

Holy Trinity Church of England School, Calne

Inspection report

Unique Reference Number	126487
Local Authority	Wiltshire
Inspection number	328505
Inspection dates	9–10 June 2009
Reporting inspector	David Shears

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)	205
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	Donna Moore
Headteacher	Stephen Heal
Date of previous school inspection	1 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Quemerford Calne SN11 0AR
Telephone number	01249 812424
Fax number	01249 817831

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Holy Trinity is an average sized primary school. The number of pupils with learning difficulties and/or disabilities is lower than the national average. However, the proportion of pupils with a statement of special educational needs is higher than the national average, because there is a centre for autism on site that is run by the governing body. Children enter the Early Years Foundation Stage in the Reception year.

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 good school. Children arrive in the Early Years Foundation Stage with skills and knowledge that are broadly in line with national expectations. They experience a good start to their education and enter Year 1 with standards that are generally above national expectations. As a result of good leadership and management there have been significant improvements in the school. Pupils are now making good progress from Years 1 to 6, ensuring that they achieve well, although currently standards at the school are broadly average in English, mathematics and science when they leave. Pupils with learning difficulties and/or disabilities make good progress in line with their peers.

The able senior leaders and managers have a good knowledge of what needs to be done to improve the provision for the pupils. This gives them a clear sense of direction. Pupils are now regularly and accurately assessed, ensuring that teachers have a good knowledge of their ability, enabling effective teaching to take place. Teachers plan lively and interesting lessons that are thoroughly enjoyed by pupils, who display a very positive attitude towards their work. However, although activities are planned to cater for the variety of abilities in the class, it is not consistently clear what each group is to achieve by the end of the lesson. This means that occasionally work may not always successfully meet the needs of a particular group.

The good curriculum has been updated so that there is a focus on the development of skills. This is having a positive effect, particularly in English and mathematics, because opportunities are planned for these core skills to be practised in other subjects. There are more cross-curricular links, including opportunities for pupils to develop their spiritual awareness, although not enough emphasis is currently put on improving their understanding of the variety of cultures in modern day Britain. Pupils are cared for well. Very good procedures are in place to ensure child protection and risk assessments are routinely carried out, keeping everyone safe both in school and on trips out. Pupils consequently feel safe and have a good knowledge of safe practices. They express confidence in knowing who to approach if they have any particular worries or concerns. They love coming to school and this results in good behaviour, both in lessons and the playground. Attendance is above the national average. Pupils have an excellent knowledge of healthy lifestyles. They are active and energetic, taking positive actions to stay healthy.

The care for pupils in the centre for autism is also very strong. They make excellent progress because the teaching meets both their individual academic and social needs. They are sensitively included in the rest of the school community and, as a result, all pupils benefit from the positive relationships that are built up. One pupil commented, 'It's a really good school because it involves everyone and is like a big family.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Although the attainment on entry to the school is variable, children's levels of skills and knowledge are broadly in line with national expectations, although there are weaknesses in writing and calculation. They settle quickly into the classroom because there are good induction processes in place to enable them to feel welcomed and supported within a nurturing environment. Any children with learning difficulties and/or disabilities are identified early and given extra support as appropriate. All children make good progress because the enthusiastic

teaching focuses equally well on all aspects of the Foundation Stage curriculum. They make particularly good progress in writing and calculation so that achievement in these areas is as good as the rest of the curriculum by the time they enter Year 1. This results in standards that are generally above the national expectations for their age. Although the outdoor provision is being used well, it does not yet fully embed all areas of learning. The school has already identified this and there are plans in place to improve this facility. The provision is effectively managed to ensure that the needs of all the children are met, including their personal development, and in particular their social skills, which are very strong.

What the school should do to improve further

- Use assessment appropriately to ensure that lessons consistently have success criteria that meet the differing needs of pupils.
- Raise pupils' awareness and understanding of life in multicultural Britain.

Achievement and standards

Grade: 2

Children begin school with a range of abilities, although overall these are broadly in line with national expectations. They make good progress in the Early Years Foundation Stage, so that they enter Year 1 having received a solid base of learning on which to build. The provision in Years 1 to 6 has improved as a result of good developments in assessment so that the progress of pupils, including those with learning difficulties and/or disabilities, is now good. However, this has not yet had time to impact on the standards reached at the end of Year 6, which are still broadly average. Pupils educated in the centre for autism make outstanding progress in relation to their capabilities.

Personal development and well-being

Grade: 2

Pupils display a very positive attitude towards life at school. They are particularly socially aware and thoughtful of each other, showing good moral development. This is enhanced by the careful integration of pupils from the centre for autism. Pupils are clear about the consequences of their actions on themselves and others. They enjoy taking responsibility such as through the school council or the distributing of playground equipment at lunchtime, making a positive contribution both to the school and the local community. They are developing a good spiritual awareness, being able to reflect on their own strengths and weaknesses, although their cultural knowledge is more limited. In particular, they have a good knowledge of the global community but lack an understanding of the multicultural community in Britain. Pupils are learning how to learn effectively and this, coupled with the good academic progress they are making, is helping them to develop effective workplace skills for the future.

Quality of provision

Teaching and learning

Grade: 2

There is a positive atmosphere that pervades the whole school in lessons, because the very good relationships between staff and pupils result in a love of teaching and learning. Pupils are assessed carefully and regularly, to inform the planning of lessons. Activities are chosen to appeal to the interests of pupils, and resources support these well. Teaching assistants are used

effectively so that all pupils, including those with learning difficulties and/or disabilities, make good progress. Pupils are learning to assess their own work, particularly in English and mathematics. However, lesson planning does not always focus enough on establishing success criteria for their differing abilities so that occasionally the work does not match the needs of some pupils.

Curriculum and other activities

Grade: 2

The increasingly effective curriculum consists of a wide range of well-planned opportunities for pupils to gain skills that help them learn more effectively. There is a good range of enrichment activities that pupils greatly appreciate, including school trips and special visitors, which help ensure their liking of school and learning. In particular, parents expressed delight when pupils in the centre for autism were given the opportunity to experience horse riding. The emphasis given to programmes of work that help pupils' personal development is particularly effective. The curriculum successfully supports the learning of pupils of different levels of attainment. However, although the curriculum supports pupils' knowledge of differing cultures in other countries, it does not yet systematically address the need for them to have this understanding of the variety of cultures in the UK community.

Care, guidance and support

Grade: 2

The standard of care for all pupils, including those in the centre for autism, is very good, including systems for ensuring their safety and well-being. Pupils are known and valued as individuals. As well as having targets in English and mathematics, pupils are supported in a way that enables them to be relaxed and happy as well as developing in them a growing self-knowledge. Pupils are being helped to assess their own learning skills, by reflecting on what they have done during the week. In particular, pupils with learning difficulties and/or disabilities have good quality individual education plans that support their learning. There are good links with outside agencies to give further help and advice. Although there are some good examples of effective marking for all pupils, this is inconsistent, especially in mathematics.

Leadership and management

Grade: 2

Senior leaders and managers have an accurate picture of the school's strengths and areas for development. A school development plan underpins what needs to be done to improve the provision, including detailed action plans that are reviewed regularly. For example, they have introduced a new assessment and tracking system that enables them to set challenging targets that are appropriate for each individual. Pupils who are at risk of underachievement are clearly identified and given extra support to boost their progress. There is clear evidence that this has been successful, with all these pupils making good progress, and some making very good progress. This indicates that the school has a good capacity for continued improvement. The management of care is very good, including the way pupils from the centre for autism are successfully integrated appropriately into the whole school. Governors are very supportive of the school. They have an accurate picture of the school's strengths and weaknesses. This is because they visit the school regularly to monitor subject areas and issues in the school development plan and seek to challenge the school to be increasingly effective. The school has

a very positive partnership with parents, who rightly praise the school for its leadership and care and a curriculum that helps their children enjoy learning. The school makes a satisfactory contribution to community cohesion. Although pupils have a good knowledge of the school, local and global communities, they lack an understanding of the multicultural aspects of life in Britain.

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 ¹ reached by learners	3
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	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	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?	3
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

11 June 2009

Dear Pupils

Inspection of Holy Trinity CE (VA) Primary School, Calne SN11 0AR

Thank you for your warm welcome to us when we visited you recently. We thoroughly enjoyed talking with you and hearing about your good school.

You were very quick to tell us how much you enjoy school and we can easily see why. Your teachers take good care of you and like to plan enjoyable activities that will help you to learn lots of new things. You have lots of opportunities to learn new skills that will help you in the future.

We were very impressed with the relaxed way in which you chatted with us. You have an excellent understanding of how to keep healthy and know how to keep yourselves and others safe. We particularly liked the way that you care and support each other.

You have been making good progress in all your work this year and we are very pleased with you. Keep up the good work!

We have asked your school to make sure that in every lesson you all have a way of knowing if you have been successful. They could share this with you so that your own self-assessment will be even more accurate.

We have also asked them to help you gain a better knowledge and understanding of the different cultures that we have in Britain.

Thank you for a very enjoyable two days. We wish you all the very best for the future.

Yours faithfully

David Shears

Lead Inspector