

# Holy Trinity CofE Primary School, Cuckfield

## Inspection report

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<b>Unique Reference Number</b>	126054
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	328449
<b>Inspection date</b>	13 January 2009
<b>Reporting inspector</b>	Sheila Browning

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	298
Government funded early education provision for children aged 3 to the end of the EYFS	45
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Anderson
<b>Headteacher</b>	Jill Dawson
<b>Date of previous school inspection</b>	22 March 2006
<b>Date of previous funded early education inspection</b>	22 March 2006
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Glebe Road Cuckfield Haywards Heath RH17 5BE
<b>Telephone number</b>	01444 454295

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<b>Age group</b>	4–11
<b>Inspection date</b>	13 January 2009
<b>Inspection number</b>	328449

**Fax number**

01444 459318

**Age group** 4-11

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**Inspection date** 13 January 2009

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**Inspection number** 328449

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## Introduction

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

- the latest evidence of achievement, particularly by children in the Early Years Foundation Stage (EYFS), and pupils in Years 2 and 6
- the quality of teaching and learning, especially in the use of questioning, feedback and marking to give pupils effective guidance about the next steps of learning
- the impact of leadership and management at all levels in improving pupils' achievement.

Evidence was gathered from the school's assessment information, planning and monitoring documents, observation of lessons, discussions with staff and pupils, and from parents' written comments. There was no detailed investigation of other aspects of the school's work, but 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

The school offers EYFS provision in two Reception classes. Most pupils are from White British families and a few from minority ethnic groups are represented in small numbers. The number of pupils with learning difficulties and/or disabilities is broadly average, and most have moderate learning or speech, language and communication difficulties. For the past two years, the school has experienced many changes to staff, including at senior level. The senior leadership team is only recently established. There has also been a high turnover of governors in the past year. The school has attained several awards in recognition of its work, including Health Investor Award and Sports Partnership Mark.

## 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's overall effectiveness is good. A key strength is pupils' good personal development and well-being, which prepares pupils well for their future education and adult life. Pupils show good attitudes to learning and enjoy school life. Most parents are very supportive of the school, one comment, typical of many, was, 'Our daughter has thoroughly enjoyed her time at Holy Trinity and can't wait to go in every day.' The school's Christian foundation helps to promote the values of respect and consideration of others. So, also, does the school's work with the United Nation Children's Fund. This link also promotes pupils' appreciation of their own culture, as well as sharpening their awareness and appreciation of cultural traditions other than their own. Pupils enjoy their links with schools in Africa, India, Mali, Romania and Sierra Leone, and the chance to learn about life in those countries. In response to a recent audit of their local context, the school plans to strengthen its links representing the wider cultural diversity within its local community. Pupils make a positive contribution to the school and wider community through their work as school councillors and take environmental issues seriously. Pupils say they feel safe and they know a lot about how to keep healthy. The school's strong pastoral care, support and guidance ensure pupils feel safe and happy. Child protection and safeguarding arrangements are secure. Behaviour is good. A very small minority of parents commented about the impact of the challenging behaviour of a small minority of pupils. However, pupils confirm that successful support and training have effectively remedied these difficulties.

Achievement is good. Having entered Reception with attainment broadly as expected for their age, children get off to a good start in EYFS. This positive beginning is built on throughout the school, so that by Year 6 pupils attain above average standards. Improvements to the curriculum provide more opportunities for pupils to develop a wider range of reading, writing and mathematical skills. Use of a new mathematics scheme is also lifting attainment in this subject. A daily breakfast club, the opportunity to learn French, and over fifteen different popular clubs enrich pupils' experience and personal development. Good teaching and learning, focused specifically on boosting pupils' spelling, reading and writing skills, continue to raise standards. As a result, last year the school met its challenging targets. The teaching of blending sounds and letters in EYFS and Years 1 and 2 has led to a significant improvement in pupils' reading and writing skills. More able pupils are well supported across the school and by classes run by the local authority in subjects such as art, sport and drama. Some of these pupils have worked with other schools on a Shakespeare play. The use of skilful questioning by teachers ensures that pupils take an active part in their learning. Consequently, the majority develop the confidence and independence that underpins their good progress.

Lessons are well planned and work is mostly matched well to the different abilities in mixed age classes. Nevertheless, whilst academic guidance is good overall, there are inconsistencies in how effectively teachers use assessment information to set targets, plan consistently challenging work, and give helpful feedback to pupils on how to improve their work. For example, in English, 'snappy' targets are set and marking clearly explains what pupils need to do to improve. These successful practices are not as robust in mathematics, which means that pupils are not always clear about their targets or how to improve their work. Pupils are encouraged to check their own and each other's work, and this approach helps them to consolidate their learning. Specific learning activities, additional support, and good links with parents and external agencies successfully support those with learning difficulties and/or disabilities. Consequently, these pupils achieve well from their starting points.

Good leadership and management have brought about crucial improvements in teaching that are leading to improved progress by the vast majority of pupils. The relatively new senior leadership team are settling well into their roles. Strong teamwork is evident at all levels of management. Middle managers effectively monitor provision in their subjects, but are not yet sufficiently skilled in the use of assessment to help teachers plan consistently challenging work in lessons. Governors are well informed, challenge the school to improve, and offer strong support. Determined to be strategically sharp, they have planned training to enhance their skills. Since the last inspection, the school has experienced some significant changes to staff. Nevertheless, relative weaknesses in teaching have been tackled rigorously and successfully. Given the clear direction from the headteacher, incisive self-evaluation, and its track record of good achievement, the school has a good capacity to improve further.

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

### **Grade: 2**

The attainment of the majority of children on entry to Reception varies from year to year but it is usually at least as expected for the children's ages. Children get off to a good start in Reception because effective and thorough assessment ensures they make good progress. Consequently, most children are on track to reach the standards expected for their age, with many exceeding them in several areas of learning such as in language and aspects of mathematical development by the start of Year 1. Good links with parents and pre-schools ensure a smooth start to their learning. A significant minority of children have difficulty with social development, in forming positive relationships and expressing their emotions appropriately. Good teaching and improvements to planning nurture children's personal development and their welfare effectively. Independent learning skills, number and language skills are taught in imaginative ways. For example, while exploring 'Sailor Bear' and the topic of winter, children 'whooshed' arctic animals along ice, matched sets of Swedish gingerbread men, and advised one another about holidays as make believe travel agents. The EYFS is well led with trained and qualified staff. The outdoor area is used well, but there are plans to develop this further so that it supports children's social development more effectively.

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

- Ensure that pupils have clear targets and guidance about how to improve their work in mathematics.
- Develop the assessment skills of middle managers to help them ensure that teachers plan consistently challenging work in lessons.

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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?	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

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<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	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	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

14 January 2009

Dear Pupils

Inspection of Holy Trinity CofE Primary School, Haywards Heath RH17 5BE

We enjoyed our day with you and we want to thank you all for your very friendly welcome. We agree with you that yours is a good school. You achieve well and the standards you reach at the end of Year 6 are above average.

Here are some of the good things about your school

- Children in the Reception classes get off to a good start.
- Teachers often make lessons interesting and enjoyable for you.
- You are making good progress because teaching is good.
- You know about keeping fit and active and the importance of eating healthily.
- Your involvement with local events, and links with children in the UK and in different countries helps you to think about others.
- You enjoy school and you told us behaviour is much better now.
- You told us how proud you were to be school councillors and 'buddies'.
- The staff are working hard to make your school even better.
- Teachers tell you how to improve your work in English and set you targets as well to help you do to that.

We have asked the school to do the following things to make your school even better

- Make sure that teachers use the good assessment practices in English in mathematics too to help you do even better in your work.
- Help those with extra responsibilities to check how well teachers use the information about your progress so work set is consistently challenging.

You can help too by continuing to work hard and doing your best.

Yours faithfully

Sheila Browning

Lead inspector