

Trinity Anglican-Methodist Primary School

Marjoram Way, Portishead, Bristol, BS20 7JF

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years Foundation Stage are provided with a good start to their education. They generally start school with skills similar to those seen nationally, although a little lower in communication, and make good progress.
- Pupils achieve well throughout the school and their attainment is broadly average by the end of Year 6 in both English and mathematics.
- Pupils enjoy learning and coming to school, as reflected in their above average attendance. They behave well, feel safe and are polite both to adults and other pupils.
- Teachers plan interesting lessons that stimulate pupils' enthusiasm for learning. Work is usually planned that is challenging for all groups of pupils, and teaching assistants provide good support to help pupils learn.
- Pupils are provided with a wide range of sporting and musical activities, and a good range of visits and visitors make work more stimulating. The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The headteacher and deputy headteacher, well supported by other leaders, have, in the face of rapidly increasing numbers, successfully driven improvements in teaching and achievement through sharp tracking of pupils' progress.

It is not yet an outstanding school because

- Not enough teaching is yet outstanding. Occasionally, teachers do not expect enough of their pupils or do not move them on to more challenging work soon enough in lessons and thus leave them with too little time to complete their work.
- Achievement in writing does not progress sufficiently rapidly because there are too few opportunities for pupils to write longer pieces of work in subjects other than English and for a specific purpose and there is an over-use of worksheets that lack challenge.

Information about this inspection

- The inspectors visited 15 lessons, several of them jointly with senior leaders, observing all classes. The inspectors heard pupils from Years 1 and 5 read and held meetings with two groups of pupils.
- Meetings and discussions were held with the Chair and two other members of the Governing Body, senior leaders and others with posts of responsibility. A discussion was held with a representative of the local authority. The inspectors also had informal discussions with parents at the beginning of the school day .
- Inspectors took account of the 96 responses to the on-line questionnaire (Parent View), correspondence from one parent and responses to the staff questionnaires during the inspection.
- Inspectors observed the school’s work and looked at a range of documents, including the school’s self-evaluation, priorities for development, achievement data and documents relating to safeguarding children.

Inspection team

Paul Edwards, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Neil Gillespie

Additional Inspector

Full report

Information about this school

- Trinity is a larger than average-sized primary school that opened in September 2008, with the current Year 4 being the first cohort who will have completed all their education at the school. It has increased significantly in size since the previous inspection. The number on roll continues to rise, with pupils joining on a weekly basis in most year groups.
- Most pupils are of White British heritage and very few speak English as an additional language.
- The proportion of pupils supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are eligible for the pupil premium (additional money provided by the government for pupils who are known to be eligible for free school meals, looked after children and those from service families) is below average. Each of these groups is represented in the school.
- The school meets the current floor standards, the minimum standards expected by the government for pupils' attainment and progress.
- The Early Years Foundation Stage comprises two Reception Classes, and a nursery which children attend either morning or afternoon.
- Breakfast- and after-school clubs, which are privately managed, operate during term time. These settings are subject to separate inspections which can be found on the Ofsted website.

What does the school need to do to improve further?

- Make sure that more teaching is outstanding by:
 - ensuring that teachers consistently have the highest expectations of what pupils can achieve in terms of presentation and the quality of their work
 - ensuring that teachers do not spend too long explaining and talking about the activities and that pupils have sufficient time to complete their tasks
 - keeping a close eye on pupils' progress and moving them on to more challenging work sooner in lessons.
- accelerate the progress pupils make in their writing by:
 - providing pupils with more opportunities to produce longer pieces of writing in subjects such as geography and history
 - ensuring pupils have more opportunities to write letters, accounts and reports that have a real purpose
 - eradicate the use of worksheets that have too little challenge and those that inhibit the opportunity for pupils to write longer pieces of work.

Inspection judgements

The achievement of pupils

is good

- Responses to the online survey (Parent View) and the school's own surveys show most parents feel their children are making good progress. Analysis of the school's monitoring of pupils' progress and lesson observations show this to be the case.
- As a result of careful planning and well-targeted activities, children make good progress throughout the Early Years Foundation Stage so that they are working well within the Early Learning Goals by the end of the Reception Year. The spacious grounds and well-resourced classrooms are used effectively so that communication and mathematical skills progress well.
- Pupils' attainment in tests and assessments at the end of Year 2 has been consistently in line with that seen nationally in reading, writing and mathematics and is often better for those pupils who have spent their whole schooling at Trinity. Results at the end of Year 6 are rising year on year for both English and mathematics, again with those pupils who have spent a longer time at the school performing better.
- Pupils make good progress in their reading. The national screening check for pupils at the end of Year 1 indicates that they are performing better than their peers nationally. Cross-phase phonics sessions (the teaching of letters and sounds) ensure pupils' early reading skills progress well and these skills are built on systematically as pupils move through the school.
- Writing skills are taught well overall. For example, in an outstanding Year 1 lesson, pupils quickly learned how to construct a non-fiction booklet, producing information about mini-beasts and their habitats. Regular sessions which encourage pupils to produce longer pieces of writing in English lessons enhance their writing skills. The focus on improving boys' writing has been effective in narrowing the gap with the girls' writing. This is rightly an ongoing focus for the school.
- The school rightly acknowledges the need to accelerate writing skills more quickly. There are missed opportunities for pupils to write for a specific purpose and to produce longer pieces of work in subjects such as history and geography. Too many worksheets which lack challenge and inhibit the opportunity for pupils to write at length are used.
- A strong focus on improving pupils' mental arithmetic skills and on encouraging them to tackle more challenging work is having a good effect. For example, in a good Year 5 lesson, pupils were able to choose which level of work they should attempt, but they were encouraged to have a go at those problems which were more challenging. Consequently, pupils of different abilities improved their skills in the use of a range of strategies to divide two-, three- and four-digit numbers.
- In 2012, the very small number of pupils supported by pupil premium attained at the same level as other pupils in school in English, and in mathematics they were about four months behind. In both English and mathematics, they were performing at least as well as similar pupils nationally. Effective use of the pupil premium has ensured good interventions and additional support to enable these pupils to progress at least as well as their peers.
- Disabled pupils and those with special educational needs make good progress. A range of strategies provide additional in-class support and regular one-to-one support for those pupils who find reading a little more challenging. The special educational needs coordinator is effective in assessing the needs of those pupils who enter the school later in the year, to enable appropriate support packages to be put in place.

The quality of teaching

is good

- Teaching continues to improve, as the result of effective monitoring by senior leaders but also because teachers are reflective and keen to improve their practice. Common areas are addressed quickly and inadequate teaching has been eradicated. While there is still a little that requires improvement, there is an increasing amount that is outstanding.

- Relationships between staff and pupils are strong and there is a mutual respect. Teachers have very effective strategies for managing behaviour and consequently lessons are calm and disruption a rarity. Teachers' planning ensures there are good opportunities for pupils to work together but also to develop their independent skills.
- The teaching of reading is systematic. Early reading skills are taught well in the Nursery and Reception classes through the teaching of letters and sounds and this provides a firm foundation for pupils to acquire good reading habits.
- Teachers and support staff assess pupils' progress regularly and systematically and this ensures work is well matched to what pupils need to learn next. Occasionally, although teachers plan work for pupils of differing abilities, they then miss the opportunity to move some on to more challenging work sooner in lessons, spending too long explaining what they have to do. At times, they do not expect enough of their pupils, both in terms of how they present their work but also in the amount of work they get through.
- Teachers have good subject knowledge, particularly in the key areas of reading writing and mathematics. They question pupils effectively, encouraging them to respond with longer answers, effectively developing their speaking skills. In an excellent Year 1 lesson, the teacher's skilful and probing questioning helped the pupils' understanding of 'onomatopoeia' to improve rapidly and they enthused with their peers about which words they would like to use.
- Teachers mark pupils' work regularly and systematically. Marking is particularly good in English, where pupils are provided with very clear guidance about what they need to improve and what the next steps in learning should be. Teachers encourage pupils to assess their own work and that of their partners and this helps to improve work.
- Teaching assistants are used effectively to support disabled pupils and those with special educational needs. Well-planned individual and small-group interventions ensure these pupils make good progress. Considerable additional support is provided to those pupils who struggle with their reading, encouraging them to read more frequently.

The behaviour and safety of pupils are good

- Poor behaviour is a very unusual occurrence in lessons because pupils want to learn. They concentrate, listen attentively, work very well with their partners or in small groups and really enjoy the activities. The small amount of poor behaviour is dealt with effectively by staff so that it causes minimal disruption to pupils' learning.
- A few parents who responded to Parent View expressed concerns regarding pupils' behaviour and bullying. This was not reflected in the comments of pupils or staff or in what was seen during the inspection. Pupils say they feel safe and have a good understanding of bullying, including that involving mobile phones and cyber-bullying. They say that while bullying does very occasionally occur, they are confident that it is dealt with effectively. Pupils are fully aware of the behaviour policy and they know what is expected of them.
- Pupils are keen to take on roles and responsibilities and talk enthusiastically about the achievements of the school council. They are kind to one another and considerate, and play together happily at break times and lunchtimes. The very spacious outdoor facilities enable pupils to participate in many physical activities or just to talk to one another and this promotes a calm atmosphere.
- Pupils from different backgrounds get on very well together. There are very few racist incidents recorded and these are dealt with very effectively. School leaders are effective in ensuring there is no discrimination. Since its opening there have been no exclusions.
- Attendance is above average and has improved each year. Parents are aware that the school places a strong emphasis on regular attendance to aid pupils' learning. Support staff follow up non-attendance speedily and this has helped to significantly reduce the amount of absenteeism, and the amount of persistent absenteeism is low.

The leadership and management are good

- The headteacher and deputy provide strong leadership and, together with the good support of leaders at all levels and the high quality of governance, have improved provision and raised standards since the previous inspection. It is clear from the response of teachers and support staff to the Ofsted survey that they are committed to the school and its drive for further improvement.
 - Teaching has improved because senior leaders check its quality regularly and provide valued training and support for teachers, enabling them to improve their practice. Teachers receive effective feedback from these lesson observations, in line with those expected in the Teachers' Standards, and this helps them in setting their personal targets. Progression along the salary scale is linked closely to the quality of teaching and pupils' achievement. Staff are pleased with the quality and range of training opportunities, which they say has helped them to improve their teaching.
 - Senior leaders have accurately identified the key strengths and weaknesses and, together with governors, have produced a strategic plan that has focused on the areas for improvement identified at the last inspection. Its successful implementation has resulted in improvements in progress in mathematics and in closing the gap in achievement in boys' and girls' writing.
 - Senior leaders have set up strong procedures to track the progress of pupils from the point of entry to the school, essential in view of the many different starting points. This has enabled them to identify where pupils are not progressing as quickly as they should, to challenge teachers and to put in place interventions to address any underachievement.
 - The curriculum provides a wide and varied range of activities that enrich pupils' experiences both inside and outside school. The school is rightly proud of the sporting and musical achievements of the pupils. The school ensures all pupils are treated equally and have the opportunity to participate in all of the school's activities.
 - The many visitors and visits help to develop the pupils' spiritual, moral, social and cultural development of the pupils. For example, the school has its own church room and the regular assemblies develop the pupils' awareness of their own and other cultures and backgrounds. Links with the local Rotary club have helped to develop their moral awareness through, for example, supporting the 'Aquaboxes', which are sent to areas immediately following a disaster.
 - The school continues to develop links with parents through for example, the home/school journal but is rightly looking how this can be improved further to ensure they are kept well informed regarding behaviour, bullying and how well their children are progressing, an area of concern for a few parents.
 - The school's arrangements for safeguarding pupils meet statutory requirements.
 - The local authority has provided a good level of effective support for this good school. This has included brokering links with a local leader of education which has been mutually beneficial.
- **The governance of the school:**
- Governors know the school well and continually challenge senior leaders to successfully raise standards. They understand and use data well to monitor how well the school is performing compared to similar school and schools nationally.
 - Governors have a clear picture about the quality of teaching across the school and question its impact on the progress pupils are making. They recognise the links between how well pupils are progressing, the quality of teaching and salary progression.
 - The school's development plan is reviewed regularly by the governors and they are instrumental in reviewing the school's priorities. In conjunction with senior leaders, they ensure funding is managed efficiently. They challenge the school's spending, for example that of the pupil premium, to determine its impact on pupils' achievement and the narrowing of gaps between different groups of pupils.
 - Governors are trained in safer recruitment and they ensure safeguarding meets the statutory requirements.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134829
Local authority	North Somerset
Inspection number	412926

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	412
Appropriate authority	The Governing Body
Chair	Helen Hall
Headteacher	Karen Sancto
Date of previous school inspection	1–2 December 2009
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