

Holy Trinity CE VC Primary School and Community Nursery

Inspection report

Unique Reference Number	126911
Local Authority	Dorset
Inspection number	328513
Inspection dates	11–12 November 2008
Reporting inspector	Anna Sketchley

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)	709
Government funded early education provision for children aged 3 to the end of the EYFS	176
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mariannick Ross
Headteacher	Mark Cheesley
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cross Road Weymouth DT4 9QX
Telephone number	01305 783200
Fax number	01305 773314

Age group	3–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Holy Trinity Church of England (Voluntary Controlled) Primary School and Community Nursery is a much larger than average school. It opened in September 2007 in a new building and was an amalgamation of a separate infant school with a nursery and a junior school. Most pupils come from a White British background. The Early Years Foundation Stage (EYFS) includes both Reception and Nursery classes.

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. The strong leadership and management of the headteacher, senior leadership team and governors have ensured a most successful amalgamation. Governors make an outstanding contribution to the school both in planning for the future and in the day-to-day monitoring. Everyone has worked very hard to secure a smooth transition to the new building and there is an excellent team spirit throughout the school. All this demonstrates a good capacity to improve into the future. Of paramount importance to everyone is the welfare and personal development of the pupils and these are at the heart of all that they do. As a result, pupils' personal development and well-being and the pastoral care that surrounds them are outstanding. Relationships are excellent and pupils are extremely well cared for and nurtured. They say 'our school is like a family' and are genuinely appreciative of all that is done for them. They respond with a very positive attitude to learning and really enjoy coming to school. There are strenuous measures in place to raise the attendance of a few pupils and this action is resulting in a significant rise in the attendance of these pupils. All pupils achieve well and reach above average standards by the time they leave the school. At the beginning of this second year, a new phase in the school's development has begun and the whole school community is focused upon raising achievement and standards further. Teaching is consistently good and pupils are offered stimulating learning opportunities. Children join Reception with skills below the standards expected for their age in communication, language and literacy and mathematical development but they make a good start and achieve well in the EYFS. They continue to make good progress throughout their time at the school but too few younger pupils reach the higher level in reading. Older pupils do not do as well in mathematics as they do in English and science. They use calculation methods well but are not always able to transfer these skills to solve mathematical problems. The school has identified these issues and has begun to put strategies in place to address them but these are new so their impact is not yet evident. The school's use of its system for tracking and analysing pupils' progress is inconsistent. Although, the school has set challenging targets for all pupils, teachers' knowledge of individual pupils' progress and the impact of strategies to help them achieve their targets are not always used to identify gaps in pupils' previous learning quickly enough. The school recognises this and is already taking steps to address it. The school has a commitment to being the 'hub of the community'. Parents are very supportive and really appreciate the new building and the way their children are cared for. During the building process, pupils had, and still have, a high level of involvement in thinking about the needs of the school, local and wider communities. As a result, community cohesion is good and the school has good links with those around them, especially with the local church.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Nursery and Reception are good and links are developing very well between the two settings. EYFS is well led and managed with a common sense of purpose and the development of a consistency of approach. This is providing a seamless transition for pupils. There are effective links with parents and their involvement in their children's learning is helping them to make a settled start. They are very well cared for in a safe, secure setting. Personal, social and emotional development is a particular strength in Reception. Children are encouraged to make choices, and to be inquisitive and independent learners as, for example, they explore colour and shape and begin to choose colours for a particular purpose. They make good progress in all six areas of learning, especially in communication, language and literacy. This is because

teaching is good and maintains a well-planned balance between adult-led activities and those chosen by children. Careful observations and assessments are used to track progress and plan appropriately to meet the needs of each individual. The outdoor space and resources are impressive but the area is not yet used sufficiently to support children's physical development. However, it has only recently been completed and actions to address this are underway.

What the school should do to improve further

- Ensure that accurate analysis of pupils' progress is used to provide effective intervention so that gaps in knowledge, skills and understanding are reduced.
- In order to raise achievement and standards, improve pupils' skills in problem solving in mathematics at Key Stage 2 and in higher level reading skills at Key Stage 1.

Achievement and standards

Grade: 2

The good progress pupils make in Reception is being maintained throughout Key Stage 1 and standards in Year 2 are average. Pupils are on course to meet the targets set for this year, except for the higher level in reading. The school has realised that these more able pupils are not doing as well as they could and strategies have been introduced to address this. Current Year 6 pupils are making good progress overall. Standards are above average in English and science and pupils are on course to meet the challenging targets the school has set. However, standards in mathematics are average. Pupils' ability with number is secure and they have a good grasp of their tables but some find it difficult to solve mathematical problems. The school has plans to address this through booster classes, enabling the teaching of smaller groups.

Personal development and well-being

Grade: 1

Pupils' contribution to the development and running of the new school is excellent. Through class discussions and the school council, they have been able to help with the design of the new school. Their artwork has created a vibrant setting for learning. They are extremely well aware of safety issues and were especially involved in the design of the toilets and cloakroom areas. They act as playground 'buddies' and monitors and have responsibilities through the school's house system. All these opportunities alongside their literacy, numeracy and information and communication technology (ICT) skills prepare them well for the future. They engage well with the local community and show a good understanding of global issues, such as poverty through the partnership links with a primary school in Kenya. Pupils enjoy all the sporting opportunities available to them and are very aware of the importance of a healthy lifestyle. Their behaviour is excellent, and they are very polite, supportive and caring. They say that although there are very occasional incidents of bullying they feel very safe in school because problems are dealt with effectively by teachers through discussion groups.

Quality of provision

Teaching and learning

Grade: 2

Teachers have strong subject knowledge and very good questioning skills. They teach with confidence and engage pupils successfully. They use assessment well during lessons and frequently check on the level of understanding pupils have reached. Teachers' planning is

thorough and meets the needs of all pupils. Teaching assistants are highly valued by pupils. They make a significant contribution to pupils' learning because they are very skilled and deployed effectively. Attitudes to learning are very good because the relationship between teachers and pupils is warm and productive. Pupils say that their teachers are 'a big part of their lives'. Their concentration and application to tasks are at a high level. They can work diligently alone or in pairs and groups. There are some very good examples of helpful marking and comments in pupils' books, but this is inconsistent across the school so that pupils are not always clear about how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is well planned and is significantly enriched, particularly by specialist music provision, the teaching of French and Spanish and focused weeks, for example in the arts and Book Week. The local area plays an important part in enhancing learning through visits and visitors, as does the use of the school's own environment. Personal, social and health education is well developed by the use of special programmes and the success of this is evident through the pupils' outstanding and personal development. Extra-curricular activities support pupils well, especially in sport, although there is currently a limited range of more creative clubs. Provision for ICT is very good and it is well used across other subjects. Evidence of excellent artwork shows that achievement is good. English and mathematics are planned well and the new national frameworks for these subjects are being implemented. However, for the more able, strategies to improve reading and problem solving in mathematics are still at an early stage of development.

Care, guidance and support

Grade: 2

The school's procedures for safeguarding pupils are rigorous and they enjoy a safe and secure life in school. Adult supervision at breaks and lunchtimes is exemplary, providing a wide range of alternative activities for pupils, some of which are adult led. This excellent pastoral care extends to a valuable parent adviser who actively supports families. Pupils with learning difficulties and/or disabilities are fully included in all that the school offers. They are given sensitive and high quality support from a strong team of teaching assistants. A new system for targets and the next steps in learning is having a significant impact on older pupils' progress. Elsewhere in the school, pupils' understanding of their targets and their relation to levels is less secure. A useful system of target setting for pupils' learning is in place. Most targets are tightly focused on skills that need to be learned but, on occasions, they do not always provide a clear way forward for pupils. The school has recognised this and plans are effectively in progress to use the good practice in place in Year 6 across all year groups.

Leadership and management

Grade: 2

The recent amalgamation has been a very challenging time for the schools concerned but it has been successful because of the headteacher's clear vision for the new school and high expectations for the future. The work of the governors in supporting the school during this period of change has been exemplary. There is a serious commitment to working in partnership with a range of stakeholders from pupils and parents to the local authority and this has

strengthened the fulfilment of the vision because everyone is involved. The highly motivated senior leadership team is optimistic and determined to raise achievement and standards further. The correct priorities are in place to do this. The new system for analysing data and recording pupils' progress is becoming embedded in the school's work, although there remains a degree of inconsistency in the way the information is used to support pupils' progress and learning.

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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	NA
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?	1
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	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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 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	1
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**

13 November 2008

Dear Children

Inspection of Holy Trinity Church of England (Voluntary Controlled) Primary School and Community Nursery, Weymouth, DT4 9QX

Thank you very much for the warm welcome when we visited your school. We really enjoyed spending time and talking with you. You are involved in many exciting activities and your school provides you with a good education.

These are some of the good things we found.

- You work really hard at school and make good progress.
- You enjoy school very much and appreciate all the extra activities the school provides for you.
- You know how to keep healthy and safe.
- You care for one another, get on very well together and your behaviour is excellent. Well done!
- You told us how well the school takes care of you and we agree that this is excellent.
- Your headteacher, teachers and all the other adults lead your school well. They make sure that the teaching and curriculum are good.

We have suggested two things to make your learning even better.

- We have asked your teachers to make sure that they know exactly how well you are progressing and that what they do to help you will ensure that you make even better progress.
- We have also asked your teachers to make sure that those of you in Key Stage 1 who are already good readers reach even higher standards and that those of you in Key Stage 2 who have difficulty in solving problems in mathematics get help to improve.

Keep working hard!

With best wishes

Anna Sketchley Lead inspector