

Holy Trinity CofE Primary School

Inspection report

Unique Reference Number	120586
Local Authority	Lincolnshire
Inspection number	327315
Inspection dates	4–5 March 2009
Reporting inspector	Keith Sadler

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 controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	114
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 Mike Phillips
Headteacher	Mrs Julie Czajkowski
Date of previous school inspection	7 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Curzon Estate Tattershall Lincoln Lincolnshire LN4 4LD
Telephone number	01526 342349
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Age group	4–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This below average sized primary school serves the village of Tattershall and the nearby Royal Air Force base. Almost all the pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities, which mainly concern their reading and writing skills or speech and language difficulties, is above the national average. The school has a much higher than normal turnover of pupils. For example, only six of the current 16 Year 6 pupils have been in the school since the age of five. Children in the Early Years Foundation Stage share a class with some of the school's Year 1 pupils. The school has attained Healthy School status and has been awarded with the Sports Active Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Holy Trinity is a good school. The headteacher and staff work closely together to ensure that pupils progress well in both their personal and academic development. This enables them to become confident and secure learners who have good social skills. Parents are almost unanimous in their support and are pleased to have chosen the school for their children. Pupils are prepared well for their move to secondary education and for their future lives.

There has been good improvement since the previous inspection and the school now has some excellent features. Care, guidance and support are excellent and leads to the pupils' outstanding personal development. The high level of care results in an inclusive and positive atmosphere that enables pupils to thrive. The pupils are all known well by staff who treat them as individuals. As one school councillor said, 'Our teachers make lessons fun and they push us just as far as we can go without upsetting us. They know that not everyone is perfect.' Behaviour is outstanding, and pupils have highly positive attitudes to school and learning which is reflected in their above average attendance. They have an excellent understanding of the need to lead a healthy lifestyle. 'How could we get our Healthy School's award if we don't know all about the importance of healthy diet and aerobic exercise?' pondered a Year 6 girl.

Achievement is good. Standards are above average and are improving at the end of both Year 2 and Year 6. In the 2008 national tests for Year 2, standards were exceptionally high, reflecting the higher starting points of this group of pupils. At the end of Year 6, standards in national tests are also rising in English, mathematics and science. Current Year 6 pupils are on track to attain standards that are above the national average and this matches similar standards obtained in the 2008 tests. Teaching and learning are consistently good. Teachers manage pupils well, relationships are positive and classrooms have a calm and purposeful atmosphere. The excellent focus on strengthening pupils' learning enables pupils to understand what is expected of them. It also helps them realise what is needed to meet the success criteria that are outlined at the beginning of lessons. However, the school's agreed policies are not being applied in all classes and this limits the quality of learning and pupils' progress.

Curricular provision is of good quality and effectively covers all requirements. Work is planned carefully to ensure that the different age groups in all classes are provided with activities that match their learning needs. Although the series of themes and topics are planned well for each subject, staff have not yet completed the task of making the curriculum more meaningful for Holy Trinity pupils by linking subjects together.

The quality of leadership and management is good. There is clear and effective direction from the headteacher, staff and governors and they share a strong sense of purpose. Self evaluation is good and is very accurate because there is very close tracking of pupils' progress and the school's provision.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Most children enter the school with skills and understanding that are typical of those expected for their age. Leadership and management are good with the staff working closely as a team. There is outstanding consideration of, and provision for, children's welfare. Careful induction arrangements for children enable them to settle quickly and develop a good understanding of the routines of the class. This is aided by the good emphasis that is placed on ensuring that

parents are closely involved in their children's education. Many parents commented on how much they appreciated the opportunities provided for them to know about how their children are progressing and learning. The quality of teaching and learning is good. Early literacy and numeracy skills are nurtured well and enable all children to achieve well. Children are provided with a good and wide range of opportunities to make choices about what they are learning for themselves, both indoors and in the well-organised outdoor learning area. Their personal skills are enhanced by the opportunities that they have to plan where they are to go next. This links very well with the overall school priority to help to make pupils independent learners and is a major reason why their levels of personal development are outstanding. Assessment is another strength. For example, staff take careful note of children's progress and make excellent use of the ensuing profiles to ensure that activities are well-matched to children's learning needs. Here too, parents have an opportunity to be involved by contributing to the profiles, noting down any developments in their children's learning. Role play is used particularly well to develop children's speaking and listening skills, and to provide stimulation for early writing activities. By the time they leave Reception, almost all children are working securely within the early learning goals.

What the school should do to improve further

- Ensure that the school's high quality procedures for promoting effective teaching and learning are consistently applied in all classes.
- Personalise the curriculum and make it more meaningful for pupils in the school by completing the task of preparing topics and themes that more effectively link subjects together.

Achievement and standards

Grade: 2

Standards have been on an upward trend in the last two years and by the end of Year 2 and Year 6 are above average. Inspection evidence and the school's thorough tracking data indicate a continuation of this positive picture. Achievement is good in all years and for all groups of pupils. There has been strong improvement in standards in English and mathematics. In the past, standards in reading have been good, and often high, though those for writing weaker. The school has re-vamped its English curriculum and a firm focus on strengthening provision for writing has ensured that for current pupils in Year 6, there is now no gap between standards in reading and writing. Pupils thoroughly enjoy the engaging and creative approach that is taken with writing and this is paying dividends. Work is tailored to match pupils' interests and there is a strong focus in the lower year groups on letters and sounds work which is also improving standards in writing. Similarly in mathematics, the improvement project that centred on providing more opportunities for practical mathematics and problem solving has lifted standards. In consequence of this good focus which is linked to good quality teaching and learning, current Year 6 pupils are on course to attain above average standards in English, mathematics and science.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development contributes well to their good achievement. Pupils are polite and mature in their approach to school and learning. Relationships are very positive and pupils say that they feel very safe in school because they are confident that adults will deal effectively with any concerns that they have. Through work in geography, history and religious

education they gain a strong knowledge and appreciation of worldwide communities. Members of the school council are rightly proud of the ways they participate in school life, such as helping to raise money for a wide range of charities and taking forward the ideas of their classmates. Their spiritual, moral, social and cultural development is outstanding. The pupils grow into mature and thoughtful young people who have an excellent understanding of the rights of individuals and the need to respect themselves and others.

Quality of provision

Teaching and learning

Grade: 2

There are considerable strengths in the teaching. Teachers prepare exciting activities which enables the pupils to learn well. Teachers are confident, have excellent behaviour management strategies and ensure that relationships are positive. The recent focus on strengthening pupils' learning is paying dividends. Pupils generally know what the next steps are in their learning because targets are used well and, in the best lessons, teachers constantly refer to these. Marking is of high quality, enabling pupils to assess their own work, which is a further helpful strategy to engage them as learners. Support staff make a good contribution to pupils' learning, particularly those that have difficulties with their reading or writing. However, the school's approach to identifying and using success criteria to further accelerate learning in lessons is not being universally implemented and this limits its overall impact. Teachers use questions very well to probe understanding and to help pupils to develop their thinking. They use information and communication technology with confidence and skill to enhance their teaching. These factors all contribute well to the good progress that pupils make over time.

Curriculum and other activities

Grade: 2

The curriculum is of good quality and meets the development needs of all groups of pupils well. There is special provision for those pupils that find learning hard and also for gifted and talented pupils. An appropriate emphasis on literacy, numeracy and science ensures these subjects are planned particularly well. The programmes for personal, social and health education, and for citizenship, are strengths and make a considerable contribution to the pupils' excellent personal development. There is a good range of after-school activities particularly in sporting opportunities as shown in the school's Sports Activemark. In addition, pupils have the opportunity to play orchestral instruments. However, at present although national guidance is used well, curricular plans have not been sufficiently well adapted to meet the needs of the school's pupils. In particular, the process of linking subjects together to provide cohesive themes has not yet been completed.

Care, guidance and support

Grade: 1

The attention given to caring for the pupils and ensuring their well-being is outstanding and contributes exceptionally well to the pupils' high levels of personal development. All safeguarding and child protection procedures are rigorously applied. There are good systems in place to aid the induction to welcome the many pupils that join the school throughout the school year. Pupils with learning difficulties are supported well. There has been a stepped improvement in the quality of guidance for pupils since the previous inspection. Because targets are used

exceptionally well, marking is clear and helpful, and pupils' progress is tracked carefully, academic guidance is excellent.

Leadership and management

Grade: 2

There is a positive culture of teamwork and mutual respect. Staff morale is high, and staff at all levels are clearly proud of what they help pupils to achieve. The headteacher is held in high regard and provides a clear direction for the school. Her leadership continues to be good. She is supported exceptionally well by the senior teacher and also other staff. The school knows its strengths and weaknesses well. All aspects of provision and outcomes for the pupils are carefully checked and staff play a positive part in these monitoring processes. The commitment to improvement is evident in the positive success of the priorities for development. For example, standards in mathematics and writing have improved because the school has been creative and dynamic in addressing these weaknesses and this has resulted in lifting standards. The contribution to community cohesion is good. The school values links with the local community, including the church, the local Royal Air Force base and the village secondary school. In addition, pupils' global awareness is enhanced by the sponsoring of an African child and also linking with a South African community. Governance is good. Governors are well informed about all aspects of school life and support and challenge the school well. The good improvement shown since the previous inspection demonstrates a good capacity for further improvement.

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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 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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
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?	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	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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?	1

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	1
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**

6 March 2009

Dear Pupils

Inspection of Holy Trinity Primary School, Tattershall, LN4 4LD

Thank you for the way in which you welcomed me when I visited your school recently. It was a great pleasure to meet and talk with you and to see you in lessons and at break times. I was particularly impressed to hear about the money that you raise for charities.

I am writing to let you know what I found out about your school.

I found that Holy Trinity is a good school. There are many things that you can be proud of, and these are the main ones.

- The teachers and other adults look after you exceptionally well.
- You are really keen to learn, you work hard in lessons and make good progress.
- Your teachers teach you well and this helps you make good progress too.
- You are growing up to become polite, mature and responsible young people who have very positive attitudes to school and learning.
- Your headteacher does a good job and leads the school well. She is helped by other staff and they work well together as a team.

We have asked your headteacher, all the staff and the governors to do two things that will help you learn even more. Firstly, to make sure that all teachers follow your school's guidelines on helping you to learn. Secondly, to complete the task of making sure that lots of subjects are included in your teachers plans for your topic work.

You can help by carrying on working hard to meet your targets.

Yours sincerely

Keith Sadler

Lead inspector.