

Trinity CoE VC Primary School

Inspection report

Unique Reference Number	134239
Local Authority	Bath and North East Somerset
Inspection number	341444
Inspection dates	14–15 October 2009
Reporting inspector	Chris Kessell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Mrs Andrea Feeney
Headteacher	Mrs Pepe Hart
Date of previous school inspection	5 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at school documentation such as school development planning, monitoring and evaluation evidence and school policies, including those related to safeguarding and child protection. Questionnaires completed by parents, pupils and staff were analysed.

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

- how the school made learning and progress more rapid at Key Stage 1 and built on the effective start that children receive in the Early Years Foundation Stage
- school strategies to ensure that teaching and learning are good in all literacy and numeracy lessons and how they are being used in other subjects
- the current development priorities in ensuring that the school continues to improve strongly.

Information about the school

Trinity is a smaller than average primary school. Most pupils are from White British backgrounds, the remainder representing a number of other heritages. Very few pupils speak English as additional language. The number of pupils who join the school other than at the normal times is above average. The percentage of pupils with special educational needs and/or disabilities is above average; their needs are mainly moderate learning difficulties. The Early Years Foundation Stage is made up of one Reception class.

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?

1

The school's capacity for sustained improvement

1

Main findings

Trinity is an outstanding school with many strengths. Its effectiveness was described very accurately by a parent who said, 'Children arrive smiling in the morning and leave beaming at the end of the day.'

The secret of the school's success is the tremendous drive and ambition of the headteacher which are shared by all staff and governors. There is a corporate desire to provide the best for all pupils and the school is successful in achieving the Trinity code, 'Making people feel good'. The headteacher is inspirational for both pupils and staff who talk confidently about being part of the 'Trinity team'. There is a tremendous emphasis on being 'proud' and pupils thrive on being identified as 'superstars'. Staff at all levels have a clear picture of what the school currently does well and what needs to improve. Since its last inspection, standards have significantly improved and pupils' learning and progress have moved from satisfactory to at least good, with much that is outstanding. All this indicates that the school has a very strong capacity to continue to develop further in the future.

Pupils do very well through the school because teaching is enthusiastic, exciting and challenging. Lessons are very interesting and engage and enthuse the pupils. Teachers have high expectations and no time is wasted. Pupils' behaviour and attitudes to learning are exemplary and contribute well to the good learning and progress that take place. Teachers provide a wide range of tasks to suit the range of abilities in their classes in literacy and numeracy lessons but this is not always as consistent in other subjects. Teachers build on the very effective start that children make in the Early Years Foundation Stage and learning and progress are good in Key Stages 1 and 2 overall.

All pupils enjoy school immensely. This was acknowledged by a Year 5 pupil who said, 'We have to work hard but do interesting things and have great opportunities.' This accurately describes the innovative and extremely rich curriculum presented to the pupils.

Another key strength is the outstanding pastoral care offered to pupils. Adults know the pupils extremely well and ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of what the school has to offer. Consequently, pupils develop into thoughtful, considerate and mature young people. This was illustrated well during a whole school assembly when pupils of all ages got up to sit next to their 'buddy' from another year group to discuss something they had achieved. Pupils have a strong voice in the running of the school through committees like those for anti-bullying, eco issues and the school council. They are keen to take on responsibility such as running the healthy tuck shop at breaktimes and acting as shadow lunchtime

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supervisors.

What does the school need to do to improve further?

- Provide a wider range of tasks for pupils of differing abilities in all lessons by building on the good practice that is already evident in English and mathematics.

Outcomes for individuals and groups of pupils

1

Pupils show an incredible enthusiasm for learning. For example, Year 5 pupils were thoroughly engaged as they decided in groups how to conduct a fair test that found which materials were best at mopping up spilt water. Year 6 pupils were observed working extremely hard writing a positive review for the game 'Jenga'.

Pupils' attainment by the time they leave school is above average. Learning and progress are good because pupil performance is tracked regularly and rigorously. Any pupil that raises a concern through this process is provided with effective additional support. Pupils who arrive at the school during term-time 'hit the ground running' and begin to make at least the same progress as their classmates. Pupils with special educational needs and/or disabilities do as well as their peers and on some occasions make outstanding progress because of the quality support they are provided with. The school's effectiveness in improving the performance of its pupils, especially since the last inspection, can be seen in its success in closing the gap between boys' and girls' attainment.

A particular strength of the school is the pupils' personal development. They are given many opportunities to contribute to school and the wider local community. Pupils feel safe in school and undertake their own risk assessments for activities they are involved in. One pupil stated, 'There is no bullying because of the Trinity 3B's' (the school's anti-bullying policy) while another pupil spoke sensitively of meeting Damilola Taylor's father as part of anti-bullying week. Pupils are caring and sensitive to the needs of others. For example, pupils can earn Trinity currency which they can then save to buy goods for children less fortunate than themselves in Romania. Pupils have an excellent knowledge of how to lead a healthy lifestyle and take plenty of exercise. This is reflected in their dietary choices at lunchtime and their enthusiasm for sports.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons observed during the inspection had strong features; a number were outstanding. Relationships are excellent and all pupils want to do well for their teachers. Time targets are used very successfully by teachers to maintain a good pace for learning. The pupils enjoy the challenge of these to the point of reminding teachers when they forget to set a time target! Teachers mark pupils' books well. Their comments are supportive and also provide pupils with good guidance on how to improve their work. Dialogue during lessons is very effective and offers either good support or challenge to individuals and groups. Staff have rightly focused on English and mathematics to ensure that lessons meet the needs of all pupils regardless of their ability. The school has rightly identified that the next step is to further develop this practice in science and other subjects.

Pupils' enjoyment of school is enhanced exceptionally well by the rich and varied opportunities they are provided with. Staff have successfully developed an outstanding curriculum that responds very well to national demands as well as being creative and ensuring the natural links that occur between different subjects. Essential skills are taught progressively. Pupils have the opportunity to participate in an excellent range of extra activities, visits and residential trips.

Parents appreciate the caring ethos of the school. 'The school is full of love, affection and opportunities' and 'My child goes to school feeling very safe' are typical comments. All staff do their utmost to ensure that each pupil's individual needs are fulfilled. The school is very successful in supporting the few pupils who find school difficult.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Rigorous monitoring of pupils' performance and the very effective management of teaching are the foundation of the school's success and demonstrate leaders' high aspirations. For example, staff evaluate each other's literacy and numeracy books at every staff meeting and all teachers are involved in the tracking of all pupils. Consequently, good practice in teaching is regularly shared and everyone knows the learning and progress of individual pupils extremely well. Continual improvement is very clear and current priorities include improving teaching even further. Governors know the school well and have contributed effectively to improvement since the last inspection. They are very involved in the life of the school. The school demonstrates a deep commitment to equal opportunities for all. The rigorous monitoring of pupils ensures that any unevenness in academic performance or personal development is addressed immediately.

At the time of the inspection, safeguarding procedures were thorough. Risk assessments and health and safety procedures are in good order.

The school has made a good start to promoting community cohesion. Pupils and parents from all backgrounds get on well with each other and there are regular celebrations of other cultures and beliefs. Contacts have been established nationally and internationally so pupils are able to meet others from different backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1

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 safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children get off to a flying start in the Early Years Foundation Stage. They start school with attainment that is often below the expected levels. Their skills in writing are especially low. As a result of very effective provision, they make good progress overall and often outstanding progress in developing their writing skills and communication skills. By the time they start Year 1, attainment is average.

The environment and accommodation are bright and very welcoming both indoors and outside. Resources are plentiful, well organised and of good quality. The children show very good attitudes and, as with the rest of the school, their behaviour is exemplary. Good attention is paid to children's individual needs, ensuring that high attainers are challenged sufficiently, whether through adult-led activities or while children are choosing things for themselves. Equally, those less confident are provided with very effective support by all adults. Good attention is paid to assessment and tracking children's progress. Staff across the school are involved in the analysis of these data so they begin to get to know the younger children.

The setting is managed very well by a knowledgeable practitioner. She ensures that the children are provided with an excellent range of learning opportunities. All adults work very well as a team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents are overwhelmingly supportive of the school and this is reflected in the responses to the parents' questionnaire. Typical comments from parents included: 'The school is outstanding'; 'It is a special place' and 'Two days are never the same.' Inspectors would agree with the questionnaire outcomes and support parents' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity C of E VC 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 147 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	89	11	10	0	0	1	1
The school keeps my child safe	107	95	6	5	0	0	0	0
The school informs me about my child's progress	79	70	33	29	1	0	0	0
My child is making enough progress at this school	78	69	31	27	2	2	0	0
The teaching is good at this school	97	86	15	13	0	0	0	0
The school helps me to support my child's learning	89	79	24	21	0	0	0	0
The school helps my child to have a healthy lifestyle	88	80	22	20	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)	81	72	26	23	1	1	0	0
The school meets my child's particular needs	87	77	25	22	0	0	0	0
The school deals effectively with unacceptable behaviour	91	81	19	17	1	1	0	0
The school takes account of my suggestions and concerns	82	73	24	21	1	1	1	1
The school is led and managed effectively	90	80	21	18	0	0	1	1
Overall, I am happy with my child's experience at this school	96	85	16	14	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.



16 October 2009

Dear Pupils

Inspection of Trinity C of E Primary School, Radstock, BA3 3QH

Thank you so much for the warm welcome we received when visiting your school recently. We were impressed with how polite and well behaved you all were. It is clear that you are all very enthusiastic and proud of your school. This is not surprising, because you go to an outstanding school. The headteacher and staff work very hard to ensure that you work well and have many opportunities to try different things. Consequently, by the time you leave in Year 6, your work is of a high standard and you are very well prepared for your future lives.

You feel very safe at school because all of the adults take very good care of you. It was good to see that so many of you are involved in the running of the school and part of the big Trinity team. We enjoyed talking to all of you who work on the many different committees and listening to you all singing some of the school songs in assembly.

One of the main reasons for the success of your school is the enthusiasm and hard work of the headteacher. With the rest of the staff and governors, she is ensuring that the school continues to get better and better. The teachers ensure that lessons are exciting and interesting.

We have asked the headteacher, staff and governors to:

- make sure that teachers always give you a range of activities to do in different subjects so that the activities are not too hard or too easy, just as they already do in English and mathematics.

We know that you will continue to work hard and help the staff. Best wishes for the future.

Yours faithfully

Chris Kessell

Lead inspector

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