

Trinity All Saints CofE VA Primary School

Inspection report

Unique Reference Number	107338
Local Authority	Bradford
Inspection number	356144
Inspection dates	20–21 September 2010
Reporting inspector	Keith Bardon

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Mr David Wallbank
Headteacher	Mrs Jane Glendinning
Date of previous school inspection	21 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons, observed 10 teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 62 questionnaires returned by parents and carers.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- How well pupils attain and progress in Key Stage 1, particularly those of higher ability.
- Whether the quality of teaching is consistent across the school and how well teachers use assessment to help pupils learn, particularly the more-able pupils.
- The impact of the school's efforts to improve attendance.
- How recent developments in the Early Years Foundation Stage are affecting children's learning and progress.
- How well the changes made in the school since the last inspection, have been managed and the contribution staff with management responsibilities make to school development.

Information about the school

Trinity All Saints is an average sized primary school. The number of pupils on roll has increased substantially since it was last inspected. A little over one in five pupils are from minority ethnic backgrounds, with pupils of Asian British heritage forming the largest group. A very small number of pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is above average. The proportion of pupils who have special educational needs and/or disabilities is above average and a small number of pupils have a statement for their special educational needs. The number of pupils who join or leave the school part way through their primary education is quite high.

The school is an Investor in People and an Investor in Pupils. It has Healthy Schools status and has received the Activemark award. A breakfast and after-school club, managed by the governing body, is available to pupils. Since the last inspection, a children's centre has opened on the school site. This is managed by the local authority and did not form part of this 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 All Saints provides its pupils with a good quality education in a welcoming and friendly atmosphere. As a result, achievement is good and pupils make substantial gains in their personal development. The school is acquiring a good reputation locally and is popular with parents and carers. This has led to an increase in numbers of pupils and staff, and changes to the accommodation. Clarity of purpose and good decision making by the headteacher and senior staff enable the school to meet new challenges with confidence and to function effectively day to day.

Pupils make good progress and by the end of Year 6 attainment is broadly in line with the national average. Overall the quality of teaching is good. Teachers have good subject knowledge and plan lessons thoroughly. However, at times, they identify too many objectives for a lesson and it becomes unclear exactly what pupils have to learn. While assessment is mostly used effectively to match work to pupils' differing needs, there are occasions when opportunities to challenge and extend the most-able pupils are missed. The quality of care the school provides is good and pupils from a wide range of home, religious and cultural backgrounds are made equally welcome. Pupils develop positive personal qualities and mature into sensible, considerate individuals with a strong sense of responsibility.

The school has made good improvement since it was last inspected. The strengthening of leadership and management has allowed more responsibilities to be devolved and created a wider base for school evaluation and decision making. However, several subject managers are quite new to their responsibilities and lack experience in monitoring, evaluating or action planning.

The headteacher and senior staff check and evaluate the school's performance rigorously and act quickly to address any issues that arise. The governing body checks this information regularly and challenges constructively the decisions being taken. Plans for improvement are well considered and accurately reflect the school's future needs. Careful consideration has been given to the future and staff and the governing body are working together closely to ensure that the school is in a strong position to meet all challenges. Taking all factors into account, the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Raise pupils' attainment and improve the quality and consistency of teaching, by:
 - – ensuring that all lessons have a sharply focused objective, which is shared with pupils, so that they have a simple and clear understanding of what they are

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expected to learn

- – consistently providing work for higher-ability pupils which challenges them to achieve to the best of their abilities at all times.
- Increase the contribution subject managers make to school development by improving their understanding of how to monitor and evaluate their subjects thoroughly and how to draw up action plans from their findings.

Outcomes for individuals and groups of pupils**2**

Pupils clearly enjoy learning and apply themselves diligently to the tasks they are set. They show an enthusiasm for new ideas and take pride in what they know and can do. As a result, discussions are often lively, with pupils answering questions well and willingly making contributions. Most pupils pay close attention to their teachers and try hard to follow any instructions given. A minority of mainly younger pupils have difficulty concentrating for any length of time and need regular reminders from the teacher. Pupils of all ages cooperate well when tasks require them to work with others, making decisions and sharing responsibilities sensibly.

While in some respects, children's attainment on entry to the Early Years Foundation Stage is typical for their age group, in the important areas of communication and social development, many children have lower skills than expected. Throughout the school, pupils' achievement is good and by the end of Year 6, pupils' attainment is broadly average. Those who remain at the school throughout Key Stages 1 and 2 achieve particularly well and make substantial gains in their knowledge, understanding and skills. In response to well-focused school initiatives, pupils' attainment in both Key Stage 1 and Key Stage 2 is improving. Many pupils produce work of an average standard for their age. However, the number who achieve at a higher level is relatively small, particularly in Key Stage 1. Pupils with special educational need and/or disabilities are set tasks that are tailored carefully to their needs and make good progress relative to their abilities. Pupils of minority ethnic heritage, including those who speak English as an additional language, learn well and maintain a similar good rate of progress as their peers.

Pupils feel very safe in school and show good awareness of what they should guard against in their everyday lives. They show a good understanding of what constitutes a healthy lifestyle and participate enthusiastically in the many physical activities the school provides. Pupils from a wide range of different backgrounds work and play happily together and readily help each other when the need arises. Older pupils in particular show strong social responsibility, willingly taking on tasks that benefit others and show a keen awareness of environmental issues. While most pupils attend regularly and arrive at school on time, a minority of pupils are less conscientious and need regular support from the school. This affects their preparation for their future lives, which is satisfactory overall. Pupils have a strong sense of belonging, show respect for other faiths and beliefs and are developing a good understanding of the diverse nature of different communities.

These are the grades for pupils' outcomes

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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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most lessons are planned carefully, generate a high level of interest and move pupils' learning along at a good pace. Content is generally well chosen and new work is explained clearly and thoroughly. Although it is early in the new school year good relationships have been established and the atmosphere in classrooms is positive and productive. Most lessons progress smoothly from introduction through the practical task and on to a concluding review. At times, lessons have too many objectives and exactly what pupils are expected to learn is not made clear enough to them. Teachers employ a range of strategies that engage and motivate pupils, including the skilful use of 'talking partners' to encourage the sharing of ideas. Support staff work closely with class teachers and make a positive contribution to pupils' learning. Assessment is used well to match tasks to pupils' ability, although on occasions the more able are not sufficiently challenged. Teachers mark pupils' work conscientiously and often add useful guidance to help pupils to further improve.

Since the last inspection, the school has moved to teaching a more creative curriculum and different subjects are linked together, adding cohesion and meaning to pupils' learning. This development has enhanced the pupils' experiences and staff are now sharing the skills they have gained with other schools. Literacy and numeracy remain at the core of the curriculum with due emphasis placed on reading, writing and mathematics. Recent developments have increased pupils' enthusiasm for writing and

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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have accelerated their progress. Pupils are provided with good range of educational visits and extra-curricular activities and encouraged to participate in inter-school competitions.

The school pays close attention to the welfare of all pupils. Staff have a detailed knowledge of each individual and respond quickly and effectively to any who may be vulnerable or experiencing difficulties in their lives. Support for pupils whose attendance gives cause for concern is extremely rigorous and has resulted in a significant improvement in both attendance and punctuality. Links with outside agencies are well established, enabling additional support to be provided if and when needed. Pupils' progress is checked regularly and any that show signs of falling behind are quickly provided with extra help and support. The provision for pupils with special educational needs and/or disabilities is organised and managed well so that they benefit fully from all the school has to offer. The breakfast and after-school club provide pupils with a welcoming start and an enjoyable end to the school day.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The changes the school has experienced since the last inspection have been led and managed successfully and the school has cohesion and purpose. There is a strong team spirit with senior staff sharing the headteacher's clear ambition for pupils' achievements. The management structure makes effective use of staff expertise. However, several subject managers have still to acquire all the skills they need in order to meet their responsibilities fully and the programme for the systematic review of pupils' work lacks a little clarity. The governing body is effective and plays an active role in monitoring the school's effectiveness and promoting its development. Governors' expertise has increased since the last inspection and is continuing to develop.

The school's provision and pupils' progress are monitored carefully. This has highlighted that more-able pupils do not always make enough progress. The school is working to provide these pupils with more consistently demanding tasks so that they make the appropriate progress for their ability, in line with the school's policy to provide equal opportunities for all. Procedures for safeguarding pupils' are thorough and effective. Senior staff and the governing body evaluate procedures regularly and act accordingly on their findings. The school has a close working relationship with parents and carers and makes a concerted effort to involve all in the life and work of the school. The

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contribution the school makes to the local community is very good and is further increasing its links with the children's centre. Promotion of community cohesion further afield is rather limited and the school recognises this as an area for development. The school's partnership works with many organisations, including other local schools and the support services, have a very positive effect on pupils' welfare, well-being and achievement.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

On entry to the Early Years Foundation Stage many children have weaknesses in their communication skills and in their social development which are below that often found at this age. Very effective induction procedures and a safe and stimulating environment ensure that children settle quickly and securely. In a very short time most are playing happily, showing increasing confidence and relating well to others. Improvements in the Early Years Foundation Stage since the last inspection ensure this good start is built upon successfully. By the end of Reception Year many children are working within the expectations for their age.

Children are taught well and as a result make good progress in both Nursery and Reception classes. Adults encourage children to be independent, make choices in activities and to develop social skills that ensure good behaviour. By constantly engaging them in lively, meaningful conversation, adults help children to acquire language skills quickly. Very occasionally, the questions adults ask children are too narrow and opportunities to extend children's language skills are missed. Children are kept safe and secure and their welfare requirements are met well. Thorough assessment ensures that

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individual children's progress is tracked regularly and that the next steps in their learning are carefully planned. Leaders and managers are focused and effective. Recent developments in writing have resulted in clear and sustainable improvement.

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 who returned the questionnaire and those who spoke to inspectors hold very positive views of the school and are very happy with the quality of education their children receive. They have commented positively on the way the school involves them as parents and carers, how approachable they find the staff and how well the school provides for a diverse population of pupils. A very small minority of parents and carers raised individual issues but these were not echoed by other parents and carers or evident during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity All Saints CofE VA 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	71	18	29	0	0	0	0
The school keeps my child safe	47	76	15	24	0	0	0	0
The school informs me about my child's progress	41	66	19	31	1	2	0	0
My child is making enough progress at this school	35	56	24	39	1	2	0	0
The teaching is good at this school	41	66	19	31	0	0	0	0
The school helps me to support my child's learning	41	66	20	32	0	0	0	0
The school helps my child to have a healthy lifestyle	37	60	23	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)	38	61	21	34	0	0	0	0
The school meets my child's particular needs	35	56	24	39	0	0	0	0
The school deals effectively with unacceptable behaviour	36	58	21	34	2	3	0	0
The school takes account of my suggestions and concerns	34	55	22	35	1	2	0	0
The school is led and managed effectively	36	58	22	35	1	2	1	2
Overall, I am happy with my child's experience at this school	45	73	16	26	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> ■ 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.



22 September 2010

Dear Pupils

Inspection of Trinity All Saints CE VA Primary School, Bingley, BD16 2PP

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is a good school and we understand fully why you enjoy it so much. There is a very pleasant atmosphere and we were delighted by how well you all get along. Most of you work hard in lessons and take pride in what you achieve. Your positive attitude to learning does you a great deal of credit. Most of you behave well, pay attention to the teachers and are polite and considerate to others. However, some younger pupils need too many reminders to pay attention or to stay focused on their work. The staff take good care of you and we know you appreciate all the help, support and guidance they provide. We are pleased that you feel safe in school and were impressed by how willingly you help others. You are clearly growing into sensible and responsible young people – well done!

The progress you make is good because you are taught well and approach the work you are given with enthusiasm. By the end of Year 6, most of you are producing work that is broadly as expected for your age. While a few pupils produce work that is above average for their age, we feel that with a little more help more of you could reach this higher standard. We have asked the school to look for ways to enable this to happen. One of the things we have asked teachers to do is to make the purpose of the lesson clearer to you, so that you know exactly what you are going to learn. We have also made a suggestion about the way in which teachers collect information about different subjects to help the school to improve even further.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Mr Keith Bardon

Lead inspector

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