

Trinity Croft CofE Junior and Infant School

Inspection report

Unique Reference Number	106939
Local Authority	Rotherham
Inspection number	336773
Inspection dates	12–13 October 2009
Reporting inspector	Andrew Clark

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair	Mr Geoff Gillard
Headteacher	Mr Mark Wheeler
Date of previous school inspection	4 January 2007
School address	Dalton Lane Rotherham South Yorkshire S65 3QJ
Telephone number	01709 850570
Fax number	01709 851725
Email address	trinitycroft@rotherham.gov.uk

Age group	4–11
Inspection dates	12–13 October 2009
Inspection number	336773

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. The inspection team received and analysed 28 questionnaires from parents as well as a number of questionnaires completed by pupils.

- the skills children start school with and the progress they make through the Early Years Foundation Stage
- the learning and progress of all pupils through the school, especially in writing
- the quality of teaching
- the effectiveness of the leadership team in sustaining improvement.

Information about the school

The school is smaller than average. It serves a former steelworks community on the outskirts of Rotherham. The percentage of pupils eligible for a free school meal is above average. The vast majority of pupils are from a White British background. About an average proportion of pupils are identified with a special educational need and/or disability. The Early Years Foundation Stage consists of a Reception class with some Year 1 children.

The school has achieved the National Advanced Healthy School's Award, Activemark and the Warwick Enterprise in Education Award. It is in partnerships with the Thryberg Excellence in Cities Action Zone, the Excellence in Cities Learning Centre and the Sport's Coordinators Programme

Several members of the teaching staff, including the headteacher, are new to the school since the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Trinity Croft Church of England Junior and Infants is a good school. It provides high standards of care for all its pupils and, as a result, their spiritual, moral, social and cultural development is outstanding. The very strong partnership with the church and other schools and colleges contributes to the many exciting learning opportunities and pupils' strong community involvement. The quality of teaching is good so pupils of all abilities achieve well. Attendance is above average. Parents feel very welcome and are positive about the impact the school has on their children's learning; 'This is a fantastic school. My son loves going and is always rushing me to get there – he'd sleep there if he could,' is typical of their views.

Pupils are happy, inquisitive and hard working. They are very sensitive to the needs of others and show this well through their roles as playground leaders and school councillors. Pupils are active and healthy, taking full advantage of a wide range of sporting activities during and after the school day. Pupils feel safe and well cared for and feel there is always someone to turn to if they need support. They are polite and thoughtful and their behaviour is outstanding. 'My school is a safe place to be and all the teachers are preparing me to do better and to get ready for my move to the comprehensive,' is a reflection of their well-considered views.

Children get a good start in the Early Years Foundation Stage. They maintain good progress throughout the rest of the school and leave in Year 6 with average standards in English and mathematics. Although pupils' achievement in writing has improved well since the last inspection, standards are not as high as they are in reading and mathematics and progress in some basic literacy skills, particularly handwriting, is inconsistent.

Pupils' achievement, behaviour and attendance have improved well since the last inspection. The drive and ambition of the senior leadership team and governing body are securely based on accurate self-evaluation procedures and clearly expressed in the school's 'Developing Excellence Plan'. This has enabled the new headteacher to hit the ground running and continue to provide well-focused training to develop all staff's professional skills. The staff form a tight-knit and supportive team. As a result, the school is consistently making headway in addressing any weaknesses, such as those in writing, and has a good capacity to continue to improve.

What does the school need to do to improve further?

- Raise standards further, especially in writing by:
- - implementing the actions identified in the 'Developing Excellence Plan'

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- - using relevant, high quality, first-hand experiences to bring pupils' writing to life
- - improving pupils' basic writing skills, especially handwriting.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy their time at school and work hard in lessons. They work well individually and collaboratively. Their exemplary behaviour makes a significant contribution to their learning as does their good attendance.

All groups of pupils make good progress, because they receive good quality teaching and the strong caring ethos helps them develop very positive attitudes to learning.

Other key features of outcomes for pupils:

The inspection team fully agrees with the positive views pupils' have of the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is good and has improved well since the last inspection. Features of most lessons include:

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- very good classroom management that allows pupils to engage in meaningful discussion and practical activities
- lessons are planned well with work which provides a good balance between the consolidation of previous experiences and new learning
- lessons are fun; teachers make good use of ICT, physical activities and games to suit the different styles of pupils' learning needs
- the adults' skill at questioning pupils to deepen their understanding and help them consolidate their ideas
- accurate assessments of pupils' achievements that are used well to set challenging targets for different abilities
- teachers and teaching assistants who work closely together to ensure pupils of all abilities are fully included and progress well.

Occasionally, the targets for pupils to achieve during their lessons are written using vocabulary which pupils do not easily understand and this limits their ability to work independently. Most work is marked. Teachers give pupils useful prompts for improving their own work. However, sometimes, too little attention is paid to spelling and handwriting, especially in subjects other than English.

The good curriculum is enriched by many visits and visitors. Pupils have the opportunity to take part in residential visits to France and Kingswood with a strong focus on outdoor pursuits. Exciting topics and themes link different subjects together in meaningful ways. Occasionally, however, teachers miss opportunities for pupils to write about their first-hand observations arising from these experiences. The promotion of pupils' social and emotional learning is a strength of the school and contributes significantly to the progress of all pupils, especially the most vulnerable. There are many exciting opportunities for pupils to sing and learn a musical instrument and perform in many local events. They learn the French language and culture from a native speaker. The partnership with local secondary schools and colleges allows pupils to benefit from high quality, specialist teaching skills.

Pupils receive outstanding care and support which centres on the strong, fully inclusive ethos. It is built on very robust, well-planned policies and procedures and the strong commitment of all, including administrative and non-teaching, staff. This has a significant impact on pupils' attendance and punctuality. The welfare of all pupils, especially the most vulnerable, is paramount and staff are rigorous and persistent in ensuring excellent care. A close partnership with specialist welfare and support services promotes good achievement and personal development for vulnerable pupils and those with special educational needs and/or disabilities.

These are the grades for the quality of provision

<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	2
	2
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness of care, guidance and support	1
--	----------

How effective are leadership and management?

The senior leadership team is ambitious and thorough in its work. There are good procedures for allowing subject leaders to evaluate and promote their own subjects. However, some are new to the role and the school, and subsequently have not yet had the opportunity to fulfil their roles. The headteacher and deputy headteacher lead from the front through the thoroughness and accuracy of their own monitoring and evaluation and the high expectations set for all staff. Their presence in the grounds at the start of the day and at break and lunchtimes around the school is a significant factor in building good relationships with parents and promoting outstanding behaviour. The governors provide good support and challenge to the school. They are well informed through their first-hand scrutiny of attainment and progress data and monitoring activities. School improvements are systematically planned and initiatives are well managed. The school promotes community cohesion well through well-planned collaborative work, led by the headteacher, with other local schools and communities. This has had a very good impact on the local community by providing learning opportunities for parents and ensuring good levels of attendance. Safeguarding procedures are very rigorous and meet current requirements. The school is inclusive, and the strong emphasis on working with the community and breaking down barriers to learning, means equality of opportunity is promoted well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Early Years Foundation Stage

When they start school, children's attainment is well below that expected for their age and, in particular, in the use of language and their social skills. They get off to a good start and are well prepared for future learning because:

- children grow in confidence, make good progress and they are clearly very proud of their accomplishments
- there has been a good trend of improving standards since the last inspection and standards are close to, although still below average by time they start Year 1
- excellent welfare arrangements and very positive relationships ensure children feel very safe and secure and settle extremely quickly
- home visits by staff and good information for parents help children make the best possible start in the Reception class
- the quality of teaching is good, with a good range of activities children select for themselves to promote all areas of learning
- staff skilfully intervene to boost children's self-esteem, support their language development and get them thinking hard.

Very occasionally, staff tell children what activities to do rather than question them to encourage their decision-making skills. The outside area does not always reflect the good quality of learning provided indoors. Nevertheless, the committed staff team are constantly seeking ways to improve the provision further and the quality of leadership and management is good because staff are knowledgeable and eager to further their skills and understanding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are very supportive of the school and express no significant concerns. The inspection team agrees with these positive views. Parents are particularly appreciative of the caring ethos of the school and friendly nature of the staff. They welcome the close links with the church and other local schools. Above all, they feel that their children achieve well and that the school is well led and managed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity Croft CofE Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	63	10	37	0	0	0	0
The school keeps my child safe	15	58	11	42	0	0	0	0
The school informs me about my child's progress	14	52	13	48	0	0	0	0
My child is making enough progress at this school	16	62	9	35	1	4	0	0
The teaching is good at this school	18	69	8	31	0	0	0	0
The school helps me to support my child's learning	17	63	10	37	0	0	0	0
The school helps my child to have a healthy lifestyle	15	58	11	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	54	11	46	0	0	0	0
The school meets my child's particular needs	14	54	11	42	1	4	0	0
The school deals effectively with unacceptable behaviour	15	60	10	40	0	0	0	0
The school takes account of my suggestions and concerns	15	58	9	35	2	8	0	0
The school is led and managed effectively	14	52	13	48	0	0	0	0
Overall, I am happy with my child's experience at this school	17	65	9	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 October 2009

Dear Pupils

Inspection of Trinity Croft CofE Junior and Infant School, Rotherham, S65 3QJ

Thank you for all your help when I inspected the school with my colleagues.

I thought you might like to know what we found out about your school.

- Trinity Croft CE is a good school.
- You feel very safe and the care, guidance, and support you receive are excellent.
- You get off to a good start in Reception.
- You continue to make good progress and reach suitable standards by time you leave in Year 6. However, you could make even more progress in writing.
- The quality of teaching is consistently good and you are given fun things to do.
- You are taken on lots of visits which you really enjoy.
- Leadership, management and governance are good and the school is moving in the right direction.

Your teachers and the staff want to make the school even better. To help them do this I have asked them to help you become even better writers by giving you more chances to write about your first-hand experiences and helping you improve your handwriting.

You can help by continuing to enjoy your lessons and working hard.

I wish you every success in all you do in the future.

Yours sincerely

Mr Andrew Clark

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.