

Holy Trinity CofE Primary School

Inspection report

Unique Reference Number	110018
Local Authority	Windsor and Maidenhead
Inspection number	325081
Inspection dates	12–13 February 2009
Reporting inspector	Malcolm Johnstone

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	207
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Richard Pelly
Headteacher	Mrs Sarah Thorpe
Date of previous school inspection	29 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Road Sunningdale Ascot SL5 0NJ
Telephone number	01344 620 716
Fax number	01344 873 572

Age group	4–11
Inspection dates	12–13 February 2009
Inspection number	325081

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is similar in size to most other primary schools. The large majority of pupils are of White British heritage. There are small numbers of pupils from a variety of minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. Most of these pupils have moderate learning difficulties. The proportion of pupils with a statement of special needs is above average. A below average proportion of the pupils are known to be eligible for free school meals. Mobility of pupils is above average. In the Early Years Foundation Stage, children are admitted to the Reception class in the term that they become five years of age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good standard of education. The vision and influence of the headteacher are outstanding. She has tackled some difficult issues with determination and has improved the school in all key aspects of its work since the previous inspection. Overall standards are above the national average, and pupils make consistently good progress as they move from Reception to Year 6. This is because the teaching is now good and, occasionally, outstanding. Lessons are planned well; learning usually moves at a rapid pace and engages all pupils in interesting and challenging activities. These tangible improvements, and well-considered school development planning, ensure that there is good capacity for further improvement.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, and their care, guidance and support, are good. The school makes a good contribution to community cohesion and is an integral part of the local community. There are good links with parents and outside agencies which ensure that pupils have opportunities to succeed in a warm and caring environment. There is a strong family feel and a positive ethos which owes much to the dedication and commitment of all who work in school. This contributes to the good welfare and personal development of all pupils. As a result, pupils enjoy school, say that they feel safe, and get on well with each other. Behaviour is good and pupils have excellent attitudes to work. They are prepared well for the next stage of their education. The large majority of parents who responded to the inspection questionnaire have positive views of the school in all aspects of its work. 'This is a well-run, caring school with good emphasis on teaching, consideration for others and togetherness.' This was the view of one parent and was echoed by many others.

Achievement is good. Standards are above the national average by the end of Years 2 and 6. All pupils, including those who have learning difficulties and/or disabilities, the pupils who enter the school at other than the normal time of entry, and the few from minority ethnic backgrounds, achieve equally well. There has been good improvement in the provision for information and communication technology (ICT). However, standards in ICT are broadly average, and not enough pupils reach the high levels achieved in English, mathematics and science. In the otherwise good curriculum, there is also scope to extend the use of new technologies in support of work across the curriculum.

Leadership, management and governance are good. With clear and highly effective direction from the headteacher, all staff and governors share a common sense of purpose and are pulling in the same direction. Self-evaluation is good, and the tracking of pupils' progress is effective. It has improved appreciably since the previous inspection. This has helped to focus support where it is needed most, and ensures that standards and achievement have continued to improve. Subject leaders, many of whom are relatively new to the role, have used assessment data successfully to identify areas for improvement in their subjects, and have formulated good action plans. However, they have had too few opportunities to check up on how initiatives are impacting on teaching in their subjects across the school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Most children enter school with levels of skill and understanding that are typical for their age. Children enter at different times during the year from a variety of pre-school settings. Good

leadership and consistently good teaching, with a strong and effective focus on children's personal development and early literacy and numeracy skills, ensures that children make good progress and are prepared well for the next stage of their learning. By the time they leave Reception, almost all children are working securely within the early learning goals, with a minority who exceed them. Children settle well to school life. Relationships between adults and children are good, and activities stimulate and motivate children of all abilities. This results in children's good behaviour, a love of learning, and an excellent attitude to work. There is a good balance between activities led by adults and structured play activities. Role play is used particularly well to develop children's speaking and listening skills, and to provide stimulation for early writing activities. The outdoor area is generally used well, but it is recognised that there is scope to make it a stronger feature in children's learning.

What the school should do to improve further

- Improve standards in information and communication technology to the level of those in English, mathematics and science, and make greater use of new technology to support learning across the curriculum.
- Develop the role of subject leaders in the monitoring and evaluation of teaching and learning in their subjects.

Achievement and standards

Grade: 2

From broadly average standards in 2007, the school has improved standards over the past two years. Results from the 2008 national assessments for pupils at the end of Year 2 show standards to be above national averages in reading, writing and mathematics. Provisional indications from the 2008 national tests for pupils at the end of Year 6 indicate that standards are well above average in English, and above average in mathematics and science. Inspection evidence and the school's thorough tracking data indicate a continuation of this improving picture. Across the school, standards in reading and speaking and listening are particularly high, and in writing there has been good improvement as a result of the school's successful focus on this. Challenging targets have been met, and between Years 1 and 6, pupils of all abilities and backgrounds make good progress in relation to their capabilities and starting points. Increasing and above average numbers of pupils reach the higher National Curriculum levels in English, mathematics and science. This is testament to the good achievement of the more-able pupils. Standards in ICT are improving but are not as good as the high standards achieved in other subjects.

Personal development and well-being

Grade: 2

Pupils enjoy school, and this is reflected in their above average attendance. Pupils have excellent attitudes to learning, and behaviour is good. Lessons and assemblies that deal with subjects such as working together, friendship and conflict have a good impact on pupils' spiritual, moral, social and cultural development. There are very good relationships within the school, and pupils say that they feel safe and happy. Pupils say that they are confident that adults will deal effectively with any isolated incidents of bullying. They understand the importance of making healthy eating choices and taking regular exercise. Through work in religious education, geography and history, they gain knowledge and appreciation of worldwide communities. School councillors represent their peers effectively and pupils are proud to have supported a variety of charities. Pupils new to the school say how quickly they make friends and are made

to feel welcome. These good aspects of their personal development, together with the good basic skills they attain, prepare them well for their future education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good across the school and is particularly strong in Years 5 and 6, where some of the teaching is outstanding. Throughout the school, teachers make it clear what pupils are expected to learn, and modify activities to take account of different ages and abilities. Good assessment systems help to ensure that this is successful, and assist pupils of all abilities to make good progress. Lessons are generally lively, well paced, interesting and enjoyable for the pupils. Pupils' excellent work ethic and good behaviour have a considerable impact on their learning. The focus on writing has had a marked impact on the quality of teaching and standards in the subject. There are examples of good writing across the school. In an outstanding lesson on story writing for Year 5 pupils, there was some excellent, well-structured writing that captured the reader's attention with its choice of exciting and highly effective vocabulary. In mathematics and science, teachers provide good opportunities for pupils to apply their knowledge in investigations. Teachers have good subject knowledge in most subjects, although the subject leader for ICT recognises that more in-service training is needed to boost teachers' knowledge in the teaching of higher-order ICT skills.

Curriculum and other activities

Grade: 2

The curriculum is successful in promoting pupils' personal development. It is suitably broad, with an appropriate emphasis on literacy and numeracy. There is a wide range of enrichment activities and opportunities for pupils to participate in sport, the arts and music. The curriculum is supplemented effectively by residential visits, specialist visitors and visits into the community. The school has changed to a one-year cycle for topic planning, and this is working well in ensuring continuity and progression across year groups. The linking of subjects by thematic cross-curricular activities adds an extra and relevant dimension to learning. Good curricular links with the local secondary school promote pupils' learning well. There are good opportunities for pupils to use their skills in literacy and numeracy to support learning across the curriculum. There are not enough opportunities for pupils to use computers to support work in a range of subjects.

Care, guidance and support

Grade: 2

All the adults in the school are fully committed to providing good pastoral care, guidance and support, and this encourages pupils to achieve well. All the parents who responded to the parental questionnaire supported this view. Pupils say that there is always someone to listen and help if they encounter difficulties. Safeguarding and child protection procedures are rigorously applied. There are good systems to aid the induction of new pupils, and they soon make friends and settle to school routines. Pupils with learning difficulties and/or disabilities are supported well. Academic guidance is good. There is effective tracking of pupils' progress, and pupils are encouraged to assess their own learning against informative literacy targets. Marking gives pupils a clear understanding of how they might improve.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is held in high regard and provides a clear direction for the school. Her democratic approach ensures that all feel valued and part of the team. She came to the school at the time of the previous inspection, and has been highly successful in taking the school from being satisfactory to a position where it is now moving towards outstanding. All leaders are focused on raising standards and promoting the personal development and well-being of all pupils. Development planning points a clear way forward and shows how further improvement can be made. While the headteacher has a regular and effective programme to monitor teaching, there are not enough opportunities for subject leaders to check on whether initiatives in their subjects are impacting on teaching across the school. Governance is good. Governors are well informed about all aspects of school life, and carry out their monitoring role well while providing suitable challenge. The school is popular and oversubscribed. The contribution to community cohesion is good, and staff celebrate the different backgrounds of all pupils. The school values links with the local community, as well as supporting a school in Uganda. As a result, pupils respect people from differing backgrounds. A particularly strong link with the local secondary school is effective in providing additional support and challenge for more-able pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
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 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

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	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 eliminated	2
How well does the school contribute to community cohesion?	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**

27 February 2009

Dear Pupils

Inspection of Holy Trinity CofE Primary School, Ascot, SL5 0NJ

Many thanks for the friendly welcome you gave us when we visited your school. You were most polite and helpful throughout the inspection, and told us why you believe Holy Trinity is a good school. We agree with you. Your teachers help you to make good progress and do well from Reception right through to Year 6. You tell us that you really enjoy school and all the interesting and exciting things that happen, both in lessons and in the extra activities that take place. We know how much you enjoyed the visit of the theatre company on Friday afternoon because we heard the laughter while we were working in our room!

You behave well and have excellent attitudes to learning. You do well and reach high standards in English, mathematics and science. Your writing has improved really well over the past year. You all get on well together and help each other when there is a problem. It was good to know that you feel safe and know all about how to keep healthy. By the time that you leave Year 6 for secondary school, all the good skills and qualities you have developed help to prepare you well for the next stage of your education.

The headteacher and governors know what they need to do to make yours an even better school. I have asked them to:

- improve your computer skills and find more ways to help you use computers in other subjects
- ensure that the teachers who are in charge of the various subjects check that the teaching you receive is the best it can be.

Your headteacher and all the staff are working really hard to make Holy Trinity a great place to go to school. We hope you will continue to make the most of the opportunities they are providing, and wish you well for the future.

Yours faithfully

Malcolm Johnstone

Lead Inspector