

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115666
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	312019
<b>Inspection dates</b>	10–11 December 2007
<b>Reporting inspector</b>	Janet Simms

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cathy Pascoe
<b>Headteacher</b>	Alistair Cheadle
<b>Date of previous school inspection</b>	6 October 2003
<b>School address</b>	Jersey Street Cheltenham GL52 2JP
<b>Telephone number</b>	01242 515778
<b>Fax number</b>	01242 515778

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Few pupils in the school are from minority ethnic backgrounds and none is at the early stages of learning English. The number of pupils with learning difficulties and disabilities is average. There are seven single year classes. The school holds awards for Artsmark Gold, Investor in People and Healthy School.

## 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 some outstanding features, holding a high reputation in its community. Amongst its strengths is a friendly, nurturing atmosphere which results in excellent personal development. In the words of one parent, who summed up the views of almost all, pupils thrive in a 'sunny and happy environment'. Pupils become confident, articulate and self-assured, good at working with others and taking a lead when required. Pupils enjoy an outstanding curriculum that is thoughtfully crafted to maintain a balance between creative activities such as art, music and dance and key skills in English and mathematics.

Children start school with skills broadly in line with expectations. They do exceptionally well in the Reception Year as a result of the excellent provision to meet their needs. They make very good progress in all areas of learning so when they move to Year 1 their attainment is above average. Pupils continue to do well across the school, but their achievement is better in Years 3 to 6 than it is in Years 1 and 2. While progress is satisfactory in Years 1 and 2, there has been a recent dip in standards in reading, writing and mathematics. In 2007 tests, standards were not at the high levels seen in the past and current predictions indicate similar levels for current Year 2 pupils. Action is being taken to tackle this, but it is too early to see the impact of new initiatives. By the end of Year 6, standards in English and science are particularly high. Standards are average in mathematics. Work is underway to improve pupils' skills in problem solving which is resulting in improved achievement in mathematics.

Learning is good with teachers and assistants working very effectively together to provide support and challenge for the range of abilities in each class. The headteacher and all staff keep pupils' well-being, safety and best interests at the heart of all planning, resulting in excellent pastoral care. Academic guidance is satisfactory, with pupils increasingly aware of their various targets, but not always understanding what they need to do to achieve these. Good leadership and management underpin the school's continued strengths from its last inspection. The single issue about behaviour has been tackled well and behaviour is now excellent. Careful consideration of all the school's work leads to well judged self-evaluation. The governing body is actively involved in all aspects of school life, supporting it well, and challenging managers properly. Good capacity to improve further is demonstrated by the school's success in maintaining the overall high standards at the end of Year 6 and improving provision for areas such as information and communication technology (ICT) over recent years.

The school has excellent relationships with its partners, including its associated church, parents and the local authority. The school values these highly and utilises them very effectively to help improve things. Pupils' progress is assisted by volunteers, who hear pupils read for example. Pupils' enjoyment of learning increases through an excellent variety of extra-curricular activities such as the church club. Management is being further strengthened through help with target setting at all levels. Current whole school targets are not sufficiently challenging and pupils' performance in the 2007 national tests vastly exceeded targets set for that year.

## Effectiveness of the Foundation Stage

### Grade: 1

Children start the Reception Year with the expected range of competences and make very good progress. Outstanding relationships with staff facilitate this progress in most areas of learning, creating happy, confident children, willing to learn, and proud of their successes. Communication

skills improve particularly well as a result of many opportunities to discuss ideas with others. Literacy, numeracy and ICT skills develop quickly, with good understanding of the links between subjects beginning very early. Facilities are good and are well used to promote a carefully planned balance of child initiated and adult led activities in the classroom and the outdoor area.

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

- Set clear and ambitious targets for individual pupils and year groups throughout the school and ensure that pupils themselves are clear about what they need to do to achieve these.
- Improve pupils' progress in Years 1 and 2 to raise standards in reading, writing and mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils progress well across the school, but there is some variation in how well they are doing in different year groups and different subjects. Excellent progress in Reception means that when children enter Year 1 standards are above average. In Years 1 and 2, the rate of progress has varied over the past few years. Up to 2006, pupils have generally done well to reach above average standards at the end of Year 2. In 2007, standards in reading, writing and mathematics were broadly average, as they are for current Year 2 pupils. Action has been taken to tackle this variation with increased opportunities for pupils to use and develop key skills in literacy and numeracy in work across a range of subjects. This is beginning to have a positive impact, particularly in Year 1, but it is too early to see the overall effect on standards at the end of Year 2.

The rate of progress increases again in Years 3 to 6 so that all pupils do well, including those with learning difficulties and disabilities. Additional support provided for lower attaining pupils and extension classes to stretch higher attaining ones ensure good achievement for all abilities. In 2007, achievement was good for Year 6 pupils, who attained very high standards in English and science. The picture is similar for the current Year 6 pupils. Whilst achievement in mathematics is satisfactory, the school has accurately identified that problem solving is a key area for development in this subject. Recent improvements in the teaching of mathematics are increasing pupils' rate of progress in this area across the school.

Pupils achieve exceptionally well in other subjects, for instance in art where standards are outstanding. Excellent standards are also evident in music, with pupils' singing being of an exceptionally high quality.

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

### **Grade: 1**

Attendance is high and behaviour is excellent. Pupils confidently articulate their enjoyment of school, feel safe, and participate enthusiastically in extra-curricular activities of all types. Regular involvement in a range of sports keeps them fit and healthy. Other activities, such as orchestral practice and performances, stretch pupils' skills and imagination. Many pupils develop a healthy competitive spirit through representing the school in activities such as chess and team games. These sorts of opportunities lead to excellent social, moral, spiritual and cultural understanding. The enthusiastic school council makes sure that all pupils can contribute actively to school

decision making. Pupils take on responsibilities willingly, helping staff, and taking very good care of others when required. This creates an atmosphere of mutual trust, concern and support.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lessons provide a sense of fun for pupils in their learning and there is a good variety of activities to keep them interested and productively occupied. Recent focus on speaking and listening has resulted in good learning through discussion with 'talk-partners' to share and develop ideas. Good use of this strategy is already helping Year 1 and 2 pupils to make better progress in literacy. It also assisted learning well in a Year 6 English lesson seen, on aspects of environmental protection and citizenship. The strong emphasis on 'talking to learn' is a key factor in pupils becoming so articulate and confident.

Because staff know pupils well, they identify additional learning needs quickly, with assistants deployed very effectively to provide for these. Pupils with learning difficulties and disabilities make good progress because of this help, with some achieving unusually well and parents highly commending this support. Behaviour in lessons is very good, with pupils keen to contribute to lessons, for example where they were finding a teacher's 'deliberate' mistake in a Year 1 mathematics lesson. Parents make a good contribution to pupils' learning, keen to maintain the interest and enthusiasm generated by good teaching. Teachers' day-to-day marking is rightly identified as an area to improve. Written comments do not give enough guidance about specific areas for improvement and are not always sufficiently well linked to pupils' targets.

### **Curriculum and other activities**

#### **Grade: 1**

The excellent curriculum is a major factor in pupils' enjoyment and achievement. An exciting balance of opportunities within and outside the classroom contributes to pupils' wide range of academic and personal skills and understanding. Identification of weaker areas of provision in mathematics has resulted in a strong focus on improving key skills. As a result, pupils' achievement in this subject is improving throughout the school. Links between subjects are very strong so pupils contextualise learning across a spectrum of relevant ideas. Recent trialling of a 'creative' curriculum is going well. The award of Artsmark Gold testifies to strengths in the arts. The spiritual dimension is very well established, with staff constantly stimulating pupils' thinking and imaginations. Staff actively encourage pupils to make creative links between ideas from an early stage. This was evident in Reception, where children were already understanding that 'tri' related to the idea of 'three' and could link the word 'triangle' with 'triceratops'.

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

#### **Grade: 2**

Safeguarding issues are secure and are paramount amongst the school's concerns. One of the things parents value most about staff is their friendly accessibility and approachability if ever they or pupils themselves have any concerns, so problems are almost always averted. Academic guidance is less strong or informative because formalised tracking of pupils' progress has only recently begun. Pupils have targets, although not all remember these, and some are not specific enough. Oral feedback to pupils is better than written guidance about how to improve.

## Leadership and management

### Grade: 2

The headteacher leads the team very effectively. He has maintained good staff morale and the momentum for improvement from a strong position at the last inspection. Staff promote consistently high expectations of behaviour, good manners and concern for others. A strong governing body supports the school fully, with governors frequently in school to strengthen their own knowledge of its work. All pupils are welcomed into the family atmosphere, with parents appreciating highly the school's values and inclusive ethos. Subject coordinators do not yet play a strong part in setting targets for their subjects. Target setting, from school level to individual pupil level, has only very recently become a focus for managers and governors.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### 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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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>	1
<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 leaders and managers use challenging targets to raise standards	3
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

21 December 2007

Dear Pupils

Inspection of Holy Trinity Church of England Primary School, Cheltenham GL52 2JP

Thank you so much for welcoming us into your school recently. We really enjoyed being in your lessons, talking to you and to your teachers, and looking at your work. I am writing to tell you what we found out.

Yours is a good school and we found some excellent things about it. For example, we were very impressed by your very good behaviour and the way you develop in lots of different ways. You say that you are happy at school, feel safe and not bullied, and are learning lots of new things. Your parents agree. You do well in subjects like English and science, but also in areas such as art and music. We loved seeing such excellent art work all round the school and hearing you talk about it. We think your singing is excellent in assembly, for example, and know that music is very strong. We heard a lot about the orchestra and think that it is really good that so many of you are learning to play instruments. The range of subjects and other opportunities for you to learn is excellent. You are developing a rich range of skills that make you into confident, healthy, well-rounded people when you move on to secondary schools. Your learning is good because teaching from all the staff is good. This helps all of you, including those who need extra support or extra challenges, to do well. All staff, including the headteacher, know you well and make sure you are always safe. Their concern for your well-being is excellent, so they plan all they do around your best interests.

To make things even better, we have asked the school to make a few changes. We feel that your progress could be quicker in Years 1 and 2, so we have asked the school to improve that. Although you have targets not all of you remember them or know quite what to do to achieve them, so we have asked staff to make these clearer and guide you better about how to improve.

Thank you again for your warm welcome.

Yours sincerely

Janet Simms Lead inspector

**Annex B**



21 December 2007

Dear Pupils

**Inspection of Holy Trinity Church of England Primary School, Cheltenham  
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