

# Trinity Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	116686
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	326428
<b>Inspection date</b>	14 January 2009
<b>Reporting inspector</b>	Marion Thompson

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	554
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Lodge
<b>Headteacher</b>	Ann Pritchard
<b>Date of previous school inspection</b>	29 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Barricombe Drive Moor Farm Hereford HR4 0NU
<b>Telephone number</b>	01432 266268
<b>Fax number</b>	01432 266803

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<b>Age group</b>	4–11
<b>Inspection date</b>	14 January 2009
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by three Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of middle leaders on raising attainment, especially in relation to writing and mathematics
- the impact of teaching, assessment and academic guidance on improving achievement, particularly for the most able pupils and for pupils with learning difficulties and/or disabilities.

Evidence was gathered from discussions with leaders, the chair of governors, pupils and staff; visits to most classes; analysis of pupils' work; scrutiny of safeguarding arrangements; observations of other aspects of the school day such as assembly, break and lunchtime; and analysis of parents' questionnaires and school documentation, in particular data on pupils' progress.

Other aspects of the school's work were not investigated in detail, but the inspectors 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 very large primary school, with three Reception classes in the Early Years Foundation Stage (EYFS). The great majority of pupils come from White British backgrounds. The proportion of children identified as having learning difficulties and/or disabilities is well above average. The school makes provision for a small number of pupils with visual impairment through inclusion in mainstream classes. There is on-site provision for a privately run breakfast and after-school club. The school has been awarded Green Flag status for Eco Schools. The headteacher took up post in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school, where the quality of education is improving rapidly. The strong leadership and clear educational sense of direction provided by the headteacher, ably supported by the deputy headteacher, is now enabling the school to move forward rapidly. A very thorough action plan, based on an astute analysis of the work of the school, sets clear and sensible priorities for improvement. Challenging targets have been set, which are beginning to raise expectations about what pupils can achieve. The headteacher is already winning the support and respect of parents, who rightly describe her as 'strong but fair' and who appreciate her open-door policy, especially when problems arise.

Subject and year coordinators, many of whom are new to their roles, are rapidly extending their skills in monitoring and evaluation. Governors are supportive of the school, but are limited in their monitoring of school activities and do not provide sufficient challenge to senior managers. Satisfactory leadership and management indicate that the school is soundly placed to continue to improve.

Pupils' achievement, including those with visual impairment, is satisfactory and continues to improve. In an increasingly large number of lessons it is good or better. Standards are below average by the time pupils leave school in Year 6, and far too few pupils reach the higher levels, especially in writing and mathematics. This reflects previous underachievement. Pupils of all abilities make mistakes in punctuation and spelling when writing. Place-value and problem-solving are areas of particular weakness in mathematics. These are being tackled successfully, but there is further to go. Rates of progress are accelerating, helping pupils to make up lost ground, especially in Year 6, where teaching is particularly challenging. The overall effectiveness of the EYFS is satisfactory.

Improvements are being made because teachers are beginning to use more accurate assessment information to plan activities that are better matched to pupils' needs. Staff now intervene more quickly when pupils fall behind in their work, enabling them to make up lost ground. The curriculum and teaching are now satisfactory, and increasingly good or better. However, there is a wide variation in rates of progress and the quality of provision between teaching groups. In a small minority of lessons, work does not always provide sufficient challenge, especially for the most able pupils. Equally, pupils do not make rapid enough progress in these lessons to catch up on previous underachievement. Improved arrangements for support ensure that pupils with learning difficulties and/or disabilities make satisfactory and sometimes good progress.

Pupils' personal development is good. They enjoy school and their positive attitudes frequently contribute to the enhanced pace of their learning, and to above average attendance. Most pupils behave well. The small minority of pupils who have severe emotional and behavioural difficulties are generally managed effectively. Pupils feel safe, because occasional instances of bullying are dealt with quickly. Positive relationships with adults and a good range of extra-curricular and enrichment activities, such as residential visits, promote good spiritual, moral and social development. Cultural development is satisfactory because pupils' knowledge and understanding of the range of faiths and cultures within Britain is rather narrow.

Through the range of responsibilities they undertake, pupils make a good contribution to the school, local and global community. For instance, they initiate and organise contributions to local and international charities and provide support for a school in Kenya. Pupils with visual impairment are fully integrated into the life of the school, for example taking part in school

plays. Pupils demonstrate their good understanding of healthy lifestyles through their extensive participation in physical activities and by adopting a sensible diet, when in school. Their good social development and satisfactory academic progress in literacy and numeracy are a sound preparation for the next stage of their education.

Parents rightly express their appreciation for the good pastoral care the school provides, which promotes the development of pupils' self-esteem and welfare. Sound procedures ensure pupils are kept safe. Academic guidance is satisfactory and improving. Pupils are set suitably challenging targets, but sometimes they do not understand them or use them often enough to help them make better progress. Teachers' marking is regular and generally positive, but does not always provide clear information to pupils on the next steps to take in improving their work and reaching their targets.

The school makes a satisfactory contribution to community cohesion. There are a number of positive features, such as pupils' awareness of global issues. However, pupils' understanding of the diverse cultures within Britain in this largely monocultural school, while satisfactory, is rather limited, and the needs of the more able pupils are occasionally not met as effectively as those of other groups of pupils.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children come into the EYFS with skills that are generally below those expected for their age with the exception of their personal, social and emotional development and knowledge of number, which are often at expected levels. Children's achievement is satisfactory and they join Year 1 with standards that largely remain below average for their age.

Children settle quickly because of the good care adults provide for their welfare. Assessment of children's learning needs and planning to meet them are satisfactory. Children learn to share, take turns and listen politely to others. They enjoy their time in class and learn to work and play safely. They develop healthy eating habits, for example drinking milk, and personal development is satisfactory overall. Despite substantial recent improvements, activities are too adult-directed, with limited opportunities for children to develop their independence through choosing and initiating activities, especially through outdoor play.

Teaching is satisfactory. It is improving, because assessment of children's progress is being monitored more accurately and is used more effectively to plan activities that meet children's needs. Good opportunities are provided for speaking and listening, with children responding well to adults. However, insufficient practical activities are planned for the children. Leadership and management are satisfactory. Recent robust action has led to more secure assessment of children's skills on entry, improved provision in EYFS and to better transition arrangements for children as they move to Year 1.

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

- Assist pupils, especially the most able, to reach their challenging targets, particularly in writing and mathematics, by making sure that work consistently provides a good level of challenge and that staff give clear guidance to pupils on how to improve their work.
- Improve planning in the EYFS so that children are given more practical activities to help their learning. In addition, provide more opportunities for children to choose what they do, especially outdoors, so they learn to become more independent.

- Improve monitoring and evaluation by governors to check that recent initiatives are implemented consistently and are having the desired effect on pupils' progress, and that the rapid rate of current improvements in provision is maintained.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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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?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 January 2009

Dear Pupils

Inspection of Trinity Primary School, Hereford, HR4 0NU

We really enjoyed visiting your school and would like to thank you for the warm welcome you gave us. Thank your parents for replying to our questionnaire. Some of you have not done quite as well as you should have in the past, especially if you find learning easy. The headteacher, deputy headteacher and staff are working really hard to put this right as quickly as they can. Because of their efforts, the school provides you with a satisfactory education, which is improving quickly.

Most of you enjoy your learning, work hard and feel safe. Attendance is above average, so keep it up! Your good attitudes to work are helping you to make satisfactory and often better progress in your learning and you are beginning to catch up on the work you missed, especially if you are in Year 6. However, you still have catching up to do, so keep trying really hard! The staff have a clear view of how well you are doing and this is helping them to improve teaching, the curriculum and the comments they make to you about how you are getting on. As a result, you improve your work faster.

The school takes good care of you, and you are developing a good understanding of how to live a healthy lifestyle, taking regular exercise and eating sensibly. You take your responsibilities seriously, for example organizing fund raising for charities.

In order to improve things further we have asked the school to do the following.

- Help you to reach your learning targets in English and mathematics by making sure that all your lessons present you with a good level of challenge, especially if you find work easy, and that staff give you good advice on how to improve your work.
- Provide children in the Reception classes with plenty of opportunities to choose their activities, especially outdoors, so that they learn to work by themselves or in small groups.
- Make sure the governors check that all the new things they have introduced are working in every class and helping you to learn better.

Best wishes

Marion Thompson

Lead inspector