

Holy Trinity CofE (C) Primary School

Inspection report

Unique Reference Number	124294
Local Authority	Staffordshire
Inspection number	328101
Inspection date	8 December 2008
Reporting inspector	Derek Watts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	129
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	M Heather
Headteacher	Ruth James
Date of previous school inspection	28 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wetmore Road Burton-on-Trent DE14 1SN
Telephone number	01283 239495

Age group	3–11
Inspection date	8 December 2008
Inspection number	328101

Fax number

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Age group	3-11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

How well the school has improved provision and pupils' performance in writing, particularly for the more able.

How well the school reviews its performance, particularly the monitoring and development of teaching.

The effectiveness of provision in the Early Years Foundation Stage (EYFS) and how well children are progressing.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Most pupils in this small primary school come from a White British background. The remainder come from a range of other ethnic backgrounds. The proportion of pupils who speak English as an additional language is below average. The proportion of pupils with learning difficulties and/or disabilities is also below average. These difficulties lie mainly in the areas of speech, language and communication. There is EYFS provision for children in Nursery and Reception.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Holy Trinity is a good school. Pupils achieve well because of good teaching and an interesting curriculum. Effective care, guidance and support and the positive climate within the school result in pupils' good personal development and well-being. Parents hold positive views about the school and the vast majority are pleased with both the care and education provided for their children. The staff's approachability, the school's positive ethos and the good range of additional activities come in for particular praise. The following comments from the parental questionnaires summed up the views of many: 'a well led school with a strong ethos', 'the after-school clubs are varied', 'I would recommend this school to any parent' and 'a well managed school with good teaching'.

Pupils make good progress from their varying starting points on entry to the school. Standards by the end of Year 2 are broadly average in reading, writing and mathematics. However, not enough pupils reach the higher levels in writing because there are insufficient opportunities for extended writing. Standards by the end of Year 6 fluctuate because of the relatively small number of pupils in the year group and variations in the proportions of pupils who require extra support, particularly with literacy and numeracy. Standards in Year 6 in 2007 were exceptionally high but dipped to just below average in 2008. Standards in the current Year 6 are above average in English, mathematics and science.

Teaching is good overall and contributes significantly to pupils' good progress. There are examples of outstanding practice in Year 6. Teachers establish good relationships with pupils. Pupils are enthusiastic learners and respond well to their teachers' clear explanations and instructions. In a number of classes, questioning is used skilfully by teachers to challenge pupils' thinking and check their understanding. Teachers use assessment information well to plan their teaching and to match activities and tasks to pupils' abilities and needs. As a result, pupils are challenged well and they make good gains in their learning. However, not all lessons proceed at a brisk pace and learning time can be lost. Some worksheets used in Years 1 and 2 are restricting pupils' writing opportunities. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly those who need additional help with literacy and numeracy. Pupils have specific learning targets in writing and mathematics so most know what they need to do to improve. By Year 6, pupils are successfully reviewing their own and others' work.

Learning is particularly effective when pupils are actively involved. For example, in an exceptionally good English lesson, pupils in Year 6 had very good opportunities to act out, discuss and explore the actions, feelings and thoughts of Boudicca as she prepared to go into battle with the Romans. Pupils were inspired by the teacher's enthusiasm and impressive subject knowledge. High quality questioning challenged their thinking. Pupils in the role of Boudicca used metaphors, personification and powerful adjectives in writing moving war prayers.

The curriculum promotes good progress for pupils and makes a valuable contribution to their personal development. There are good links between subjects, which add meaning and relevance to pupils' learning. For example, history and English are imaginatively incorporated in the Years 3 and 4 topic 'Britain since 1930'. Since the last inspection, the school has increased opportunities for pupils to apply and develop their writing skills in other subjects. For example, Year 6 in science researched and wrote about medical marvels and detailed biographies of Edward Jenner and Louis Pasteur. However, there are not enough opportunities for extended

writing in Years 1 and 2. Health education is promoted extremely well across the curriculum. A good range of additional activities are much appreciated by the parents and enjoyed by the pupils. Popular clubs include breakfast and after-school, hockey, history and recorders. The choir have good opportunities to perform in the local community. Residential visits for pupils in Years 5 and 6 provide exciting outdoor activities and opportunities for environmental studies.

There are effective systems to safeguard pupils. Pupils feel safe and well looked after at school. Spiritual, moral, social and cultural development is good. Pupils embrace the school's values such as patience, peace, respect, self-control and tolerance very well. They show a good understanding of religious customs and festivals. Pupils thoroughly enjoy school and this is reflected by their well above average attendance. Behaviour is good and exemplary in a number of lessons. Just occasionally, pupils can be restless when lessons do not maintain a brisk pace. Pupils adopt healthy lifestyles and show a good understanding of the importance of healthy eating and exercising regularly. They thrive on the additional responsibilities they are given and make an excellent contribution to the community. Those on the school council have made valuable contributions to improving accommodation, decor and outside play areas. Peer mentors and house captains take their roles seriously. Pupils are very much aware of the importance of helping those less well off than themselves. They raise funds for a variety of national and global charities. A positive internet partnership with a school in Ohio further enhances pupils' global awareness. At Holy Trinity, pupils are well prepared for the next stage of their education. By the time they leave, they have good literacy and numeracy skills. In addition to these, their personal and social skills are well developed.

Good leadership and management contribute significantly to the good provision and the positive outcomes for pupils. The headteacher provides strong leadership and clear educational direction. With her staff she has successfully created a positive climate for pupils to learn and staff to work. Community cohesion is prompted well through the good partnerships with parents, external agencies and the Church. The curriculum effectively enhances pupils' cultural and global awareness. The headteacher receives good support from other key leaders. The monitoring and evaluation of the school's performance are sharper than at the time of the last inspection and are now good. The school has a clear understanding of what it does well and has taken successful action to bring about improvements. Effective monitoring and development have improved the quality of teaching. There are good systems to assess and monitor pupils' attainment and progress. Since the last inspection there have been good improvements to the EYFS provision, and to teaching and writing in Years 3 to 6. Senior leaders are aware that there is more to do to raise achievement in writing in Years 1 and 2. Governors are supportive and offer constructive challenge. The school has demonstrated a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's skills on entry to the Nursery can vary from year to year but are usually below those levels expected for their age. Good leadership from the headteacher, the strong teamwork of the new staff and effective support from the local authority have brought about significant improvements to this area. Provision is now good. Effective teaching, good welfare and an interesting range of activities enable children to make good progress. Children make good gains in personal development because of the warm and positive relationships established between adults and children. Teachers and assistants provide an effective blend of adult-led tasks and opportunities for children to explore, be creative and work independently. Learning resources and outdoor areas are used imaginatively to motivate and stimulate children. However, some

outdoor physical activities such as climbing are restricted because of limitations in the apparatus and equipment. The school has clear plans to address this. Writing has been a weaker area in the past but good opportunities are now provided for children to acquire and practise early writing skills. By the end of Reception, children possess knowledge and skills that are broadly in line with those expected for their age.

What the school should do to improve further

- Raise achievement in writing for the more able pupils in Years 1 and 2 so more attain the higher levels.
- Reduce the number of worksheets in Years 1 and 2 and ensure that all lessons proceed at a brisk pace to use learning time more effectively.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 learners' needs?	2
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

9 December 2008

Dear Pupils

Inspection of Holy Trinity Church of England Primary School, Burton on Trent, DE14 1SN

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school and one of which you can be proud. You make good progress and reach standards that are higher than in most schools.

These are the main strengths of the school.

- You really enjoy school and your attendance is very good.
- Children in Nursery and Reception get off to a good start.
- The good teaching helps you to learn well.
- You benefit from a good range of learning activities, including clubs and visits.
- Behaviour is good in lessons and around the school.
- You have a good understanding of how to keep healthy.
- Staff take good care of you and give you good support.
- You make excellent contributions to the school and the wider community.
- Your headteacher leads the school well. She receives good support from other senior staff.

These are two areas the school has been asked to look at to make it even better.

- Some of you, particularly those of you who are more able, could do better in writing in Years 1 and 2.
- Teachers should make sure that the lesson moves along at a quick pace and that worksheets are not used too much, especially in Years 1 and 2.

Finally, thank you once again for all your help. Keep up the good work. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead inspector