foundation Stage, children generally make satisfactory progress, and make good progress in developing their language and communication skills. In other years, pupils' achievement is satisfactory and showing signs of improvement. Standards are below average overall with writing being the weakest area. Teaching is satisfactory with some good features. Teachers are becoming confident in using assessment information to keep a check on pupils' progress but more remains to be done here before the school can be assured that all pupils achieve well. Throughout the school, pupils behave well and work with good concentration. They are not, however, often called upon to set up and follow lines of enquiry, neither do they routinely evaluate their own work. The curriculum covers the required subjects but has yet to be checked to ensure that pupils' skills and knowledge are developed systematically across the years. It supports pupils' good personal development. The school has worked and is working to establish and broaden the creative curriculum through which pupils can find and develop talent and a love of learning. Care, support and guidance are good overall and the school makes every effort to integrate pupils with various barriers to learning, whether temporary or not. Leadership and management, including governance, as a whole, are satisfactory. The school functions smoothly and with clarity of purpose. Not all staff with posts of responsibility have developed their skills fully enough to contribute confidently to the process of self-evaluation for their specific areas or to the school as a whole. Support staff are effective and contribute greatly to many aspects of school life.

### **What the school should do to improve further**

- Raise standards in writing, both in English lessons and elsewhere.
- Develop further teachers' skills in compiling and using attainment data in order to ensure that all pupils achieve their best.
- Plan clearly the methods of learning and skills pupils should be gaining so that pupils learn systematically as they move through the school.
- Work with staff holding posts of responsibility to strengthen their effectiveness in checking on the quality of provision and outcomes in their areas.

## **Achievement and standards**

### **Grade: 3**

In the one year since the school opened, pupils have made satisfactory progress. There are signs that the rate of progress is improving because of the strident and effective work of the headteachers to raise the overall quality of teaching and learning. The school has set itself challenging targets.

Many children enter the school with skills that are relatively weak, particularly in speaking. They make satisfactory progress overall in the Foundation Stage and good progress in language and communication because staff in this stage work well to encourage it. Nevertheless, pupils enter Year 1 with attainment that is below average overall. Because the school pays close attention to the specific needs of pupils with learning difficulties and/or disabilities, or with English as a second language, there is no discernible difference in the progress these pupils make compared with others. Test results in 2006 for pupils in Years 2 and 6 were below average; the numbers of pupils taking the tests were small, however, and so national comparisons are not entirely reliable. Current standards are also generally below average but this still represents satisfactory achievement. The weakest area is in writing and the school is rightly implementing strategies to increase pupils' progress in this area.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils are happy and enjoy their lessons and coming to school. Attendance is satisfactory. The Trinity Code, 'Making People Feel Good', underpins the strong school ethos and is reinforced to the pupils at all times. As a result, pupils are courteous, caring and show good respect and tolerance for each other and are developing good spiritual, moral and social awareness. Cultural development is satisfactory. The school has implemented its own anti-bullying code and pupils say they feel safe both in class and in the playground. One pupil commented that the 20 'Playground Pals' make a huge difference by helping everyone out at lunchtime. Pupils are proud to be on the school council and feel that they make a real contribution to the school. They also make good contributions to the community through fund raising for both national and local charities, for example.

Pupils understand the importance of eating healthily and staying active and this is encouraged through a variety of school initiatives, including the parent and children cookery classes. Skills important for their future success, such as co-operation with each other and concentrating on work, develop well, but standards in literacy and numeracy are a relative weakness.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, but there is sound evidence that it is improving and some good features are already visible. Behaviour in all lessons is good due to excellent classroom organisation and management. Positive relationships in class foster enjoyment in learning. Much teaching is engaging and confident. Pupils are generally clear about the learning intentions. Work is usually matched to the full range of learners' needs but sometimes tasks are not sufficiently demanding. The best questioning from the teacher challenges pupils and they respond well. In some lessons, questioning lacks incisiveness or does not steer pupils towards greater learning gains. Pupils rarely pose their own questions, or set up and follow lines of enquiry. In many classes, pupils are clear about what they need to do to improve and can talk about their specific learning targets. Marking generally encourages pupils to build upon their good work and learn from their mistakes.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum covers the required areas of learning. It has good features in helping pupils develop their personal qualities and positive attitudes to themselves, each other and their work. A sound curriculum framework is in place. The school is working to check that pupils' academic skills in all subjects are being developed systematically across the school as it moves through its second year of existence and beyond. The school is not yet sure that this is indeed the case. Creativity in the curriculum is being developed and promoted. Pupils say that they particularly enjoy subjects where they can make things or do practical work. The many additional activities, such as visiting theatre groups and clubs, contribute well to pupils' enjoyment of learning. This new school benefits from fresh and inviting accommodation and good resources.

### **Care, guidance and support**

#### **Grade: 2**

The school provides outstanding care, and good guidance and support. The staff are highly committed and the school is a place where everyone is respected. Arrangements for child protection are good and the school works closely with parents and other agencies to ensure pupils' well-being. Initiatives such as 'Keeping up with the Children' sessions have encouraged parents to become active members of the school community and support their children's learning.

A large proportion of pupils have joined the school at times other than the start of the year and the school provides sensitive support for them. One Year 6 pupil who had recently arrived commented on how secure and happy she felt and how much support had been given to ensure she settled in, both in terms of work and socially.

Whilst attendance was unsatisfactory in the last year, rigorous application of new policies has now significantly reduced absence.

The guidance pupils receive over how to improve their work is generally satisfactory. Verbal feedback in lessons is usually helpful, as is most marking. The extent to which teachers make use of attainment data to guide and evaluate pupils' progress is variable. Systems for enabling them to do it efficiently have yet to be fully developed, although the new deputy headteacher is making swift progress in completing the task.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory overall and this accords with the school's view of itself. The headteachers provide dynamic leadership with a clear vision for the future. The school development plan correctly identifies areas for improvement but lacks many success criteria. These are being identified.

Parents' views are overwhelmingly supportive. One parent wrote: 'The credit for the smooth running of this school must go to the extremely strong leadership of the headteachers who make each and every child feel that they have something special to contribute to the school.' Similar views were expressed by others.

A strength of the school is the common sense of purpose that is evident amongst the staff. All staff are keenly committed to making the school very successful. Teaching has become more consistent and is improving in quality because of the comprehensive monitoring by the headteachers that identifies accurately strengths and weaknesses. Learning is not yet evaluated with the same rigour as teaching. The headteachers provide teachers with good opportunities for professional development. As a result, lessons are becoming increasingly effective but more time is needed for standards to improve significantly.

The senior management team is newly formed this term. An identified area for development is to strengthen leadership and management at all levels so that each post-holder contributes fully to school self-evaluation and improvement. Governance is satisfactory. Many governors are new to the role and at times heavily reliant on the headteachers for direction. They are committed, supportive and keen to develop their effectiveness. The school has a good capacity to improve.





## 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>	3
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	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
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

As you know, inspectors visited your school recently. I write to thank you for your help when we talked with you and looked at your work. You made us feel really welcome and showed us how much you enjoy coming to school. The school has only been open one year but it already has a warm and friendly atmosphere. Every one of you is valued, included, and helped to contribute.

These are the best things about your school:

- The school is helping you to be courteous and considerate young people, keen to work and learn. You behave very well and support one another.
- Teachers are working to make lessons as good as possible for you.
- You are extremely well looked after so you stay safe. You yourselves have some good ideas about how to lead healthy lives.
- The headteachers are very effective. They make sure the school runs smoothly and happily. They are very clear about what it needs to do to improve further.
- The new school building is inviting and a pleasure to work in. You all take care of it.

Here are the main things the school should do to improve further:

- It should help you to improve your writing more quickly.
- Class teachers need to keep a closer check on your progress so that you can all achieve your best.
- The school should plan in more detail what it wants you to learn, and how, in each year.
- Teachers in charge of subjects should keep a closer check on how well learning in their subject is going.

You and your parents are right to be pleased with how well this school has been established over the last year. It shows every sign of continuing to improve. I wish you all the very best for the future.