

# Holy Trinity C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	123859
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	340444
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Hazel Callaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	281
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Davies
<b>Headteacher</b>	Mrs Teresa Wheeler
<b>Date of previous school inspection</b>	0 November 2006
<b>School address</b>	Lime Tree Avenue Yeovil Somerset BA20 2PW
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<b>Email address</b>	Office@holytrinity.somerset.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Over a quarter of the inspection time was spent looking at learning; 18 lessons were observed and 11 teachers seen. Meetings with staff governors and pupils were also held. They observed the school's work, and looked at a range of policies and procedures for safeguarding of pupils, the school's records on the monitoring of teaching and the progress of pupils' learning. One hundred and twenty-eight questionnaires returned by parents were scrutinised as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- why achievements in English are not as strong as in either mathematics or science in Key Stage 2 and why boys generally do not reach the same standards as the girls, particularly in English
- how teaching and the curriculum are being further improved so that all pupils achieve as well as they can
- how the new structure of management roles and responsibilities is working and the impact of it on the school's work and progress.

## Information about the school

Holy Trinity is a larger than average school. The vast majority of its pupils come from families of White British heritage. The proportion of pupils identified as having special educational needs and/or disabilities is a little below the national average and reflects a similar range of special needs to that found in most schools. A much smaller proportion of pupils are eligible for free school meals than is usual. Children in the Early Years Foundation Stage are taught in two classes. In one class children are taught with pupils in Year 1. The school has achieved the National Healthy Schools Award, the Artsmark Gold Award, the Activemark and the Eco Bronze Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Holy Trinity primary is a good school that has made considerable progress since its last inspection. This is due to the inspirational leadership of the headteacher. She has brought about an increased rigour to the school's self-evaluation and is the driving force for improvement. Her high expectations for pupils' personal and academic achievement are fully espoused by all the staff. A concerted focus on improving teaching and so raising attainment has had a very positive effect, and teaching is now consistently good with the result that pupils achieve well. Through rigorous monitoring of learning, teaching and pupils' progress, senior leaders have a very clear idea of where improvements were needed. They make very effective use of the wide range of expertise amongst staff to implement and drive new initiatives to enhance learning. As a result, the school is successfully closing the gap in attainment between different subjects. Attainment is above the national average but weaker in English than in mathematics and science. This is rapidly being addressed and standards in writing are improving steadily. Pupils say how they enjoy their lessons and it was clear that pupils want to do well. Pupils' outstanding behaviour is a prime contributor to their good progress as they concentrate well in class and support each other's learning well.

The school's effective focus on improving the provision for the Early Years Foundation Stage has been successful and children make good progress in all areas of their learning. Similarly, regular whole school assessments are analysed rigorously by senior leaders and class teachers. This leads to prompt action, such as extra support in class or in a small group setting to boost pupils' confidence and increase their understanding, which effectively tackles signs of underachievement. These well-devised initiatives provide further evidence of the school's good capacity to sustain improvement and pursue its ultimate goal of excellence in all aspects of its work.

Teachers have an excellent rapport with their pupils and make learning interesting by using a wide variety of approaches and resources. In most lessons, pupils make good progress because teachers plan work that builds on their previous learning. Teachers regularly check pupils' understanding and give them good advice about how to improve. Written feedback about pupils' work is less effective. It is variable in quality and does not always show pupils the next steps in learning. Even where written feedback to pupils is of high quality, pupils are not always given enough time to respond to it.

The care of each child is of paramount importance and consequently the provision for pupils' care, support and guidance is outstanding. Each child's personal strengths and needs are well known and responded to very effectively. Pupils consequently feel well cared for and secure, and in return show care and support to one another. Parents and carers recognise that the caring ethos is a strength of the school and many commented

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on the staff's sensitive approach and pupils' real enjoyment of school. The strength of the school's Christian ethos underpins all its work and pupils consequently show strong spiritual, moral and social development. They have less a secure awareness of the diversity of cultures across the United Kingdom.

**What does the school need to do to improve further?**

- Ensure written feedback to pupils on their work is of a consistently high standard so pupils have a clear understanding of what they have done well, what they need to do to improve and have time to respond to teachers' comments.
- Provide more opportunities for pupils to meet with people of a greater range of backgrounds and to develop an awareness of the cultural diversity in the United Kingdom and around the world.

**Outcomes for individuals and groups of pupils****2**

Pupils' enjoyment of learning is evident in the way they take part in lessons with enthusiasm and apply themselves to their tasks. Pupils work hard, concentrate well and show pride in their achievements. Good listening skills and attention contribute greatly to good progress in lessons. Pupils are enthused by the activities and work well both independently and in pairs and small groups. They explained to inspectors that they recognise how to cooperate, negotiate and even compromise when working together. In a lesson observed, pupils got a real sense of achievement as they worked together as a unit like the Roman soldiers they were learning about. Pupils use their knowledge and skills well to help them tackle new work. In a mathematics lesson with pupils in a Year 3 and 4 class, for example, pupils showed a high level of involvement and were able to give a range of solutions to solve problems accurately. These good learning skills enable pupils to achieve well and to consistently attain above average standards for last three years. Science was a much weaker area of learning at the previous inspection but has improved significantly. English then became the weakest area but this too is improving well under the effective strategies being used to raise standards in writing, particularly of the boys. Good support for pupils with special educational needs and/or disabilities enables them to make the same good progress as their peers.

Pupils get on together very well and have a strong sense of fair play. They have an excellent understanding of how to keep safe, for example when using the internet, and are terrific ambassadors for healthy eating and the many benefits of exercise. Pupils enjoy taking on responsibility and carry their tasks out with enthusiasm. The school council, for example, is instrumental in suggesting ways to improve aspects of the school and the eco group is passionate about making a difference to the world we live in. Pupils are avid fundraisers for a variety of charities, both local and international. Their good range of basic skills and many strong elements of personal development prepare them well for their next stage of education.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The school provides an exciting and interesting education for its pupils. They talked with enthusiasm about their fun and often memorable activities, such as the day a man, who had actually climbed Everest, came to talk to pupils in Years 3 and 4 because they were studying mountains. The personal, social and health education programme is strong and enables pupils to make very good progress in these areas of their development. Good links with other schools and the use of visitors and visits to places of interest all enrich pupils' learning through first-hand experiences. Strategies for developing pupils' language skills work well. Very effective links made between subjects, especially with English, strengthen pupils' interest and desire to write so pupils of all abilities, including the most able, are challenged and, as a result, they make stronger progress in developing their writing skills than in the past. Similarly, the development of pupils' ability to use and apply their knowledge in mathematics and the provision for information and communication technology all work well to provide pupils with a stimulating curriculum which is raising standards.

Teachers' good subject knowledge and very thorough planning provide pupils with a good understanding of what is expected in each lesson and guidance on how to find success in their activities. Pupils reported that teachers were quick to help them understand when they are stuck and they felt able to talk to them if they had concerns. Pupils asked for 'worry boxes' to be placed in classes and this is proving a successful

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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strategy for supporting pupils when they need a listening ear when they are troubled. Pastoral care is extremely strong because each pupil has their own important place in the school and staff are effective in recognising not only what will support their learning but also what will help their personal and social development. Staff work successfully with a range of outside agencies to provide support for pupils and their families if there is the need.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher has built a very strong ethos for improvement and has created an extremely strong commitment across all the staff to their pursuit of excellence. The leadership team is still fairly new but they already provide good leadership and effective management for their different areas of responsibility.

The school is a happy and harmonious community where pupils have a strong sense of place and staff effectively promote equality and mutual respect. Senior leaders and governors have reviewed the school's context and taken effective steps to promote community cohesion. There are already good links with the local community and local church and the school is now extending its links with other schools that have a more diverse community. The school's partnership with parents and carers is good and several new initiatives, such as the parents' forum, are strengthening communication.

Governors are knowledgeable and well informed. They have a good knowledge of the school's strengths and are influential in the school's development. Keeping pupils safe is high on the school's agenda. Governors and staff regularly review policies and procedures to ensure good practice and to meet statutory requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start in the Reception classes with the range of skills and knowledge that is usual for children of this age. They make good progress and many children reach above average standards. Good teaching and an interesting range of activities enable children to develop well. There is a good balance of tasks led by an adult and opportunities for children to choose and develop their own activities. Most choose their resources with confidence and all work and play very happily with each other, sharing tools and equipment sensibly. The outside area has been further developed since the last inspection. It reflects the learning inside the classroom and provides a fun and safe area in which children can experiment and explore.

Leadership of the Early Years Foundation Stage is good and children are very well cared for. Good links with parents and carers and the local pre-school groups are fostered. Children's progress is monitored carefully and a very thorough system of recording is used to develop a clear plan for each child's important next steps. The teachers and teaching assistants work together extremely well. Areas for further improvement are identified correctly with the result that the provision has improved significantly. The leader of the Early Years Foundation Stage is evaluative and looks for further ways to improve, but the data from children's assessment in both classes are scrutinised together and possible differences in strengths and areas of development from the two settings are not considered.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers



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A very large majority of parents and carers are very supportive of the school. Even those who expressed a concern included praise for many elements of the school's provision, especially about the school's happy atmosphere. 'I feel the school staff and leadership work very hard to achieve the lovely ethos around the school' and, 'I have nothing but praise and admiration for all the staff', are typical of many parents' and carers' comments. A few parents and carers expressed concern about some pupils' behaviour. Observation of pupils in lessons at break times and in whole school assemblies gave evidence of extremely high standards of behaviour and consideration for others. There is a very small group of pupils who can get over boisterous at playtimes but the other pupils, who have very high standards themselves, recognise it for high spirits and have no concerns. The teachers are very effective in managing any slight over exuberance and it does not affect learning.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 128 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	59	51	40	0	0	0	0
The school keeps my child safe	95	74	33	26	0	0	0	0
The school informs me about my child's progress	61	48	55	43	11	9	0	0
My child is making enough progress at this school	68	53	53	41	5	4	0	0
The teaching is good at this school	75	59	50	39	2	2	0	0
The school helps me to support my child's learning	67	52	57	45	3	2	0	0
The school helps my child to have a healthy lifestyle	72	56	51	40	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	47	55	43	3	2	0	0
The school meets my child's particular needs	71	55	52	41	3	2	0	0
The school deals effectively with unacceptable behaviour	55	43	57	45	10	8	0	0
The school takes account of my suggestions and concerns	50	39	71	55	2	2	0	0
The school is led and managed effectively	84	66	43	34	0	0	0	0
Overall, I am happy with my child's experience at this school	89	70	36	28	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 January 2010

Dear Children

Inspection of Holy Trinity C of E Primary School, Yeovil BA20 2PW

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents or carers are correct in thinking that you go to a good school.

Here are some of the things we found out:

- you get a good start to your schooling in the Reception classes
- you make good progress to reach standards that are above those reached by pupils in many other schools
- you want to do well and enjoy the fun activities you are given
- you behave extremely well. You are polite, friendly and helpful to everyone. You enjoy taking responsibility and have done lots of things to help the school be a better place and to help people around the world
- you are taught well and all your teachers work hard to make sure that your lessons are interesting and you know how to be successful in your activities
- the school is led by the headteacher extremely well and everyone works together as a strong team. There is a good partnership with your parents and carers and others who can help you to learn
- the staff look after you extremely well so you feel safe and happy.

Even though Holy Trinity is a good school, there are two things we have asked your headteacher and staff to do to make it even better:

- to ask the teachers to write comments on your work that help you to recognise how well you are doing and to help you understand how to improve
- to give you opportunities to meet and work with people from a range of backgrounds and different cultures than your own.

Thank you again for making our visit so enjoyable and remember you can do your bit by continuing to work hard and helping each other.

Yours sincerely

Mrs Callaghan

Lead inspector

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