

# Trinity Anglican Methodist Primary School

## Inspection report

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<b>Unique Reference Number</b>	134829
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	341536
<b>Inspection dates</b>	1–2 December 2009
<b>Reporting inspector</b>	Hazel Callaghan

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Gathergood
<b>Headteacher</b>	Karen Sancto
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Marjoram Way Portishead Bristol BS20 7JF
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with senior leaders, staff, pupils, governors and a few parents. They observed the school's work, and looked at the school's records of pupils' attainment and progress, various policies, curricular plans and the school development plan. They scrutinised questionnaires returned by staff pupils and 106 parents and carers. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current standards and the progress they have made since the school opened
- how teaching and the curriculum meets pupils' needs, especially the boys in writing and all pupils in mathematics
- how well governors and leaders at all levels ensure that the quality of provision is maintained and further improved as the school continues to grow

## Information about the school

Trinity Anglican Methodist Primary is a new school that opened in September 2008. Since then pupil numbers have grown rapidly in all year groups. Pupils have come from various other schools and backgrounds. The large majority of children come from families of White British heritage. A below-average proportion of pupils are eligible for free school meals. A smaller than average proportion of pupils have been identified as having special educational needs and/or disabilities, within which there is a small but significant group of pupils who have a range of personal, social or behavioural difficulties. There are no pupils new to speaking English. The school has its own Nursery that serves the local area and many of these children transfer into the school's Reception class. The school runs a breakfast club and an after-school club that are managed by the school governors.

**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 Anglican Methodist Primary is a good school that enables pupils to make good progress in their academic and personal development. In just one year the school has developed a strong supportive environment in which pupils thrive. They achieve well because of the combination of a strong curriculum that stimulates their interest and desire to learn, good teaching and good pastoral care which has enabled them to settle really quickly. Pupils are proud of their new school. It is an industrious and harmonious community where pupils of all different backgrounds have come together and see themselves now as 'Trinity pupils'. Those with personal and social difficulties have found a new start which has enabled them to overcome many of the barriers in learning built up in the past. The rapid rate at which this school has developed is due to the outstanding personal leadership of the headteacher and her senior team. Governors have played a very strong part in its creation, believing it should be a 'community school that serves the community'. Huge strides in its development have resulted in effective management, the staff's whole-hearted commitment, accurate evaluation of the school's strengths and next steps for improvement, and pupils' good spiritual, social and moral development. Together, with pupils' good achievement, the successful developments since the school opened provide clear testimony to the school's continuing good capacity for further improvement.

Children make a very positive start in the Nursery and in Reception and achieve well in all areas of their development. All year groups are made up of pupils from a range of quite different schools. School data show that those who have been at Trinity for a whole year have made good progress, but even those who arrived later in the year are also doing well. The standards attained by Year 6 are above average in English, mathematics and science. Boys and girls make equally good overall progress, but the standards reached by the boys in writing lag behind those of the girls throughout the school. The curriculum has been designed to encourage pupils to write in many of their activities and this is promoting better progress in all classes, but it is too soon for it to have had the desired impact on improving the quality of boys' writing. In mathematics progress is mostly satisfactory, but the senior staff recognise that raising standards in the subject is a focus for further improvement.

Teaching is good throughout the school but it is generally stronger in English than in mathematics. Most teachers use the information from assessing pupils' work effectively to inform their planning so activities are successful in moving pupils on in their learning, but not all assessments are sufficiently accurate to ensure a secure basis for pupils' next steps. Pupils are keen to do well and teachers use many positive strategies to support them, helping pupils to recognise how to be successful in their work. These effective

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strategies are not yet fully utilised by all staff and in some classes pupils are not sure how well they are doing or how to improve their work. Both these weaknesses hold back pupils' progress, most noticeably in writing and mathematics.

The prime focus of governors and the senior leadership team has been to build a strong school community and this they have achieved successfully. The school works well with other local schools and with the growing community around them. Satisfactory opportunities are made for pupils to develop an understanding of other religions and cultures and visitors to the school have provided them with a greater awareness of people and cultures around the world. Opportunities for pupils to develop their awareness of the diversity of cultures in the Great Britain are still fairly limited. The school is looking to make contacts with schools with a more diverse cultural community but these links are still in the planning stage.

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

- Raise standards in boys' writing and the rates of progress in mathematics by:
  - ensuring that teachers make accurate judgements about pupils' attainment in order to recognise the next important steps in their learning
  - consistently using effective strategies to help pupils recognise how well they are doing and to understand how they can improve their work.
- Provide more opportunities for pupils to develop a good awareness of the diverse cultures in the Great Britain.

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

**2**

The good progress evident last year is also evident in pupils' work now. Pupils of all abilities, including those with special educational needs and/or disabilities, learn well in lessons. They respond well to teachers' expectations and they concentrate well on their tasks. Pupils enjoy their activities and want to do well. They work well together in pairs and groups to share ideas and to tackle challenges. This was clearly illustrated in a writing lesson in Year 4 when pupils were told to create their own advertisement for a chocolate bar, which they would then video. The task really engaged their interest and enthusiasm so they were quickly absorbed by their plans. Almost two thirds of the current school population has been admitted at different times since the school opened. Those pupils who have attended for a whole year have achieved well, especially in Year 5 and Year 6. Boys are progressing well in developing their writing skills from low starting points, but the work seen in their books and in lessons shows that many are not yet reaching the same standards as the girls in writing.

Pupils' personal development is good. They mainly behave well in lessons and around the school. A few pupils who are new to the school are not always aware of the school's expectations for behaviour at playtimes. Pupils have a sensible awareness of the potential dangers around them and have a good range of strategies to keep themselves safe. They are aware of the need for healthy lifestyles and how to promote and actively

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try to make these positive choices. They make a strong contribution to the life of the school through their many activities and enjoy taking responsibility and helping others, such as the Reception children at lunch. Pupils also make a very positive contribution to many activities and charities, both locally and worldwide. Pupils work well together and have a strong sense of right and wrong. They all get on very well and there is no sense of pupils having come from other schools. They have a satisfactory awareness of other religions and cultures, but this area of their personal development is not as strong as the other aspects. Most pupils really enjoy school and attend regularly. Pupils' good attitudes to learning and their successful application of basic literacy, numeracy and computer skills prepare them well for the next stage in their education and for later life.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The quality of education provided by the school is good. Relationships throughout the school are very strong and pupils feel well cared for and supported. Good links with families and various outside professionals underpin the good levels of care, guidance and support, particularly in pastoral terms. Parents and carers say that they are very

<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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pleased with the way pupils have settled and how they really enjoy school. Attendance has been above average for the last year, but this term it has started to fall, primarily because of families new to the school taking holidays in term time. The school is in the process of developing more stringent systems to ensure above average rates of attendance are maintained. Good links with many businesses and other organisations have helped the school to gather a wide range of resources that have laid the foundation of a stimulating curriculum with an outstanding range of enrichment activities that meets most pupils' learning needs well. The strong focus on developing pupils' literacy skills in all subjects is working well, and carefully planned opportunities that appeal to boys mean that they are finding exciting reasons to read and write. This is beginning to narrow the gap in writing so that standards are closer to those of the girls, but it is too soon for it to have had a marked effect.

Teachers have good subject knowledge and have high expectations for pupils' effort and involvement. Effective lesson-planning was clearly evident in all lessons observed. In the best lessons pupils understand what is expected of them and are given a checklist of what they need to remember or consider in their activity so they can be successful. Teachers' marking, however, is not as effective in explaining to pupils how well they have done and what they need to do to improve. Pupils' targets for their next steps in learning are shared effectively with pupils in some classes but not in all, and these inconsistencies slow pupils' learning. Teachers are skilled, however, at motivating pupils to learn and activities are usually well matched to their age and abilities. Where this is not as effective, teachers are not sufficiently accurate in their assessments to gain a true view of pupils' progress. Assessment information from the teachers is used very well by senior staff to analyse strengths and weaknesses in learning and they quickly recognised that the patterns of progress in some classes were not reflecting the good work being done, particular those where teachers joined the school in September 2009. As a result, a greater focus is now being placed on strengthening the accuracy of all teachers' evaluations of pupils' work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

There is huge sense of energy and enthusiasm in the school from both staff and pupils, driven by the outstanding leadership of the headteacher with her senior team. The commitment and teamwork of all staff, a well-organised management structure and

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clear priorities for improvement are what has enable the school to reach the good levels of effectiveness it has in just one year. Monitoring of all aspects of the school's work is robust and the next stages of development have already been well thought through to ensure the school continues to flourish. The school is a harmonious community where all pupils are fully included in all the school has to offer. After only a year the quantity of data available about pupils' progress over time is limited, but already comprehensive systems are in place to support teachers and senior managers in identifying possible underachievement. Support and intervention strategies are then put into place so pupils make better progress.

Governors are very supportive of the whole process. Their part in the strategic development of the school was at the heart of the school's inception and they continue to provide good levels of support and involvement in school activities. They ensure that current safeguarding requirements are met well and actively monitor the school's work, but have not yet had enough data available to be rigorous in their monitoring of standards and progress. Safeguarding policies and procedures are good and at the time of the inspection carried out rigorously. An informal audit has been made of the school's procedures for promoting community cohesion. Staff and governors have been primarily focused on ensuring the strong sense of community within this new school and developing the school's role within the local community. They have made international charitable links through the church and other organisations and welcomed the African 'Youth in Action' group which promoted pupils' greater awareness of cultural diversity. Plans for further promoting this process by making formal links with schools that serve a more diverse cultural community are being explored.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>



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## Early Years Foundation Stage

Children start in the Reception with a much broader range of skills and knowledge than is usually found in children of this age. Many of the children have already attended the school Nursery, where they make good progress in developing their personal and social skills and readiness for learning, and they continue to make good progress in all areas of learning in the Reception class. Children settle into the Nursery and Reception class under the sensitive care of the staff after a very successful induction programme. Good links are made with parents and carers when children start in the Nursery and they continue throughout the Early Years Foundation Stage. The new home'school link books provide good levels of information for parents and carers about how their child is learning and give invaluable information from parents and carers about their children's interests and well-being. The good levels of care and support for children's welfare are a strength in both the Nursery and Reception.

Children learn well because there is a good balance between adult-led tasks and those activities chosen by the children. Space is used well within the Nursery and Reception classes and the outside area is very popular with the children in developing their activities. The staff recognise that the outside area would benefit from more opportunities for children to experiment, explore and to extend the learning they have made in the classroom. Plans have already been made to develop a more stimulating area. Assessment of children's progress is thorough and staff are very evaluative of the activities they plan. They discuss children's progress and the success of different activities and plan the important next steps to ensure all children learn well. The Early Years Foundation Stage provision has been well led by the headteacher and deputy headteacher. They have appropriately identified that the next step is to make good use of data from the children's assessments to focus on what can be further improved.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Questionnaires were returned by parents and carers representing almost half of the pupils in the school. The vast majority were very positive and supportive of the school. Those parents who made written comments expressed their pleasure at the good levels of progress made by their children and said that pupils were happy at school. Several

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commented on the strong leadership of the headteacher and the great team of staff, who were supportive and helpful to families moving into the area.

There were a few concerns over children's arrival and leaving procedures in the Early Years Foundation Stage. These were explored by the inspection team, who found staff very conscious of children's safety at all times. A few parents were also concerned about incidents of bullying. This topic was discussed with the senior leadership team and with pupils, who said they had no concerns. The inspection team recognise that there is some inappropriate behaviour at break times, but it is dealt with successfully by teaching staff and the well-trained lunchtime staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Trinity Anglican-Methodist Primary 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 106 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	69	32	30	1	1	0	0
The school keeps my child safe	78	74	26	25	2	2	0	0
The school informs me about my child's progress	57	54	44	42	4	4	0	0
My child is making enough progress at this school	57	54	44	42	2	2	0	0
The teaching is good at this school	62	58	43	41	0	0	0	0
The school helps me to support my child's learning	52	49	51	48	3	3	0	0
The school helps my child to have a healthy lifestyle	66	62	39	37	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)	46	43	52	49	1	1	0	0
The school meets my child's particular needs	52	49	51	48	2	2	0	0
The school deals effectively with unacceptable behaviour	43	41	54	51	5	5	2	2
The school takes account of my suggestions and concerns	44	42	53	50	3	3	0	0
The school is led and managed effectively	61	58	42	40	3	3	0	0
Overall, I am happy with my child's experience at this school	69	65	33	31	4	4	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"><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.**



4 December 2009

Dear Children

Inspection of Trinity Anglican Methodist Primary School, Portishead, BS20 7JF

Thank you for making us so welcome and answering our questions when we visited your school recently. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here are some of the things we found out about you.

- You get a good start to your schooling in the Nursery and Reception classes.
- You make good progress and last year pupils in Year 6 reached standards that were better than those reached by most pupils of your age.
- You want to do well and enjoy the exciting activities you are given.
- You are polite, friendly and helpful to everyone. You have a good understanding of how to keep yourselves safe.
- You work really hard at making the school a happy place and building a strong sense of community.
- You are taught well and all your teachers work hard to make sure that your lessons are fun.
- The headteacher and senior staff provide strong leadership for the school and the staff all want you to do very well.
- Everyone in the school works together as a strong team and the staff look after you very well so you feel safe and happy.

Even though Trinity Primary is a good school, there are some things that it can do to make it even better. We have asked the headteacher and governors to:

- ensure that all of you make better progress in your mathematics and the boys become more successful in their writing, by helping you to understand how well you are doing and how to get better in your work
- give you more opportunities to work with people from a wide range of cultures and backgrounds.

Thank you again for helping us and remember that you can do your bit by continuing to work hard.

Yours sincerely

Mrs Callaghan

Lead inspector

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