

# Holy Trinity CofE Infant School

## Inspection report

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<b>Unique Reference Number</b>	122768
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327793
<b>Inspection date</b>	23 October 2008
<b>Reporting inspector</b>	Sue Hall

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>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	48
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	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nigel Ladbury
<b>Headteacher</b>	Mrs Julia Rischer
<b>Date of previous school inspection</b>	14 February 2006
<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>	Westgate Southwell Nottinghamshire NG25 0LD
<b>Telephone number</b>	01636 812067
<b>Fax number</b>	01636 812067

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a very small infant school in a small rural town in Nottinghamshire. The number of children eligible for free school meals is below average. The large majority are of White British heritage. There is a below average proportion of children with learning difficulties and/or disabilities overall but within this a large proportion of the children with additional needs have autism. The school holds Activemark and Healthy Schools awards. There is provision in the Early Years Foundation Stage (EYFS) for a group for children who attend part-time and then within the Reception class. There is after-school care for 14 children, which also formed part of the inspection.

## 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 happy and successful small school that has maintained and further improved a good quality of education and care over several years. Children, staff, parents and governors all enjoy being part of the school community, get on well together and want to succeed. The personal development of the children is a real strength. This, coupled with excellent links with a range of external agencies, ensures everyone is safe, well looked after and doing well in their work.

Children enter school with skills that are slightly above expectations for their age. The progress they make in the EYFS is good and most enter Year 1 with skills that are above average. In Years 1 and 2, they continue to make good progress and achieve well. Standards at the age of seven have been above average in each of the last five years and rose even further in 2008. Children do particularly well in their reading and writing where attainment is often well above national averages. However, the school has recognised that children have not made as much progress in mathematics. In the last year there has been a good focus on this area but as yet standards are not as high as in English. Overall, children of all abilities achieve well and those with additional needs often make excellent progress towards their personal targets.

The personal development of the children is outstanding, as is their behaviour. Because they are so well motivated, enthusiastic and keen to please those around them, most become confident and able learners. Many are eager to take on roles that enable them to become responsible members of the school and local community. Children develop a very positive approach to leading a healthy lifestyle.

The quality of teaching, learning and the curriculum is good. Staff plan interesting activities and are particularly skilled at teaching children how to read and write. Whilst there have been improvements to the mathematics curriculum there is still room to extend the opportunities for children to learn how to solve mathematical problems. The care, guidance and support of children is good. Parents speak warmly of their confidence in the care provided for their children.

Leadership and management are good. There are good procedures to monitor and evaluate the work of the school, which have been effective in securing good improvement particularly in the last year. Leadership roles are shared amongst staff, who are systematically extending their involvement in monitoring and evaluation. At present, this is a work in progress. The headteacher, staff, governors and parents are strongly committed to further improvement and the school has a good capacity to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision for the children in the Reception age group is good overall. Currently they start school by attending part-time sessions in the adjoining cottage, working with a teaching assistant under the direction of the Reception class teacher. This is a temporary measure during the completion of building work to the area, which will extend and improve facilities including the outdoor learning environment. The older Reception children are taught within the main school building. Children enter the school with skills that are slightly above average for their age. Most are happy and confident young learners who communicate well with others and settle quickly into school. They make good progress in the EYFS and when they enter Year 1, standards are above those expected for their age. The planning of activities is good and takes account of the wide range of ability. Staff have very good relationships with the children and provide high

levels of pastoral care. This has a positive impact on the personal, social and emotional development of all and especially those with additional needs. The quality of teaching is mostly good, but at times the youngest children have to sit and listen for too long at the expense of finding things out for themselves. Leadership of the EYFS is mostly good although the monitoring and evaluation of teaching has not been very detailed.

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

- Provide a good range of open-ended activities to enable the children to develop the skills to solve a range of problems in mathematics.
- Extend the programme of monitoring by staff and where appropriate governors, in order to identify further areas for improvement.

## **Achievement and standards**

### **Grade: 2**

When children enter Year 1, most have a good range of skills and exceed the goals for this age. In Years 1 and 2, they make good progress and at times, particularly in reading and writing, progress is outstanding. Children really like reading and write very well for their age. Standards in English have been above average over several years and provisional data suggests they improved even further in 2008, when more than double the number of children reached the higher levels in teacher assessments than seen nationally. Boys and girls achieve equally well. Children with additional needs often make excellent progress towards their individual targets. Over several years, standards in mathematics have often been slightly below those in reading and writing. This was clearly recognised by the new headteacher who introduced new assessment procedures that help track more closely the progress that children make. This has enabled staff to provide additional help where necessary, but as yet, standards are still not as high as in English because children do not all have a full range of problem solving strategies.

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

### **Grade: 1**

The great majority of parents wrote comments on the inspection questionnaires praising elements of their children's personal development. Children want to come to school and attendance is well above average. Their attitudes to work and learning are excellent. Most are attentive in class, take every opportunity to be involved, and cooperate extremely well. Consequently, behaviour in lessons and around the school is exemplary, and children know how to keep each other safe. This is because their moral understanding is very well developed and promoted by the school's Christian ethos. Children's sense of what they can achieve together makes an excellent contribution to their spiritual development. Social development, and their contribution to the school and local community is reflected in the orderly and friendly ethos of the school. Children are therefore developing very well as young citizens. They are able to share their thoughts and ideas openly, because their speaking and listening skills are well developed. This, together with other key skills, prepares them well for their future. Children also have good opportunities to explore a range of beliefs and cultures, which encourages their tolerance and respect for differences. There is good practice in children's' understanding of how to stay healthy, and they enjoy physical activities. A positive approach to healthy eating was seen when older children selected healthy fillings for their sandwiches during the inspection.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan lessons well and show a good understanding of how best each individual child learns. They are able to do this because they know everyone well, and parents and carers rightly see this as one of the strengths of the school. Children learn well because teachers ensure they are involved actively in lessons. Consequently, children say they find learning fun and interesting. The work of support staff and teaching assistants is productive and enables those of all abilities to take a full part in lessons. Some very good use of questioning helps teachers to assess regularly the ways in which learning is developing and the depth of understanding. However, sometimes teaching succumbs to the temptation of giving children information rather than prompting to enable them to learn for themselves. Nevertheless, because children's ideas and contributions are valued, they feel able to express themselves freely and this approach supports learning well. Marking is regular and summarises learning and achievements well. However, whilst the next steps in learning are often made clear to children orally, written comments to support this are relatively few. Overall, the quality of teaching has had a good impact in raising standards in literacy, and is starting to have a similar impact in numeracy work.

### Curriculum and other activities

#### Grade: 2

The school has worked hard over the past year in order to refine and develop its curriculum to meet the needs of the children. The success of this venture is to be seen in improving standards and the good range of teaching strategies, which enables children to make good progress. The curriculum is still being fine-tuned in order to improve standards in mathematics further and especially in the provision of problem-solving activities. There are exciting and very well-considered initiatives which are making positive links between subjects across the curriculum. The curriculum is enhanced very well through a range of relevant visits, and through visiting experts to the school. For such a small school, the range of extra-curricular clubs and activities on offer is very good. Overall, the curriculum, and the ways in which it enriches and enhances learning, meets the needs of individual children well.

### Care, guidance and support

#### Grade: 2

One parent summed up the views of many, when writing: 'I have never encountered such openness and willingness to engage with parents and children.' This is a significant strength of the school's approach to the care and welfare of its charges. Academic guidance is good, and developing well because secure and accurate systems for monitoring and tracking children have been developed. These have been used very effectively in literacy, and are starting to impact successfully in numeracy. The school is now looking to extend this success to other subjects. Procedures for safeguarding children are secure. The school shows good awareness of this area of its responsibility. Systems and risk assessments are currently being reviewed and updated to ensure this approach is maintained in the future. Provision for children who find learning difficult is good, and such children make good progress. There are some excellent working relationships with key support agencies, which benefit both children and their families. The care of children in the after-school group is good. While these children at times become a

little excitable, staff manage this well and ensure safety, security, healthy eating and good manners are a priority.

## **Leadership and management**

### **Grade: 2**

The leadership of the headteacher is good and she has a quiet determination that the school should improve even further. She has an excellent grasp of the strengths and areas for further development within the school. When she took up her role in September 2007, she immediately recognised that children did not make as much progress in mathematics as other areas. She introduced very effective changes in assessment routines and how progress is tracked, which has been a key feature in raising standards. The headteacher has also been very active in helping to bring about improvements to the accommodation especially for the EYFS. Equality of opportunity is paramount. The school works hard to support all children and their families and is very successful in helping to unite the school and local community. The headteacher is well supported by the staff team and governors all of whom are clearly committed to moving the school even further forward. While there are suitable procedures to monitor the effectiveness of what the school provides, all are working hard to extend this, with increasing opportunities for all staff and governors to monitor and evaluate the areas for which they hold responsibility.

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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?	1
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 <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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are 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
The extent to which 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 learners' needs?</b>	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

<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 eliminated	1
How well does the school contribute to community cohesion?	1
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

24 October 2008

Dear Children

Inspection of Holy Trinity Church of England Infants School, Southwell NG25 0LD

Thank you very much for looking after Mr Miller and me when we visited your school recently. We really enjoyed speaking to several of you and meeting you in lessons, at lunchtime and in assembly. Yours is a good school and some parts are outstanding. Hurrah!

These are some of the best things we found.

- Your behaviour is excellent and you really enjoy school.
- The staff work very hard with lots of different people in the area to make sure you and your families are well looked after.
- You enjoy coming to school and know a lot about staying safe, exercising and eating sensibly.
- The support for those of you who find learning hard is excellent.
- Your parents like what is happening in school and help the staff and you in lots of ways.
- Mrs Rischer understands exactly what is working well and what else needs to be developed.

To help things to improve even more we have asked that:

- you have more opportunities to find out how to solve problems in mathematics
- all the adults check what happens in school even more carefully to make sure everything is the best that can be provided.

To help your school continue to improve, please try even harder to find out how to work out your mathematics problems. We hope you like the new building when it is all finished.

Yours sincerely

Sue Hall

Lead inspector