

# Trinity CofE VA First School

## Inspection report

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<b>Unique Reference Number</b>	132767
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	316010
<b>Inspection date</b>	14 November 2007
<b>Reporting inspector</b>	David Curtis

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>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Sutcliffe
<b>Headteacher</b>	Jane Green
<b>Date of previous school inspection</b>	23 June 2003
<b>School address</b>	Coopers Lane Verwood BH31 7PG
<b>Telephone number</b>	01202 821704
<b>Fax number</b>	01202 813256

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## Introduction

One Additional Inspector carried out the inspection. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • How effectively the school is raising standards in writing • How well pupils use their literacy and numeracy skills in other subjects • Standards in subjects other than English and mathematics The inspector gathered evidence on the day from discussions with staff, pupils and governors. A range of the school's documentation was examined and first-hand evidence was gathered from seeing pupils at work and through attending collective worship. The views of parents were gathered through the 69 questionnaires completed prior to the inspection. 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.

## Description of the school

This is a small one-form entry school. Pupils transfer to middle school at the end of Year 4. At the time of its last inspection, this was a new school with a Reception and Year 1 class only. Attainment on entry meets expectations for four-year-olds. The school is very popular and oversubscribed. The headteacher was appointed in January 2007.

## 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 outstanding features. A parent who wrote, 'Trinity is a well-run, happy school with a wonderful ethos and a dedicated team. My children go cheerfully into school and are returned to me smiling each day,' sums up the essence of this successful school. At the heart of the school's success are effective leadership and management. The headteacher, staff and governors work as a united team dedicated to pupils' achieving high standards and being prepared successfully as future citizens. Governors show good levels of challenge, particularly in relation to the annual performance data for each year group. The year-on-year improvement in standards since the school opened is testimony to the school's good capacity for further improvement.

Good teaching linked to a vibrant curriculum means that children make good progress from the day they start in Reception. Achievement is good and by the time they leave Year 4, standards exceed expectations for nine-year-olds. In reading, achievement is outstanding. Pupils use their reading skills exceptionally well when using books or the Internet to carry out detailed research for their history topics, such as The Tudors. Standards in writing are good, although more able pupils do not have enough opportunities to write at length, particularly stories. Evidence from pupils' work shows teachers tend to over-rely on the use of photocopied worksheets. As a result, opportunities to develop writing are sometimes restricted by pupils giving one-word answers to questions. Consequently, fewer more able pupils reach the higher levels in tests and assessments that they do in reading. Nevertheless, there are good examples of pupils writing successfully in other subjects, including good evaluations of their design and technology (DT) projects. In mathematics, pupils achieve good standards and use their numeracy skills successfully in other subjects. In science, for example, pupils constructed tables and accurate graphs to show the results of an investigation into the stretchability of tights.

Pupils benefit from specialist teaching and the inspection took place on a day when subject leaders teach Years 2, 3 and 4, rather than just their own classes. The input from a specialist music teacher made a significant contribution to the good standard of recorder playing and composition skills heard during the inspection. Evidence from lessons, work on display and subject leaders' portfolios show that pupils achieve good standards in art and design, DT, history, information and communication technology (ICT) and physical education (PE). Pupils' use of ICT skills in other subjects, particularly history, is very good. In Year 4, pupils have created impressive multimedia presentations on the wives of Henry VIII. Strong links with a sports college make a significant contribution to good standards in PE.

Pupils certainly enjoy their lessons because teachers make them interesting and challenging. They particularly value teachers using the interactive whiteboards to introduce new learning. 'It is much better than them just standing at the front and talking to us', was the view of pupils in Year 4. Pupils love using the interactive whiteboards themselves. The challenge of completing a timed task to identify even numbers from a set of mixed numbers makes a strong contribution to pupils' quick recall of number patterns. In lessons, pupils work successfully as teams and show impressive levels of concentration in completing tasks, such as making a model of a working drawbridge for their castles. Teachers and teaching assistants support pupils with challenging questions to make them think and explain their ideas.

Good levels of care, guidance and support underpin pupils' outstanding personal development and well-being. Their spiritual, moral, social and cultural development is excellent. Behaviour

is exemplary and relationships with each other and adults are outstanding. Enjoyment of school is reflected in pupils' very good attendance. Pupils are very enthusiastic about sport and talk confidently about personal targets for improving their skills. They left the inspector in no doubt as to what he should have for a healthy lunch! In DT lessons, pupils are sensible and safe when using tools and equipment. They feel safe in school and talk to teachers or their peers if they have worries or concerns. In school, they carry out their responsibilities sensibly. The school council makes a good contribution to school life and its views are acted upon, for example in the recent acquisition of new equipment for playtimes. The combination of good academic standards and excellent social skills prepares pupils exceptionally well for their future economic well-being.

The headteacher and teachers track pupils' progress carefully through good regular and detailed assessments. Assessment in subjects other than English, mathematics and science is good. The information gathered is used effectively to set challenging targets for pupils, but at a group level rather than at an individual one. Currently, pupils do not have individual targets for literacy and numeracy. As a result, they are not always sufficiently clear as to how they can further improve their already good work, particularly in writing.

The school and governors are very proactive in seeking the views of parents and pupils. Links between teachers and parents are particularly good in relation to sharing the information about the work classes are covering and the progress made by pupils. Most parents are totally supportive of the school. It is because parents and pupils are at the centre of all its work that the school continues to flourish and grow.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

My son started in Reception in September and loves school. The teachers and teaching assistants have done a wonderful job to make the children welcome, relaxed and ready to learn.' This comment captures in a nutshell why children make good progress from the day they start school. Good teaching, including very effective support from teaching assistants and volunteer helpers, contributes to children achieving the goals they are expected to reach by the time they start Year 1 in all six areas of learning. Assessment of children's progress is particularly good, including the use of photographs. The classroom is an exciting and stimulating place for children that encourages learning. Children quickly settle into the day-to-day life of the school. They are confident in working in groups, for example in their 'pizza delivery service' or independently when going on a 'shape hunt'. The outdoor play area is secure and of a good size. Whilst it is used effectively by staff to promote learning, there is a lack of climbing equipment for children to use.

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

- Provide pupils, especially the more able, with the skills and stamina to write good quality, longer pieces of writing.
- Give pupils individual targets for literacy and numeracy so they are clear about how to improve their work.



## 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?	1
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 <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?	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	1

### 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?	1
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 November 2007

Dear Pupils

Inspection of Trinity CE VA First School, Verwood, BH31 7PG

Thank you very much for the warm welcome you gave me when I came to your school. May I say a special thank you to those of you in Year 4 who met me during lunchtime, and yes, I did have a healthy lunch! I am delighted to tell you that you go to a good school, with outstanding features. These things are particularly good:

- You make good progress in school and the work you do is better than for many children of your age.
- Your behaviour is excellent and you all get on extremely well together.
- You really like your teachers, especially when they use the interactive whiteboards at the start of lessons and let you use them too!
- You enjoy your topic work and the way subjects are linked together.
- All of the adults in school care for you really well.
- Those responsible for leading and managing your school do a good job in helping you to do your very best and to succeed in everything that you do.

To make your school even better I have asked your headteacher, teachers and governors to:

- Give you more time to write longer stories or factual accounts so that your writing can be even better than it already is.
- Give you individual targets in literacy and numeracy so that again you can improve your work to an even better standard than it already is.

I know that you will continue to work hard and enjoy being at your school.

Yours sincerely

David Curtis Lead inspector

15 November 2007



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David Curtis  
Lead inspector