

# Trinity Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	114805
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338449
<b>Inspection dates</b>	12–13 July 2010
<b>Reporting inspector</b>	Norma Ball

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geraldine Whitmore
<b>Headteacher</b>	Marie Staley
<b>Date of previous school inspection</b>	23 April 2007
<b>School address</b>	Trinity Road Chelmsford Essex
<b>Telephone number</b>	01245 354517
<b>Fax number</b>	01245 495228
<b>Email address</b>	admin@trinityroad.essex.sch.uk

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

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed 10 teachers. The inspectors met parents, informally, on the first morning of the inspection and held meetings with the headteacher, teaching staff, members of the governing body and pupils. The school's work was observed, this included: scrutinising samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documentation. In addition, inspectors took account of questionnaire responses from 28 parents and carers, 24 staff and 89 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the steps taken to improve attainment in reading and writing in Key Stage 1 and in mathematics in both key stages
- how effectively teachers use assessment information to plan challenging work and involve pupils in their progress so that attainment is improved, especially for the more able
- the impact leaders and managers at all levels have on ensuring pupils achieve as well as they can, especially in Key Stage 1 where standards have been declining.

## Information about the school

Trinity Road is a smaller than average primary school and the majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is increasing annually but overall is still below the national average. The school experiences above average pupil mobility with many pupils joining and leaving the school at various times of the year. A larger than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is much higher than that found nationally as is the proportion with a statement of special educational needs.

The headteacher was appointed in January 2009 and the senior leadership team is new. The Speech and Language Centre (SLC) for Mid Essex is based on the school site and one in ten pupils from the school attend the Centre. Oscars After School Club is also located on the school site but is not managed by the governing body and is subject to a separate inspection. The school has gained Healthy Schools status and holds the Active Mark award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Pupils enjoy coming to this school because they find their lessons interesting and share good relationships with each other and with staff. They behave well in lessons and playtimes are happy and harmonious. The new headteacher has quickly strengthened the positive drive for improvement in the school. The quality of teaching and learning is improving. Strategies to promote better progress of pupils have been selected carefully and are closely monitored to ensure they are effective. As result there are clear signs that progress pupils make is now more consistent across the school and improving in Years 1 and 2. Safeguarding arrangements are good and all pupils have a clear understanding of how to be safe and healthy. Parents are pleased with all that the school provides. One said, 'My child is very happy at Trinity Road and is making really good progress both in terms of personality and social development as well as academic progress. It's a safe, happy environment for my child.'

Children settle quickly and begin to enjoy learning in Reception because they are well cared for and happy. All areas of learning are covered but planning does not ensure that activities are consistently stimulating. Teaching in small groups is satisfactory but important opportunities are sometimes lost. Teachers do not always intervene strategically to extend learning when children are developing games of their own. Children enjoy using the outdoor-learning area, but it is not used to full potential to extend all areas of learning. Pupils' achievement is satisfactory throughout the school and attainment at the end of Year 6 is average. The school is working effectively to reverse underachievement and declining standards in Key Stage 1 and there are clear signs that progress is now improving in Years 1 and 2. Pupils with special educational needs and/or disabilities, those with speech and language needs in the SLC and also those who enter the school at different times also make satisfactory progress. Their needs are quickly and accurately assessed and they receive a range of satisfactory support.

Teaching is satisfactory and improving because it is closely monitored by senior staff. Information on pupils' progress has improved, but it is not used consistently to plan lessons which challenge and accelerate the learning of all groups, especially the most able. Marking is inconsistent and does not routinely identify how pupils can improve a piece of work to make better progress. The curriculum has improved and in particular the creative approach identifies subjects and themes that appeal to all pupils, especially boys, and this has led to improvements in English, notably writing. A focus on problem-solving in real life situations is helping to make mathematics more fun and so engage pupils and promote better progress.

The strong leadership of the headteacher has united staff who share her ambition to

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improve standards and provide stimulating learning experiences. Other leaders and managers, new to their roles and responsibilities, are beginning to refine their skills but do not yet play a full part in monitoring and evaluating their areas of responsibility. Issues from the previous inspection have been satisfactorily addressed and, in particular, information and communication technology (ICT) provision has been improved and pupils have good opportunities to use it in lessons. The governing body are supportive and are improving their skills so they are better placed to challenge the school more incisively. They recognise the importance of monitoring the school's work closely and to be effective partners to drive forward urgent improvements. The school has a satisfactory capacity to improve further. .

**What does the school need to do to improve further?**

- Raise standards in reading, writing and mathematics by:
  - building on good practice to ensure that a greater proportion of teaching is good or better
  - ensuring assessment information is used consistently in all classes to provide appropriately challenging tasks, especially for more able pupils
  - identifying clearly in marking, how pupils can improve their work.
- Improve provision in Reception by:
  - using assessment of children's learning to record accurately their rate of progress
  - making more effective and imaginative use of the outdoor learning area
  - developing the quality of interactions between adults and children to extend their learning and inspire imaginative play.
- Increase the skills, confidence and participation of middle managers so they are able to play a full part in evaluating and continuing to improve the work of the school.
  - About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils make satisfactory progress during their time in school. In the past three years standards have fluctuated in Key Stage 2 but remain broadly average. However, standards have been declining and are exceptionally low in Key Stage 1. A history of inadequate teaching has been quickly addressed. As a result of close monitoring, improved teaching and a range of effective learning strategies, pupils' progress is now more evenly spread and is satisfactory. In Key Stage 2 standards attained at the end of Year 6 remain average but it is too early to see improvement in Year 2 results. However, pupils' work, lesson observations and the schools own tracking show progress is

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improving from Reception to Year 2 and current assessment information indicates standards are closer to average. There are mixed-age classes in both key stages; which arise from the set admission numbers, the school manages this well. Pupils settle quickly, show positive attitudes to learning and enjoy sharing ideas with their classmates and talking partners. Pupils with special educational needs and/or disabilities, many with emotional as well as learning needs, and those with speech and language needs also make satisfactory progress from their individual starting points.

The emphasis on a creative curriculum, with a selection of themes and topics such as world cup football, dinosaurs and time machines that reflect pupils' interests, has been successful, especially in inspiring boys in literacy. As a result, writing has improved for both boys and girls and they are also developing their skills soundly in problem solving and mental mathematics. In a Year 2 literacy lesson, pupils were enthusiastically involved in discussing what questions would be asked about a press photograph of a world cup goal. One said, 'Why didn't you catch that ball because you were right next to it?' This provoked a lively discussion and pupils settled quickly to a writing task using question marks, connectives and creative language. Pupils try to do their best in lessons because learning is fun. One pupil, representative of many others, said, 'It's great here. Our teachers are nice and help us to learn lots of new things.'

Pupils have strong affection for their school. The Active Mark and Healthy Schools awards illustrate their awareness of what makes for a healthy lifestyle. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils know what is right and what is wrong, show enthusiasm for learning but their understanding of cultural diversity is limited. Pupils are given a good range of responsibilities in class and around the school, as councillors or play leaders; they carry these out with pride and efficiency. They are soundly involved in their local community. The average standards that pupils attain and their personal development ensure they are satisfactorily prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

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

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teaching is satisfactory overall with examples of good practice that are not yet shared effectively, particularly in structuring tasks in lessons that fully challenge all groups of pupils. Teachers mostly have good subject knowledge and use ICT well to provide lively learning experiences. The purpose of lessons is explained well to pupils. Teachers are gaining confidence in tracking pupils' progress but make inconsistent use of this information to plan lessons to meet pupils' different needs. The same work is occasionally given to pupils of different ages and abilities, limiting progress, especially for pupils of higher ability who are not always stretched. Pupils work is marked regularly and praise is given. However, the use of comments to help make clear the next steps in learning is inconsistent. Teaching assistants are appropriately deployed and provide satisfactory and sometimes good support for pupils with special educational needs and/or disabilities including those in the SLC.

The curriculum is satisfactory and developing to include more interesting learning opportunities by linking subjects. For example, older pupils looking at exciting structures in Britain such as the Angel of the North, Big Ben and the Telford Suspension Bridge made models in design and technology, including using mathematic skills for scale and size, as well as writing about the structures. Strategies to improve progress in literacy and numeracy are proving effective because they are well integrated in all classes and closely monitored. Learning is effectively enriched by experiences gained outside the classroom. Pupils spoke animatedly of their trip to London and the famous sights they had seen. After-school clubs also bring learning alive and provide opportunities for social development. The good support and care provided by the school is extended by prudent links with a range of agencies and services. Close monitoring of attendance and also behaviour have led to improvements so that behaviour is good and attendance is now average.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

In a very short time, the headteacher has established clear and incisive leadership, reinforced and strengthened the monitoring of learning and progress and helped to sharpen the school's focus on improving attainment. She works in a close and effective partnership with the deputy headteacher and together they are helping to develop the skills of middle managers who are enthusiastic to develop their roles and take an active part in school evaluation and development planning to help drive the school forward. Community cohesion is satisfactory. The school has analysed carefully its local context and pupils are helped to develop an appreciation of their future role as citizens, not only in their local community, but beyond. Some links have been planned with an inner city school, but senior leaders and managers are aware that not enough work has been done to enhance pupils' awareness of the richness and diversity of the United Kingdom community. Pupils are treated fairly and equally but the school accepts that pupils of higher ability should be helped to make better progress. All safeguarding requirements are met well and policies are subject to regular review.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage



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

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Children enter Reception with skills and abilities just below those of children of the same age nationally, but they are weaker in aspects of language and literacy, numeracy and creative development. Children make sound progress and enter Year 1 with abilities that are similar to other children of that age although still weaker in elements of literacy, numeracy and creative development. They are encouraged to become independent, to share with others, and to enjoy their learning. A sound range of planned activities ensures that children make satisfactory progress across the six areas of learning, but activities are not always well structured or sufficiently challenging to improve progress more rapidly. The outside learning area is not used effectively to provide a breadth of stimulating learning opportunities .

Within the classroom learning in small groups is managed well by staff and children's development is promoted satisfactorily. However, opportunities are missed to develop children's learning, including their speaking and listening skills as well as their creativity, by subtle intervention from staff in children's own games. One example of good adult interaction to extend speaking skills and vocabulary was when a boy eating an apple was asked what it sounded like when he took a bite. 'It goes scrunch, soop.' He said, and then he added, 'and it tastes nice.' The new leader of the Early Years Foundation Stage is carefully assessing provision. She has united a happy team who work cooperatively and leadership and management are satisfactory. Children's development is tracked regularly and findings are used to keep parents informed of their children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The number of parents who responded to the questionnaire is low but a large majority of the 13 per cent of parents and carers who responded or spoke to the inspectors are pleased with the school. They value the fact that their children like school and are helped to have a healthy life-style. The inspectors fully endorse these views. A small minority of parents expressed some concerns about progress, behaviour, and the quality of teaching. Strategies put in place are leading improved progress and attainment, teaching has improved and is closely monitored, and behaviour is carefully managed and good overall. A few parents were concerned about information they received on their child's progress, how well that their child's needs were met and their safety. The inspection evidence indicates that pupils are safe. Parents and carers are provided with

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regular progress information. One parent wrote specifically on how well their child's needs were met. 'The staff have the children's educational needs and their well being at the forefront of their attention.'

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity Road Primary 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 inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	71	8	29	0	0	0	0
The school keeps my child safe	17	61	8	29	3	11	0	0
The school informs me about my child's progress	13	46	12	43	3	11	0	0
My child is making enough progress at this school	11	39	12	43	2	7	3	11
The teaching is good at this school	14	50	10	36	4	14	0	0
The school helps me to support my child's learning	11	39	16	57	1	4	0	0
The school helps my child to have a healthy lifestyle	17	61	11	39	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)	14	50	12	43	1	4	0	0
The school meets my child's particular needs	9	32	16	57	3	11	0	0
The school deals effectively with unacceptable behaviour	9	32	14	50	2	7	2	7
The school takes account of my suggestions and concerns	10	36	14	50	2	7	0	0
The school is led and managed effectively	12	43	13	46	0	0	2	7
Overall, I am happy with my child's experience at this school	15	54	11	39	2	7	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 July 2010

Dear Pupils

Inspection of Trinity Road Primary School, Essex, CM2 6HS

Thank you for welcoming us to your school and for being so helpful and polite. You told us how much you like your school. You behave well and show a lot of interest in your lessons. We saw how excited you all were about seeing the dress rehearsal of 'Tarzan' and you told us you have lots of fun and so you enjoy learning. You feel safe in school and you know a lot about keeping safe and healthy. Your headteacher, other staff and the governing body, are working hard to help you do the best you can. We think that Trinity Road is a satisfactory school. This means that it does some things well, but also needs to make some things better.

We have asked your teachers to make sure they use what they know about how well you are doing to plan lessons that give you work that is a good match to your ability so that you can always achieve your best. We have also asked them to share all the good things they do to help you learn.

We have asked that teachers make it clear to you how you could improve when they mark your work.

We have asked teachers to make sure children in Reception make greater use of their outdoor-learning area and that the things they learn about are made exciting so they make better progress. We have also asked that staff join in more with children when they are playing so that play is also part of their learning.

Finally we have asked that teachers with important responsibilities improve their skills and work together to keep a close watch on all that is happening in your school, and how well you are doing, so they can plan carefully for the future to help you make even better progress.

You can help by working hard and always doing your best in school. We wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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