



Holy Trinity Church of England Primary School

Inspection Report

Unique Reference Number 123859
Local Authority Somerset
Inspection number 292818
Inspection dates 30 November –1 December 2006
Reporting inspector Alwyne Jolly

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Lime Tree Avenue
School category	Voluntary aided		Yeovil
Age range of pupils	4–11		BA20 2PW
Gender of pupils	Mixed	Telephone number	01935 472902
Number on roll (school)	292	Fax number	01935 411085
Appropriate authority	The governing body	Chair	Tim Cook
		Headteacher	Patricia Kirkham
Date of previous school inspection	1 January 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school draws its pupils from a closely populated residential area in west Yeovil. Almost all pupils are White British. The percentage with learning difficulties is a little below the national average. On entry to the Reception Year, most children's attainment is at the level expected for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. It offers a good curriculum which meets pupils' needs and interests well, stimulating an obvious sense of enjoyment. This is reflected in one pupil's comment, 'I like everything!' Pupils are given good and effective encouragement to follow healthy lifestyles. The quality of the curriculum makes a significant contribution to pupils' good personal development and well-being. Parents are rightly appreciative of the opportunities offered to their children through a wide range of activities both in and out of school. Pupils' behaviour is outstanding and they form positive relationships. Their spiritual development is promoted particularly effectively. There is a calm, reassuring ethos throughout the school typified by the 'quiet' garden where pupils can go at lunchtime. There are particularly good links with the church and the community. Care, guidance and support are good and also contribute much to pupils' personal welfare. Pupils feel safe, secure and well cared for. Parents really appreciate the way in which the school looks after their children. Achievement is satisfactory. Standards are broadly average overall when pupils reach the end of Year 6. They are above average in English. Science standards are lower than in English and mathematics and are below average. Provision and standards in the Reception Year have improved and are now satisfactory. Pupils get a satisfactory grounding in literacy and numeracy in Years 1 and 2, but the standard of boys' writing is below that of the girls. Satisfactory progress is made in Years 3 to 6. Satisfactory teaching and learning are the main reason for pupils' satisfactory achievement. In Years 3 to 6, teaching is better in English than in other areas. Teachers' subject knowledge is less secure in science than in English and mathematics and insufficient emphasis is given to developing pupils' skills in scientific investigation. Leadership and management are satisfactory. A strength is the way in which the headteacher demonstrates warmth and genuine care for everyone at the school and this is reflected in the strong attention to pupils' personal well-being. The school is orderly and runs smoothly. A relatively less effective aspect of leadership and management is the monitoring and evaluation of teaching. Although self-evaluation is satisfactory, the analysis of the effectiveness of teaching is not rigorous enough to move teaching up a gear to a level that is good. Governance is satisfactory. Governors are supportive and committed to the school and understand its main strengths and weaknesses well.

What the school should do to improve further

- Improve teachers' subject knowledge in science in Years 3 to 6 and give greater emphasis to developing pupils' skills in investigation so that science standards are raised.
- Improve the standards reached by boys in writing in Years 1 and 2.
- Increase the rigour with which teaching is monitored and evaluated and action is taken to improve it.

Achievement and standards

Grade: 3

Standards are broadly average in Years 2 and 6 and pupils' achievement is satisfactory. Children start satisfactorily in the Reception Year, benefiting from improved provision since the last inspection. Almost all children are on course to reach the expected standards at the end of the school year and a few are likely to exceed them. The satisfactory start in the Reception Year is sustained through further satisfactory progress in Years 1 to 6. In Years 1 and 2, the standard of boys' writing is not as good as that of the girls. In particular, there are weaknesses in the standard of boys' spelling. However, pupils from Years 3 to 6 make good progress in English and standards are above average in both reading and writing by the end of Year 6. Standards in science are lower than they should be by the end of Year 6, and are below average, because pupils' skills in investigation are insufficiently developed. Pupils of all abilities achieve satisfactorily at each stage in the school. Able pupils performed particularly well in the end of Year 6 national tests in English and mathematics in 2006.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They enjoy all aspects of school life, which is indicated by the above average attendance rate. Their behaviour is outstanding and they are unfailingly cheerful, polite and courteous. They have a strong sense of right and wrong which transmits itself into direct actions to care for others by supporting many local and national charities. Pupils have a good awareness of safety issues and know who to turn to if they need help and advice. The school council has worked hard to promote books for the 'quiet' playground and helped to develop the 'quiet' garden. These actions by pupils have contributed significantly to the calm, reassuring ethos of the school. Fund raising initiatives and good skills in reading and writing by the end of Year 6 help to prepare pupils well for the next stage of their education and their future lives. They have a sensitive awareness of the wider world which helps them to make a good contribution to their community and, in particular, their local church. The school is beginning to give greater emphasis to multicultural issues and recognises this is an area of pupils' personal development which needs further development.

Quality of provision

Teaching and learning

Grade: 3

Teachers have high expectations of pupils' behaviour. Pupils respond with very positive attitudes, tangibly enjoying their learning. Relationships are consistently good and this creates a climate supportive of learning. In the Reception Year, teaching has improved and is now satisfactory. Assessment information is used effectively to ensure

activities are matched satisfactorily to children's needs. Throughout the school, there is a good use of interactive whiteboards which enables lessons to proceed at a brisk pace. Questioning is used skilfully and often challenges pupils' thinking and deepens their understanding. A weaker feature is the teaching of letter sounds which has a detrimental effect on pupils' spelling and particularly boys' writing standards in Years 1 and 2. Pupils' work is marked thoroughly and regularly. The least constructive marking is in science, where pupils are not provided with enough comments on how they could improve. Teachers' subject knowledge is secure, except in science, where there is a general lack of confidence in undertaking the investigational work which is necessary to raise standards at Year 6. Lessons are well planned and structured, although occasionally introductions are too prolonged before pupils start activities. Homework is regularly set and marked.

Curriculum and other activities

Grade: 2

The curriculum contributes well to pupils' personal development and enjoyment of school as well as meeting their academic needs. Good links across subjects ensure that literacy skills are developed well across the curriculum in Years 3 to 6. Effective attention is given to pupils' speaking and listening skills, giving them greater confidence to participate in oral lessons. Information and communication technology is used well to support learning across the curriculum. Regular visitors and trips to places of interest enhance pupils' learning. A good range of enrichment activities and extra-curricular clubs, run by teachers and members of the community, add to pupils' enjoyment. The Wider Opportunities Music scheme has enabled a whole class to learn brass instruments, developing their skills in music and teamwork. Pupils' understanding of how to stay safe and healthy is addressed well. The science curriculum, however, does not give enough attention to the development of pupils' investigative and research skills.

Care, guidance and support

Grade: 2

The pastoral care of pupils is particularly impressive and makes a substantial contribution to pupils' personal development and well-being. An effective programme supports children starting in the Reception Year and helps them to settle in quickly. Adults establish good relationships so that pupils feel safe, valued and happy to seek their help. The good relationships modelled by adults help pupils to care for each other well. A good health education programme, involving parents, guides pupils well towards understanding the importance of a healthy lifestyle. Academic guidance is satisfactory. Assessment is beginning to be used well to determine the next steps each pupil should take to improve. A good feature is the use of regular assessments and individual discussion between teachers and pupils to set literacy and numeracy targets. These targets are then sent home for parents to comment on, encouraging their involvement.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher is a much respected figure who has established a shared vision and purpose for the school centred on its Christian foundation. She prioritised the need to improve provision in the Reception Year and the success of that initiative is reflected in early indications that standards are improving. The new coordinator is providing clear direction for further development of this area. Some other developments have recently been put in place to improve pupils' achievement, including the use of 'Profile Books' for assessment and monitoring of pupils' progress. Governors are highly committed and supportive. They play an active part in the school community and understand the school's strengths and weaknesses. They operate as an efficient body but recognise the need to develop their monitoring role further so they can ensure effective improvement strategies are being followed. A new self-evaluation structure has been established with the intention of creating a high performing school but this is in its infancy and current procedures are no better than satisfactory. The monitoring of teaching and learning is not yet established in a way that really improves provision, including the teaching. The school has responded satisfactorily to the key issues in the last report, notably improving standards in English by Year 6. The school has a satisfactory capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

- Thank you very much for the way you welcomed us to your school. We really enjoyed our inspection visit and talking with many of you. We saw that your behaviour is outstanding and you obviously enjoy coming to school! We are impressed with the care and support given to you all by staff. The guidance given to help you improve your work is satisfactory. The leadership and management of your school are satisfactory and you are receiving a satisfactory education with some good features. You have a good curriculum with plenty of activities to do both in and out of school. Teaching is satisfactory so you make satisfactory progress in your learning. We have asked the school to make some improvements in order to help you make the best possible progress. What we have asked the school to do now:
- To make sure boys write as well as girls in Years 1 and 2.
- To give you more opportunities to carry out investigations so you reach higher standards in science.
- To check up more thoroughly on how well the teaching meets your needs. We thought your school really captured the spirit of Christmas and we hope you all enjoy the festivities.