

Holy Trinity CofE (C) Primary School

Inspection report

Unique Reference Number	124294
Local Authority	Staffordshire
Inspection number	380852
Inspection dates	17–18 November 2011
Reporting inspector	Mary Davis

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Margaret Heather
Headteacher	Nicola Oliphant
Date of previous school inspection	8 December 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons and all six teachers. Inspectors held meetings with groups of pupils, members of the governing body, staff, and groups of parents and carers. They observed the school's work and looked at: policies; development planning; data related to the tracking of pupils' progress as well as senior leaders' monitoring of teaching and learning; safeguarding documents; minutes of the governing body meetings; pupils' work and 61 questionnaires from parents and carers, together with others from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively do pupils in current classes learn and are the most-able pupils making sufficient progress?
- How consistent is the quality of teaching across the school and how carefully do teachers plan to meet pupils' individual needs?
- How effectively does the curriculum provide to meet individual pupils' needs and interests? Are all groups of pupils fully engaged in their learning?
- How accurate is the school's self-evaluation? Are identified priorities for development and areas of under-performance being acted upon quickly enough?

Information about the school

Holy Trinity Church of England Primary is a smaller than average-sized school of its type. The proportion of pupils of minority ethnic heritage or who speak English as an additional language is below the national average. The proportion of pupils with a statement of special educational needs is well below the national average, but the proportion otherwise identified with special educational needs and/or disabilities is above that of most schools. The proportion of pupils known to be eligible for free school meals is lower than that found nationally. Five year groups are taught in mixed-age classes. A new headteacher was appointed in January 2011.

The school runs a Breakfast club, an after-school club, and provides afternoon child-care. The local authority provides the morning nursery. The school has national Healthy Schools status, the Activemark award, Dyslexia Friendly status and the Basic Skills Agency Quality Mark.

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

Holy Trinity Church of England Primary school provides a satisfactory quality of education. Parents and carers, staff and pupils are extremely positive about the influence that the new leadership is having on the school. One pupil commented that he loves coming to school because of the new things that are happening. 'My child is very happy at Holy Trinity and wants to come to school every day. The recent improvements are of great benefit to the children'. That comment is typical of others made by parents and carers. The new leadership team has, correctly, focused on raising achievement by improving the quality of teaching and learning and is working to ensure a higher and more consistent level of practice.

Attainment across the school and particularly by the end of Key Stage 2 has been close to the national average for a sustained period. Pupils behave well and show enjoyment of their learning and are often engrossed in the tasks set. However, the pace of their learning is inconsistent across the school and sometimes slow, with the result that pupils make satisfactory progress overall from their starting points. Pupils' attendance is consistently high. Pupils say that they enjoy coming to school because teachers make learning fun and they value the care and support of adults, enabling them to feel safe.

The quality of teaching is inconsistent and, although some good and outstanding practice was observed during the inspection, the proportion of good teaching is insufficient to make a significant contribution to raising achievement. In the best lessons, teachers challenge pupils according to their ability; pupils have a clear understanding of what is expected of them and work in partnership with their teacher. In those instances, pupils are able to develop as independent learners because they understand not only how to improve their skills, but also the purpose of the task they are undertaking. In some lessons however, the pace of learning is not fast enough; pupils have to sit for too long on the carpet before they can begin an active task. Some teachers do not plan sufficiently to provide appropriate challenge to meet pupils' individual needs, or move their pupils on quickly enough once they show understanding. Leaders are currently developing the curriculum, to ensure that cross-curricular themes provide realistic tasks to inspire writing and to promote the acquisition of basic skills. During the inspection, pupils showed enjoyment when developing their writing skills through a study of history and science. The recently introduced curriculum developments are not embedded sufficiently across the school to show evidence of raising attainment.

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Care, guidance and support provision is a strength of the school, in particular the arrangements that ensure smooth transition into school and onto secondary school. Pupils and their families, for whom circumstances may make them vulnerable, are supported well through the school's partnerships with a wide variety of external agencies. Support for pupils with special educational needs and/or disabilities and for those at an early stage of learning English is well organised and the school has been recognised for the quality of its support for pupils with dyslexia.

The inspirational headteacher is beginning to establish an effective leadership team. She has been quick to identify priorities for improvement and, through the introduction of rigorous monitoring practices and the tracking of pupils' progress, is now holding teachers to account for pupils' achievement. She is providing intensive support to improve teaching and teachers speak positively about their renewed enthusiasm for promoting learning. The support has already contributed to improving practice, although some inconsistencies remain. The school shows a satisfactory capacity to sustain improvements.

Leaders have recognised that there is also inconsistency of provision in the Early Years Foundation Stage, where children make a good start, but their progress slows in the Reception Year. This is because leaders of the Early Years Foundation Stage have insufficient clarity or understanding about actions to raise attainment or how to plan effectively to meet children's individual needs, particularly to promote writing and use of number. Opportunities are also being missed to enable children to develop independence through investigation or by choosing their own activities.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise achievement and accelerate the pace of learning by:
 - ensuring that the quality of teaching is consistently good or better
 - ensuring that all groups of pupils are challenged in lessons appropriately and enabled to move on with their learning, once they understand
 - embedding recent developments in curriculum provision, in order to ensure progressive acquisition of basic skills across all subjects.

- Raise the effectiveness of the Early Years Foundation Stage by:
 - providing more opportunities for pupils to work independently
 - providing appropriate challenge to meet children's individual needs, especially in writing and the use of number
 - ensuring that leaders and managers have a clear understanding about actions to raise attainment.

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Outcomes for individuals and groups of pupils

3

Pupils enter Key Stage 1 with average skills levels in all areas of learning. Their attainment remains average throughout the school and, in 2011, results of national tests showed attainment in mathematics and English to be close to the national averages. Although rates of progress over time are satisfactory, in some classes, pupils' progress is seen to accelerate, in response to the better quality of teaching they receive. Pupils are keen to learn and make good progress when the tasks provided are appropriately challenging and purposeful. For example, in one lesson, pupils learned about Edward VI and the events leading to his accession; pupils were engrossed in writing a diary, imagining that they were the nine-year-old becoming king. In some lessons however, they were insufficiently involved in their learning because teachers talked for too long and missed opportunities to enable pupils to contribute their ideas. Teaching assistants provide good support for pupils with special educational needs and/or disabilities in lessons, enabling some to make better-than-expected progress, however, their progress is inconsistent across the school. The very few pupils who speak English as an additional language make good progress. Good support is provided including the by an adult who speaks their home language.

Pupils say that the school keeps them safe and they know that adults will listen to them if they have a problem. They have a good understanding of how to keep themselves safe, including when using the internet. Pupils told inspectors of how much they value the calm atmosphere around the school that enables them to 'learn in peace'. That is because behaviour is good throughout the school. Pupils respond to teachers' instructions quickly and understand the purpose of the school rules. They have a good understanding of how to stay healthy and are enthusiastic about the sporting activities provided for them, using the new playground equipment and taking part in the 'five-a-day' exercises. The development of pupils' workplace skills that contribute to their future economic well-being is satisfactory, despite their excellent attendance rates, their improving basic skills in literacy, numeracy and information and communication technology (ICT). Pupils contribute well to the school and local community. The school council makes decisions about developing playground facilities and on fund-raising activities, such as those that took place during the inspection for 'Children in Need'. Older pupils support younger ones as sports leaders and playground buddies. Most aspects of pupils' spiritual, social and moral understanding are well developed; pupils have a good understanding of right and wrong and regularly reflect on moral issues in assemblies. They know about different world religions and are respectful of others with different beliefs to their own. The school recognises, however, that their understanding of children in other national and international contexts is under-developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning

3

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

Taking into account:	3
Pupils' attainment ¹	
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
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Inspectors found strong evidence that the quality of teaching is improving and that leaders are establishing good practice across the school. For example, most teachers provide clear success criteria for a task, enabling pupils to check if they have met the learning objectives for a lesson. Relationships are warm and supportive. Teaching assistants take an active part in lessons and provide strong support for all groups of pupils. Resources, including modern technology are well prepared and enhance learning. In the strongest lessons, pupils have a clear understanding of the purpose of the task they are undertaking and are actively involved in their learning. For example, in one lesson, all groups of pupils made rapid progress at calculating percentages, also, they established occasions when they would need to use this skill. The teacher provided appropriate challenge to extend those of highest ability, while ensuring that slower learners were supported and enabled to achieve. In less successful lessons, pupils do not have a clear understanding of the purpose of what they are learning and teachers fail to involve pupils sufficiently through questioning, to enable them to share their ideas or demonstrate their learning. Although a marking policy is being established throughout the school, opportunities are being missed sometimes to provide clear enough feedback to enable pupils to improve their work and to reach their targets.

The curriculum contains much to interest pupils and is increasingly meeting their individual needs and ensuring their personal well-being. Cross-curricular work, observed during the inspection, is beginning to be introduced, such as a science, literacy and ICT project based on a study of microbes. A good range of extra-curricular activities enriches and extends pupils' learning, for example, the opportunity for all Key Stage 2 pupils to learn the violin. Leaders recognise that

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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further development is required to contribute fully to raising standards, in particular in the provision for those of highest ability.

The good care, guidance and support provision ensures that all pupils are known well and are cared for as individuals. The school is thorough in seeking the support of a range of external agencies to meet pupils’ differing needs. For example, links with a special school provide support to enhance the management of pupils with behavioural difficulties; pupils with physical difficulties receive expert support from specialist providers, for example, for visual impairment and the development of fine motor skills to enable their full inclusion. Families are closely involved in the care provided and parents and carers expressed their gratitude for the way in which their children are supported. The school is rigorous ensuring that the excellent attendance rates are maintained. Child-care arrangements, including breakfast club and the afternoon nursery, ensure a safe and caring atmosphere that is enjoyed greatly by children and appreciated by their parents and carers.

These are the grades for the quality of provision

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

How effective are leadership and management?

There is a high level of approval and support, from all those connected with the school, for the new headteacher, who has been quick to communicate her vision with all stake-holders and galvanise staff to strive for improvement. Regular meetings are held when all pupils’ progress is analysed, under-achievement is identified and addressed and teachers held to account. The governing body is active in the school and fully informed. Its effectiveness is currently satisfactory because it misses opportunities to be active in challenging the school’s performance in terms of raising standards and improving provision. Safeguarding procedures are robust. Record keeping is detailed and thorough, all staff are suitably trained and vetted and the curriculum makes a good contribution to pupils’ understanding of how to stay safe. Parents and carers express their approval of the increased opportunities provided for them to be engaged with and informed about their children’s learning. They are invited to join lessons regularly to support reading and value the school’s open-door policy, which enables them to discuss concerns at the start and end of the day, and the text messages that are sent to praise good work. The community police officer supports learning and well-being effectively by running sporting activities; he is thoroughly involved in the life of the school. Although that and other strong partnerships exist to ensure pupils’ personal development and well-being, partnerships to enrich the curriculum and raise achievement are underdeveloped

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

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currently. The school’s promotion of equal opportunities is satisfactory. The head teacher has recently introduced tracking and analysis of the performance of different groups of pupils to enable leaders to ensure that no groups are discriminated against. All groups achieve equally well. Pupils relate well to each other, but leaders recognise that their understanding of other cultures, based on first-hand experience, is under-developed. Although the school is a harmonious community and pupils are enabled to take an active part in exploring the history of their local community, leaders recognise that opportunities are being missed to forge links with other national and international communities.

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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Parents and carers express their delight in the way that children settle in the Nursery. Warm relationships with adults are established and children show confidence; they welcome and talk confidently to visitors and are keen to show what they have learnt. They take turns and play well together. Safe play and hygiene practice is well established. During the Reception Year, children’s progress slows because provision is less well organised and teachers sometimes explain things using language that is too advanced for children to understand. Confusion occurs also when tasks for Reception Year children and Year 1 are combined and do not always meet the individual needs of this wide age range. Overall, the quality of teaching is satisfactory. A variety of activities is provided, although there is some lack of opportunity to be independent and investigate. The outdoor area has been improved and, although small, is used to stimulate learning and, during the inspection, children enjoyed counting games and using the equipment provided. Adults work effectively as a team and teaching assistants are particularly successful in supporting children’s needs.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Parents and carers who responded to the questionnaire were overwhelmingly positive about the strong influence of the new headteacher, the caring atmosphere of the school and their appreciation for their children’s enjoyment of school life. A very few parents and carers requested more information about their children’s progress, but inspectors found that leaders are already responding to these requests and that communications with pupils’ homes are good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity CofE (C) 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	72	17	28	0	0	0	0
The school keeps my child safe	46	75	15	25	0	0	0	0
The school informs me about my child’s progress	33	54	27	44	0	0	1	2
My child is making enough progress at this school	33	54	26	43	2	3	0	0
The teaching is good at this school	34	56	26	43	0	0	0	0
The school helps me to support my child’s learning	36	59	24	39	1	2	0	0
The school helps my child to have a healthy lifestyle	35	57	25	41	1	2	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)	32	52	27	44	1	2	0	0
The school meets my child’s particular needs	34	56	25	41	0	0	0	0
The school deals effectively with unacceptable behaviour	25	41	33	54	2	3	0	0
The school takes account of my suggestions and concerns	32	52	28	46	0	0	0	0
The school is led and managed effectively	40	66	21	34	0	0	0	0
Overall, I am happy with my child’s experience at this school	43	70	17	28	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



21 November 2011

Dear Pupils

Inspection of Holy Trinity CofE (C) Primary School, Burton-on-Trent, DE14 1SN

Thank you very much for the welcome you gave us when we visited your school for its recent inspection. We enjoyed talking with you and seeing all that you do. We enjoyed particularly seeing your fund-raising activities on 'Children in Need' day.

Our inspection has judged that you go to a satisfactory school. The good care that the school provides ensures that you are known well to staff and feel safe. Although you are keen to do well, the standards that you reach are average and you make satisfactory progress. Your behaviour is good, you understand how to stay healthy and your attendance rates are excellent. You concentrate carefully when teachers involve you sufficiently in your learning; you enjoy your lessons and the activities and visits that are provided for you. You make good contributions to your school and local community and enjoy taking responsibilities. You are very friendly towards each other and are respectful of others with different beliefs to your own.

Although some of your teachers provide lessons that are fun and interesting, enabling you to make good progress, not all lessons are as exciting and your rate of learning is sometimes not fast enough. So, we have asked the school's leaders to improve your curriculum, so that it meets your needs and interests, and make certain that teachers plan lessons that challenge all of you always. We have also asked teachers in the Early Years Foundation Stage to ensure that that they plan more carefully also to meet children's individual needs and encourage children to become independent learners.

You told us how much you appreciate the recent changes that have been made by the school's new leaders. The school's leaders are working hard to make sure you learn well and develop well as young people. You can help them by continuing to work hard. We wish you every success for the future

Yours sincerely

Mary Davis
Lead inspector (on behalf of the inspection team)

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