

# Holy Trinity Primary School

## Inspection report

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<b>Unique Reference Number</b>	109249
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	309942
<b>Inspection date</b>	30 April 2008
<b>Reporting inspector</b>	Mo Roberts HMI

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	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie England
<b>Headteacher</b>	Jane Johns
<b>Date of previous school inspection</b>	11 October 2004
<b>School address</b>	Broad Croft Bradley Stoke Bristol BS32 0BD
<b>Telephone number</b>	01454 866735
<b>Fax number</b>	01454 866737

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors who evaluated the overall effectiveness of the school and investigated the following issues: current standards; the systems for tracking pupils' progress and monitoring the quality of teaching and learning; achievement in writing; pupils' personal development and well-being, and care, guidance and support. The Foundation Stage was also a particular focus as it was judged unsatisfactory at the last inspection. Evidence came from lesson observations, scrutiny of pupils' work and school documents. Parents' questionnaires and discussions with children, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report. An inspector from Ofsted's Children's Division shadowed the inspection.

## Description of the school

This is a one class intake primary school where pupils come from an increasing variety of social and cultural backgrounds, although the majority of pupils are of White British heritage. The school promotes a strong Christian ethos. There are more pupils with statements of special educational need than typically found. The proportion eligible for free school meals is lower than the national average. When children start school their skills and abilities are at about the expected level for their age, although some aspects of their social skills are slightly weaker. The school has achieved Healthy School, Artsmark and Activemark awards.

## 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. The strong leadership given by the headteacher ensures that all aspects are effective. One of the reasons pupils achieve high standards overall is because they are cared for and nurtured as individuals. A parent captured this well writing on their questionnaire that 'the school takes a real interest in each pupil and their character as a whole - not just their educational achievement'. The school's ethos and Christian character underpins the drive to see that each pupil makes the maximum progress possible academically and in their personal development. Pupils' personal, spiritual, moral, social and cultural development is good. The school is inclusive, genuinely welcomes pupils of all abilities and from various cultural backgrounds, and ensures they have equal opportunities. Systems for assessing and tracking pupils' progress are exemplary. Members of the senior management team, which includes the assessment coordinator and the special needs coordinator, regularly assist class teachers to review each pupil's rate of progress and promptly identify those in danger of falling behind. Carefully tailored support and intervention are then provided to meet the pupils' specific needs. Skilled teaching assistants greatly assist with this work.

Children in the Foundation Stage make satisfactory progress and reach the goals set for them at the end of the Reception Year. Other pupils make good progress and reach standards that are above the national averages in both Year 2 and Year 6 because of the good teaching they receive. The headteacher monitors the quality of teaching and learning regularly to improve their consistency and to gauge the effect of any new strategies employed, such as the current improving writing initiative. A good proportion of pupils achieve the higher levels in the Year 2 and 6 national assessments. Science is exceptionally strong with two out of three pupils in Year 6 reaching the higher level last year. English, although at the national expected level, was the weakest subject, with writing skills causing the most concern. The school quickly identified and acted on the specific areas for improvement, including spelling. Work in the current children's books and on displays shows improving standards. For example, some especially good poetry was written after the school's link with a school in a flooded area. Presentation and handwriting have both improved since the last inspection. The rapid response to the decline in English standards demonstrates the school's good capacity to improve. Teachers are also involved in an effective coaching exercise where observations of each other help them to strengthen their work.

The school's self-evaluation is good and the school development plan is comprehensive and drives progress but it does not include specific timings or make it sufficiently clear who has responsibility for various projects. This is particularly important now that the school has introduced more distributed leadership roles. Leadership and management are good and governors continue to give the school good support. They ask the school challenging and pertinent questions and call it to account but have not yet settled on a way of recording first hand evidence after their visits.

The school has worked hard to develop the Foundation Stage provision by extending the building to give extra space, and by fencing and securing the school site. The curriculum, including outdoor learning, has improved and the children now have sufficient independent choice within the day. They gain secure skills, but the pace of their progress does not quite match the rate of progress seen in the rest of the school.

Care, guidance and support are good. Since the last inspection, pupils have been effectively encouraged to take more responsibility for their own learning. They review their work against checklists that are adapted to match their maturity and levels of understanding. The teachers' marking system is consistent and clear. Consequently, pupils know and can clearly explain what they needed to do to improve their work. They understand their individual targets and are justifiably proud when they achieve them. Rewards and sanctions throughout the school are consistent and lead to good behaviour because pupils are clear about what is expected. All pupils make a positive contribution to their community and the older pupils, especially, perform a range of school wide duties. Pupils attend well and enjoy school. They understand about how to keep healthy and safe. They also know how to report any bullying and are confident that matters will be resolved on the rare occasions when it occurs. The quiet room at lunchtime provides valuable support to some of the more vulnerable pupils and ensures pupils have a safe place, with adult supervision, for activities and reflection.

The school's good curriculum is constantly evolving and captures pupils' enthusiasm and interest. There are numerous clubs and activities, as well as specific activities such as the whole school reading challenge. Two opportunities to go on residential camp during Key Stage 2 also enhance pupils' social skills and teamwork. Pupils' information and communication skills are exceptionally good and this, together with their good educational standards, prepares them well for their next stage of education and for their future economic well-being.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

Provision in the Foundation Stage (Reception) is now satisfactory. Children make a sound start to school because the staff work well together and offer a reasonable range of activities throughout the day. The children make satisfactory progress and most attain the expected levels by the end of the year. However, given their mostly good starting points, some of those who learn quickly require further challenges. For example, the free choice activities do not always sufficiently spark children's creative and inquiring minds or build sufficiently on their past learning. Mathematics, phonic and reading skills develop well and parents are good partners in supporting children's early reading. Teaching is generally satisfactory, although some instructions are too wordy for young children. This was most noticeable during physical education in the large hall. Assessments mostly identify the next steps for each child's learning, but where and when children will have an opportunity to undertake them is not always clear enough in the planning. The outdoor area is now more fully used. Deployment of staff and the effectiveness of some everyday routines require refinement to ensure no learning time is lost and that a supervising adult is available to offer a stimulating question or prompt at all times. The leadership and management of the Foundation Stage are satisfactory and plans are in place for further staff development and the introduction of the new national Early Years Foundation Stage curriculum, on time, in September 2008.

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

- Ensure the school improvement plan includes timeframes for each strand, measurable ways of evaluating success and the allocation of responsibilities across the appropriate staff.
- Refine the planning, routines and staff deployment in the Foundation Stage to ensure those who learn quickly are fully challenged, especially when they are undertaking self-selected activities.

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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	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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

<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 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

1 May 2008

Dear Pupils

Inspection of Holy Trinity Primary School, Bradley Stoke BS32 0BD

Thank you very much for making me welcome when I visited your school. I was delighted by your sensible and helpful attitudes towards each other and at how well you get on with your schoolwork. I think, like you, that you go to a good school.

You do especially well in science and ICT, so well done! The Year 2 pond dipping I saw was really interesting as well as the drama. The poems Year 6 wrote about the floods are really good. Your school has a good range of interesting topics for you to study as well as all the extra clubs. You enjoy your school and want to do your best. You tell me adults all help you if you ask. Most of you behave very well and know how to keep healthy and safe. I was pleased to see how everyone's writing and spelling is improving – keep up the good work. You told me that you find the lessons enjoyable and challenging and I agree. The teaching in your school is good and you are always looking for ways to improve your work. This is why you make good progress.

Your school is good as well because the adults who run the school do it very well. Your headteacher knows how each of you is getting on and the governors also keep a close eye on how the school is developing overall. To make it even better, I have asked your teachers to make sure their big plan for the school (the school development plan) has some dates on it to show when things are to be finished and notes which teacher is checking to see how quickly improvements are helping you. The other thing I asked them to do was to make some of the activities the Reception class children select for themselves even more exciting and challenging especially for those who learn quickly.

Well done on your good attendance. I know that you will continue to work hard and I am sorry that I did not meet Year 5. I did hear that their residential camp was great fun. Finally, a special 'thank you' to the pupils who came along to talk to me and to show me examples of their good writing and ICT work.

With best wishes for the future.

Yours sincerely

Mo Roberts Her Majesty's Inspector