

Trinity All Saints CofE VA Primary School

Inspection report

Unique Reference Number	107338
Local Authority	Bradford
Inspection number	309382
Inspection dates	21–22 May 2008
Reporting inspector	Alison Thomson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	176
Appropriate authority	The governing body
Chair	Mr David Wallbank
Headteacher	Mrs Jane Glendinning
Date of previous school inspection	24 May 2004
School address	Church Street Bingley West Yorkshire BD16 2PP
Telephone number	01274 564977
Fax number	0

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Trinity All Saints is a smaller than average primary school serving an area of above average social and economic disadvantage. The percentage of pupils known to be eligible for free school meals is higher than average. The proportion of pupils from minority ethnic groups is much higher than average, as is the number of pupils who do not speak English as their first language. A number of pupils from other countries, speaking little or no English, arrive at school at various times throughout the year. The percentage of pupils with learning difficulties and/or disabilities is much higher than average. The number of pupils holding a statement of special educational need is lower than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trinity All Saints is a good and improving school. The good combination of leadership and management, teaching and learning, a curriculum, and care, guidance and support has led to pupils achieving well and their personal development being good. Parental comments are largely positive and captured by views such as, 'I think that this is a lovely school and definitely on the up,' and 'We need to make people aware of all the great things and achievements the school has done.'

Central to the many recent improvements is the persistence and dedication of the headteacher. Since her arrival two years ago, she has instilled a culture of self-reflection and has further extended unity among the staff. Together with her senior leadership team, she has driven up standards by focusing on individual pupils' performance and development. The comment, 'The school is very good at involving parents, and is improving all the time,' indicates the value parents place on the closer partnerships they have with the school than previously. Systems for tracking pupils' progress are rigorous and strategies for addressing underachievement have led to improved planning by teachers to meet individual needs. The result is that all pupils, regardless of ability or background, now make good progress. From starting points that are below those typically seen, pupils leave at the end of Year 6 with standards that are securely in line with those seen nationally. This is due to good teaching and learning, and well targeted support by teaching assistants. The curriculum is also good and meets the needs of pupils well. Parents value the 'many opportunities which the school gives the children, many of which are out of school activities'. The school works well with outside agencies to ensure that all pupils, including the most vulnerable, are well cared for. Pupils say that they feel safe and that there are adults who they can turn to. They say that behaviour has improved and is now good, although there is a minority of parents who feel that it could be even better yet. Pupils understand well what it means to have a healthy lifestyle. One commented, 'We get healthy stuff like broccoli now.' The school listens to what its pupils have to say and have implemented some of their ideas, such as the 'tyre park' in the playground. Pupils are particularly proud of turning some wasteland into a 'wildlife haven', an event recently reported in a local newspaper. When asked to describe the school, one pupil said, 'We try to keep our motto - growing together,' and another said, 'We all help share the things we're not too good at.'

Governors, many of whom are new, have played a large part in the school's recent development and are increasingly holding it to account well. Despite the many improvements since the previous inspection, the school recognises that there is still some way to go. They have started to introduce a tier of middle leadership to broaden accountability at subject level and Foundation Stage and acknowledge that this is not yet fully developed. They also acknowledge that the current outside provision in the Foundation Stage does not offer children the opportunity to explore the wider world and are taking steps to remedy this. This is a school that knows itself well and one that is not complacent. The many improvements over a relatively short period of time indicate that the capacity to improve even further is good.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Nursery with skills that are below those expected in all areas of development and particularly low in mathematical and physical development. They settle quickly and make good progress so that by the time they leave the Reception year, most are broadly in line with

national expectations in most areas. Teachers and teaching assistants create a caring and supportive learning environment that helps children develop good personal and social skills. 'I cannot begin to explain how much my son has progressed since starting at the nursery,' is a comment typical from Foundation Stage parents. Although there is no leader in the Foundation Stage (Nursery and Reception) at present, the staff work well together and keep comprehensive records of how well children are progressing. This enables them to plan appropriate activities for the different groups, so that all achieve equally well. There is a good balance of opportunities for children to learn through play, tasks they choose for themselves or which come from teacher-led activities. There are very good links between the Reception class and the Year 1 class, so that the transition is seamless. The number of children coming to the Nursery has increased vastly in the last two years. The school is working well within the constraints of its listed building status which currently inhibits development of the outdoor provision. The school recognises this and is already embarking on a comprehensive rebuilding programme. The necessary planning is in place and the work is imminent.

What the school should do to improve further

- Develop the role of middle leaders in monitoring and evaluating the work of the school.
- Improve the outdoor learning opportunities for children in the Foundation Stage.

Achievement and standards

Grade: 2

Pupils make good progress throughout their time in school. This includes pupils with learning difficulties and/or disabilities and pupils for whom English is not their first language. Pupils make good progress in Years 1 and 2 and by the end of Year 2 standards are firmly in line with those seen nationally in reading, writing and mathematics. Progress has improved this year compared with last year. Progress in Key Stage 2 is also good and standards at the end of Year 6 are securely average in English and mathematics and above average in science. Progress in science is particularly good because of the strong emphasis on investigative work. One pupil commented, 'We like science because we get to do lots of exciting things.' The school has good tracking systems to identify any pupil who is underachieving and is addressing underachievement with well thought out strategies that involve working closely with pupils and their parents.

Personal development and well-being

Grade: 2

Pupils show positive attitudes to school and are open, friendly and welcoming. The 'friendship book' in the entrance foyer is a wonderful example of how the pupils are encouraged to value their friends. The book is filled with inspirational quotes from pupils; 'for always being there when I needed her.' Pupils' social, moral, spiritual and cultural development is good. Their awareness of cultural diversity is well promoted through their strong links with a local inner city school. Pupils demonstrate a good understanding of the benefits of adopting a healthy lifestyle. One pupil stated, 'Exercise makes you fit, strong and flexible.' Pupils say they feel safe in school and would know who to turn to if they needed help. Attendance is good and pupils appreciate why attendance is important - as a Year 2 pupil explained, 'I want to go to school every day, because you get to learn there. It's called education!' Pupils make a positive contribution to the school, parish and local communities and to the wider world. This is achieved through the active school council and play leaders, and includes fundraising for charities, singing in Bradford's School Prom and the local church and enterprise projects which enhance the

school environment. Pupils are well prepared for the next stages of education through their good achievement in the basic skills.

Quality of provision

Teaching and learning

Grade: 2

The good relationships between teachers and pupils create a good atmosphere for learning. Teachers show enthusiasm for their subjects and plan their lessons well with appropriate and varied activities. Teaching assistants know and understand the learning needs of their pupils well. As a result, all pupils, including those with learning difficulties and/or disabilities, and those for whom English is not their first language, make good progress. Lessons have good pace, and the good emphasis on literacy and the effective use of whiteboard technology promote good learning. There are good opportunities for sharing ideas and pupils do so with lively confidence. Teachers use skilful questioning techniques to make pupils think, and pupils say they love the thrill of challenges, for example working out 'nets' to make cubes in mathematics. Teachers explain carefully to pupils what they should learn in each lesson. Pupils are encouraged to help assess their own learning and that of their peers. Sometimes, however, these expected outcomes of lessons could be more detailed and graduated in difficulty, as some pupils have difficulty in checking how well they have done. In an outstanding science lesson on friction, pupils enthusiastically demonstrated excellent reasoning skills and use of scientific terminology. Marking is carried out regularly and informs pupils well how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements and is enhanced by an impressive range of visits, visitors and wide extra-curricular activities, from the many sports clubs to 'Knex' and taekwondo. Visits are used well to enrich the curriculum and are often used as a starting point to a new topic. Pupils' cultural awareness is enriched through the 'Linking Project' with a local inner city school. All pupils in Years 3 to 6 have weekly French lessons which are delivered through a blend of role play, songs and games. Pupils enjoy the twice daily 'Activate' sessions which help to prepare them for learning and contribute to the calm, purposeful atmosphere throughout the school, while promoting good physical development and well-being. Self-esteem and team-building skills are further developed through the residential opportunity for Year 6 to visit Askrigg. Art is a strength of the school and the pupils' stunning work on David Hockney has been displayed at Salt Mills Gallery and at Bradford Library. In the Foundation Stage and in Years 1 and 2 the themes linking different subjects help pupils to deepen their understanding and involve them more in their own learning. The school recognises that this is an area for similar development in the classes for the older pupils and there is a move towards a more creative curriculum there.

Care, guidance and support

Grade: 2

The good care and support in a family-like environment, along with strong academic guidance, ensures that pupils' achievement and personal development are both good. Parents recognise this and their views are summed up by the comment, 'The teachers at Trinity are all so nice and helpful to both me and my children.' Pupils are cared for very well and there are good procedures

to ensure that they are safe. Child protection arrangements are good and the school works well with other agencies to support vulnerable pupils. There are very good partnerships with parents, helped by the enthusiastic 'parent involvement worker'. This greater involvement of parents in their children's education has helped raised standards. Systems for supporting pupils who have learning difficulties and/or disabilities and those who join school speaking little or no English are particularly strong and well managed, so that they make good progress equal to their peers. Links with local secondary schools are strong helping to prepare pupils for the next stage in their education. Academic guidance is good and pupils know their targets and how to achieve them. This, too, has helped pupils achieve more highly.

Leadership and management

Grade: 2

The school has moved forward considerably under the strong leadership of the headteacher and is in a good position to improve further. Along with her senior leadership team, she has brought about a common purpose among all the staff to raise standards. Parents recognise this and the following comment sums up the views of many, 'I have a great deal of respect for the headteacher and all the staff at the school.' Rigorous tracking systems to check pupils' progress and evaluate teaching and learning have improved achievement in many areas. Increasingly, targets set are more challenging. The school has recognised areas where improvements need to be made, such as developing middle leadership and improving the outdoor provision in the Foundation Stage. They acknowledge that these are not yet fully in place. Staff welcome the chance to become more involved in the monitoring and evaluation of the school and have made a good start in learning their new roles. The improved links with parents are appreciated and they feel that, 'Communication between parents and the school has improved a huge amount.' Governors are very supportive, offer constructive criticism and challenge the school appropriately and effectively.

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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	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

On behalf of the inspection team I would like to thank you very much for the warm welcome you gave us when we inspected your school. We enjoyed talking to you and seeing all the interesting work that you do. Your school gives you a good education.

Here are some of the things that we found your school does best.

- You enjoy school and most of you behave very well.
- You work well with each other and help to do things for your community.
- You are developing good personal skills for you to have a successful adult life.
- You know how to be healthy by eating the right food and by exercising.
- Adults in school ensure that you are safe and well cared for.
- You have interesting lessons and lots of opportunities for clubs and visits.

Here are some of the things that we have asked your headteacher and teachers to improve.

- The checking of how well you do in your different subjects across the school.
- The outdoor area for the children in the Nursery and Reception class.

We enjoyed our visit to your school. Thank you once again.