

Holy Trinity Church of England Primary School

Lime Tree Avenue, Yeovil, Somerset, BA20 2PW

Inspection dates 9–10 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school has improved since the previous inspection due to the inspirational leadership of the headteacher.
- Pupils' achievement is outstanding. All groups of pupils make excellent progress in reading, writing and mathematics. Their attainment is high in all subjects, at the end of both Key Stages 1 and 2.
- Pupils are given outstanding guidance on how they can improve their work. Consequently, they make rapid progress.
- The quality of teaching is never less than good, and is outstanding overall. Teachers strive to motivate and inspire the pupils, encouraging them to do their very best.
- Teachers set work at the right level. They provide many opportunities for pupils to apply their skills in literacy and numeracy in different subjects.
- Teachers and teaching assistants work well together to provide all pupils with the best opportunities to be successful.
- Pupils' behaviour, levels of concentration and respect for each other are exemplary. They take great pride in their work.
- Pupils feel very safe and enjoy coming to school.
- Parents and carers are very positive about the school, the education their children receive and the progress they make.
- The Early Years Foundation Stage is outstanding. Children in the Reception class make an excellent start to school. Well-planned activities capture their interests so that they are keen to learn.
- The headteacher is uncompromising in her determination to give all pupils the best education possible. She is exceptionally well supported by a highly effective senior team and governors.
- The governors are extremely knowledgeable about the school. This enables them to not only support but also challenge decisions and hold leaders to account. They do this especially well in relation to pupils' achievement and the quality of teaching.

Information about this inspection

- The inspectors observed a wide range of teaching across the school in a variety of subjects, including several observations with the headteacher. In addition, they made a number of short visits to classrooms, the dining hall, the breakfast club and the playground.
- Meetings were held with pupils, members of the governing body, school leaders and a representative from the local authority.
- The inspectors took account of the 93 responses to the Ofsted online questionnaire (Parent View), as well as consulting informally with parents and carers before the start of the school day. They took account of the 22 responses to the staff questionnaire.
- They observed the school’s work, looked at a range of documents including the school’s improvement plans. They also examined information on pupils’ current progress, the governing body minutes and the plans for the use of the school sports fund.
- Inspectors listened to pupils read, talked to them about their learning and evaluated samples of their work.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement for children looked after, on free school meals and the most-able pupils. This information contributed to work being carried out by Ofsted to assess the use, quality and impact of support services.

Inspection team

Sandra Woodman, Lead inspector	Additional Inspector
Caroline Bond	Additional Inspector
Mary Usher–Clark	Additional Inspector

Full report

Information about this school

- Holy Trinity is an above average-sized primary school. Pupils are organised in 13 classes, some with mixed-age groups. The very large majority of pupils come from a White British background.
- The proportion of pupils eligible for the pupil premium is below average. This is the additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after. Currently, there are no children who are looked after in the school.
- The proportion of pupils with special educational needs supported at school action is below average. The proportion of pupils with special educational needs supported at school action plus or with a statement of special educational needs is also below average.
- The school provides continuous care for pupils through the breakfast club.
- The school does not make use of any off-site training.
- The school is part of the Yeovil federation of 33 local schools.
- The headteacher is a local leader of education (LLE) and one of the senior leaders is a specialist leader of education.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure the highly effective systems for checking the quality of pupils' writing and mathematics are matched in reading.

Inspection judgements

The leadership and management are outstanding

- The school is extremely well led as a result of the headteacher's relentless determination to keep improving. She is constantly looking for new ways to help pupils succeed and achieve even higher standards. All staff work together enthusiastically to secure improvements.
- Leaders check assiduously how well individuals and groups of pupils are learning and making progress. Recently, the school has introduced excellent procedures for tracking and checking pupils' progress in writing and mathematics. However, these are not fully developed in reading.
- Middle leaders are very skilled in helping staff to improve their practice through a range of training activities. They evaluate carefully the impact of new initiatives on the teaching and pupils' achievement.
- Teachers' targets for improvement are focused precisely on raising the achievement of different groups of pupils. They know what constitutes good and outstanding practice, and how their pay only progresses when their targets have been met.
- Pupils' learning experiences across different subjects are varied and memorable, such as the visual arts week. Pupils' spiritual, moral, social and cultural development is promoted very well through enrichment activities. Visits to a contrasting school in London help pupils gain a better understanding of life in modern Britain. This also enables them to gain an understanding of different faiths from their own.
- Parents and carers are very positive about the work of the school and appreciate the opportunities to be involved fully in their children's learning, for example through the 'inspire' mornings.
- Checks on the plans for the use of the school sport fund show that more pupils are participating in a wider range of sports than previously. In addition, they have more opportunities to take part in competitions, such as sports tournaments and cross-country races. Staff are able to develop their skills alongside the specialist teacher to help sustain these activities.
- Equality of opportunity is promoted at all times and there have been no reported incidents of harassment in recent years. The school tailors its support extremely well for those pupils supported by additional funding in order to raise their achievement.
- All current statutory requirements for safeguarding are met. School systems are managed efficiently and checked regularly.
- The local authority does not provide any specific support for this outstanding school in relation to pupils supported by additional funding or the most-able pupils. However, the governors have received good-quality training in developing their skills in analysing pupils' performance information and in safeguarding. Also, the opportunity for the headteacher and her senior staff to support other schools through the local leaders in education programme has proved invaluable.
- **The governance of the school:**
 - The governing body is highly effective, composed of a range of people with differing skills and experiences who are able to hold the school firmly to account. All governors visit the school regularly to check on its work for themselves. These visits help them to gain a clear picture of the quality of the teaching. Governors are very knowledgeable about the achievement of the different groups of pupils in the school, and how this compares with that of similar and all schools nationally. This allows them to ask challenging questions of school leaders about pupils' achievement. They know how the performance of staff is being managed and what support is provided to develop good practice further. They are fully aware of the way teachers' pay is aligned to pupils' performance and how this links to pay progression. They reflect on the impact of their work, constantly seeking ways to improve their effectiveness.
 - Governors manage their budget effectively, including the additional funds to support eligible pupils and sports development. They know how the funds are allocated and the impact they are having on pupils' achievement and physical health. They are continually checking their spending to ensure value for money.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Typically, pupils are polite, friendly and considerate of each other. They are extremely cooperative, settle to work very quickly and take great pride in their work.
- Pupils' attitudes to their learning are exemplary and these have a strong impact on their progress in lessons. They concentrate very well and strive hard to be successful. These positive attitudes are evident both in and outside the classroom.
- Relationships throughout the school are highly effective. The school is successful in fostering excellent

relations and tackling discrimination. The playground is a harmonious place because pupils make very good use of the range of available sports and play equipment.

- Pupils relish taking on additional responsibilities such as junior governors, playground buddies and team captains. The school provides a wide range of opportunities for pupils to develop their leadership skills in order to prepare them to be responsible citizens.
- School records show that there are very few instances of poor behaviour. A small number of pupils have behavioural needs. As a result of carefully planned support, pupils are more confident and successful learners, reducing any need for exclusion.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school because the adults look after them extremely well. 'I feel safe everywhere' was one such typical comment, and other pupils agree.
- Pupils are clear that bullying and derogatory or aggressive language are extremely rare. They are aware of the forms bullying can take, and are especially knowledgeable about cyber-bullying. They have a very clear understanding about how to keep themselves safe, using the '3 steps' strategy first before involving the adults.
- Parents and carers who completed the online questionnaire, or who spoke with inspectors, agree that behaviour is good and that pupils are well looked after.
- Attendance is consistently above average and punctuality to school is very good.

The quality of teaching

is outstanding

- Teaching over time is outstanding. The impact of this can be seen in the pupils' rapid progress throughout the school and their high attainment in national tests at the end of Year 6.
- Teachers plan activities carefully and use their subject knowledge well. This ensures that they set tasks at the correct level and build on pupils' previous knowledge and understanding.
- Teachers and teaching assistants have high expectations of all pupils. They work together extremely effectively to challenge and support pupils' learning. Pupils respond very well to these challenges and find the activities interesting.
- The school has introduced an impressive system of marking and guidance for pupils that is applied consistently across the school. Pupils understand very clearly how well they are doing and what they need to do next to improve their work. They delight in the use of their 'polishing pens' to make these improvements, and this contributes greatly to their excellent progress.
- Teachers make sure that pupils are very clear about what they are expected to learn. Pupils have ready access to the higher challenges that make the most demands on them. As a result, all pupils aspire to achieve the best they can.
- Teachers and teaching assistants are very skilled in helping pupils overcome any difficulties. The work for disabled pupils and those with special educational needs, and pupils supported by additional funding, is very precisely targeted. This is ensuring that they make strong progress.
- Pupils benefit from expert teaching in other subjects, such as French. Skilled teaching in computing ensures that pupils use new technology very capably and this enhances their learning greatly. Specialist teaching in physical education has enabled pupils to experience a wider range of sporting activities and put their skills into practice in competitions and tournaments.

The achievement of pupils

is outstanding

- Achievement is outstanding for all groups of pupils, including the most able. All pupils make very good progress due to the well-planned teaching activities and targeted support they receive.
- Pupils' attainment in reading, writing and mathematics is significantly above average at the end of both Key Stages 1 and 2. Standards of attainment have improved year-on-year since the last inspection. The quality and presentation of pupils' work is outstanding across different subjects.
- The most-able pupils enjoy the high levels of challenge presented to them. Consequently, more pupils are reaching the higher Level 6 in the national assessments at the end of Key Stage 2 in writing and mathematics.
- Disabled pupils and those who have special educational needs are well supported. As a result, they make

similar progress to their peers.

- Disadvantaged pupils who are supported by additional funding are making fast progress in line with their classmates and generally attain above-average standards. The numbers are too small to compare their attainment in national tests at the end of Year 6 with that of others in the school. However, they are doing better than their peers nationally and in school gaps are decreasing due to the effective extra support they receive.
- The proportion of Year 1 pupils reaching the expected standard in phonics (the sounds that letters make) is well above average. These skills help pupils to become fluent readers very quickly.
- Standards of reading across the school are high. Pupils enjoy reading an extensive range of literature and are developing their comprehension skills very effectively. Older pupils speak confidently and knowledgeably about the styles of different authors.
- Pupils have excellent opportunities to develop their literacy and numeracy skills in other subjects. As a result, they achieve highly in different subject areas such as history and geography. This was seen in some high-quality writing about life as a Victorian child and the use of information by Year 6 when analysing rainfall in other countries.

The early years provision

is outstanding

- Most children join the school with the skills that are typical for their age, with some that are above. They make rapid progress, especially in reading. They start Year 1 as very confident learners, having the skills and understanding expected for their age, with a substantial proportion exceeding these.
- Teaching activities are of high quality. They are planned carefully to ensure all children enjoy their learning and achieve very well. Disabled children and those with special educational needs are nurtured well and make progress in line with others. Carefully targeted activities make sure that the most-able children achieve their potential.
- There is a good balance of learning activities including those that arise from the children's interests, enabling them to explore their ideas, and those directed by the adults. The precise checking of children's progress enables the adults to adjust the activities to better suit children's needs. Adults provide highly effective support so that children are able to extend their thinking and promote their language skills.
- Children are very enthusiastic learners who show curiosity and delight in learning, and behave extremely well. They are developing a good awareness of their personal hygiene and how to keep themselves safe both indoors and out.
- Leadership and management are outstanding. Staff are highly trained and motivated, and as a result, children make rapid progress. Parents and carers are closely involved and kept well informed about their children's progress through the very effective 'home learning' books.

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	123859
Local authority	Somerset
Inspection number	448532

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	387
Appropriate authority	The governing body
Chair	Caryl Plewes
Headteacher	Teresa Wheeler
Date of previous school inspection	25–26 January 2010
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