

Holy Trinity Church of England VC Primary School & Community Nursery

Cross Road, Weymouth, Dorset DT4 9QX

Inspection dates

5–6 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders work with determination and drive to ensure that pupils' achievement is improving across the school. Leaders have created a positive climate for learning.
- Leaders regularly evaluate what works well within the school so that the pupils at Holy Trinity develop into confident, secure and happy young learners.
- Leaders are committed to ensuring that pupils make good progress. Teachers are quick to identify pupils requiring extra support and plan well to meet their needs.
- Subject leaders are knowledgeable and support their colleagues extremely well. Their plans for improvement and their work with teachers have a positive impact on pupils' achievement, particularly in mathematics
- Leaders, including governors, spend additional funding well. This contributes effectively to the well-being of pupils and is ensuring that gaps in attainment and progress between different groups of pupils are closing.
- Staff provide good support for pupils' personal development and welfare. Pupils' behaviour and conduct are good across the school.
- Teachers' expectations of pupils are high. Pupils show a pride in their work. A strong sense of values and respect runs throughout all aspects of school life.
- More able pupils across the school are not always provided with enough challenge to deepen their understanding and learning.
- Attendance is improving. Leaders are relentless in their approach to raising attendance rates and are working alongside parents to continue the improvements.
- Leaders do not always make the best use of assessment information to track the attainment and progress of disadvantaged pupils and those who join the school at times other than at the start of the academic year.

Full report

What does the school need to do to improve further?

- Continue to improve pupils' achievement by:
 - ensuring that teaching challenges pupils, including the most able, to reach the higher standards of which they are capable, particularly in mathematics
 - ensuring that leaders make effective use of assessment information to track the attainment and progress of key groups of pupils, especially disadvantaged pupils and those who join the school at times other than at the start of the academic year.
- Continue to improve attendance and reduce persistent absence, particularly for disadvantaged pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have created a culture in the school where pupils feel valued and cared for. Teachers' expectations of what children and pupils can achieve have risen and, as a result, standards have improved.
- Senior leaders develop and support newly appointed leaders well. The leadership of teaching is understood to be the responsibility of all. English and mathematics are led effectively. Middle leaders have high aspirations of pupil achievement in their subject areas. As a result, teachers' expectations of what pupils can achieve are consistently high. Newly qualified teachers value the support provided by leaders, which enables them to become effective practitioners.
- Leaders manage the performance of teachers well to develop their expertise. It is targeted carefully through appropriate continuing professional development based on accurate self-evaluation of teachers' strengths and weaknesses.
- Leaders, including governors, have a good understanding of the quality of education the school provides. Governors are active within the school and challenge leaders effectively to secure school improvement. Leaders make effective use of additional funding to support disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities. Early interventions in the early years have benefited children to ensure that they do not fall behind.
- Leaders ensure that the curriculum is broad and balanced. Pupils are interested in what they study and gain sufficient knowledge and skills which they practise across a wide variety of relevant contexts. Pupils talk positively about the range of different learning activities provided within and beyond the classroom.
- Leaders check that the sport premium additional funding is used well. However, they do not take full account of all information to inform future planning.
- The leadership of SEN is strong. Pupils who have SEN and/or disabilities make good progress. Staff work closely together to ensure that provision is accurately matched to the identified needs of individual pupils.
- Leaders understand that the school has high mobility, with pupils moving in and out at times other than the start and end of the academic year. However, despite checking pupils' progress, the information that is gathered is not used to inform planning for these learners. As a result, the overall progress of this group during their time at this school is not fully understood by leaders.
- Pupils are prepared well for life in modern Britain. Older pupils understand fundamental British values. They respect others who may have different views from their own. Leaders promote equality of opportunity and diversity for pupils. Leaders, staff and pupils do not tolerate prejudiced behaviour.

Governance of the school

- Governance of the school is effective.
- The members of the governing body are forward-thinking. Their self-evaluation is accurate so that they are aware of the improvements the school has made and the areas that still require attention.
- Governors provide challenge and support in equal measure. This ensures that they get the information they need and ask appropriate questions of leaders to secure the necessary improvements.
- They are active in monitoring the work of the school. As a result, they have good knowledge of the provision and hold leaders to account effectively.
- There has been a high turnover of foundation governors on the governing body in recent months. This has resulted in an imbalance of representation on the board.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding within the school. Pupils say that they feel safe and secure. Pupils know whom to approach if they have any concerns. A pupil's comment, typical of many, was, 'If you are having a bad time, teachers help and sort it out.'
- Leaders respond quickly to any concerns about pupil safety or care. Prompt action is taken to ensure that the appropriate professionals beyond the school are engaged.
- Staff are well informed and kept up to date with relevant safeguarding information. Pupils know how to stay safe online and understand how to protect themselves from extremism or radicalisation.
- The majority of parents say that their children feel safe at school. Parents told inspectors that there are secure systems in place to keep their children safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the last inspection. Recent changes in the approach to the teaching of mathematics have resulted in pupils extending their thinking through carefully selected tasks. These provide appropriate challenge and time for purposeful practice. This is evident in Year 6, in particular, and is leading to rapid progress. Leaders are continuing to tackle the few inconsistencies in teaching which remain.
- Teachers have good subject knowledge. Consequently, they are able to respond skilfully to the needs of individual pupils. Teaching is creative and finds ways of engaging pupils so they work with positive attitudes, learn from their mistakes and develop independence.
- Subject leaders encourage staff to improve their personal subject knowledge and understanding. This has led to more skilful teaching, most recently in mathematics,

where pupils have the opportunity to solve problems and conduct investigations independently.

- Leaders monitor teaching and learning well. Teachers value and respond quickly to their feedback to improve their practice. Links with teachers' personal targets ensure that areas for development are identified and individuals receive relevant support.
- Teachers provide constructive feedback in line with the school's own policies. This supports pupils to improve their work effectively.
- Teachers ensure that pupils practise their writing skills in wider contexts. This allows them to apply their English and analytical skills across other subject areas. As a result, evidence seen in books shows that taught skills are embedded in cross-curricular work.
- The teaching of key skills in reading, such as deduction and inference, are taught well so that pupils understand and enjoy reading. Results in phonics are improving rapidly and pupils use their phonic knowledge more independently to help with wider learning across the curriculum.
- Teachers' use of assessment is accurate and informs future planning. The school regularly checks judgements within and beyond the school to ensure shared understanding of standards. Teachers use a range of strategies to monitor attainment and progress in order to ensure that teacher assessment is accurate and that end-of-year assessments are reliable and valid.
- Teaching does not consistently ensure that pupils are sufficiently challenged. This is particularly the case for the most able. Consequently, the progress for these groups is slowed.
- Teaching assistants are deployed very effectively. Where this is the case, targeted pupils make good progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school provides strong pastoral care. There is a strong emphasis on pupil welfare. Pupils cited personal, social and health education as being one of their favourite subjects as it allows them to express how they feel.
- Leaders are effective in ensuring that all pupils feel valued and have equal access to the full range of opportunities to develop academically.
- Pupils' emotional well-being is a priority. Additional emotional and social needs are met effectively within a well-planned nurture provision.
- Pupils are actively encouraged to take responsibilities and make contributions towards the running of the school. For example, pupils hold varied responsibilities as reading ambassadors, safety leaders, sports leaders and through being school council representatives. They enjoy and appreciate the trust placed upon them in these leadership roles.

- Effective teaching ensures that most pupils have positive attitudes to learning, relate well to all adults who work with them and ask for help when necessary. Where teaching is less effective, a minority of pupils do not fully engage and this slows progress.
- Pupils are taught how to be healthy and how to stay safe within their immediate environment as well as online.

Behaviour

- The behaviour of pupils is good. The focus on rewarding positive behaviour is both motivating and effective. Poor behaviour incidents are rare and, when they do occur, they are dealt with appropriately.
- Pupils' conduct around the school is calm and respectful. They are warm and friendly in their approach to both their peers and adults within the school community.
- The ethos of the school, classroom routines and expectations around behaviour ensure that the majority of pupils work with positive attitudes. Children engage with each other respectfully within a harmonious atmosphere because of the care, guidance and support that they receive.
- There are few incidents of bullying. Pupils state that staff are trained to help them when such incidents occur. They know whom to approach and feel that their concerns are heard.
- Leaders are taking the right steps to improve pupils' attendance, especially for pupils who have SEN and/or disabilities. However, attendance remains below the national average. Leaders continue to work hard to promote the understanding of the importance of regular attendance. Leaders work increasingly effectively in partnership with outside agencies.

Outcomes for pupils

Good

- As a result of the actions taken by the school, current pupils in Year 6 are now on track to meet or exceed national averages by the end of the year in reading, writing and mathematics.
- Scrutiny of pupils' books from across the school demonstrates that writing in pupils' books has improved and is of a good quality. Current pupils, including disadvantaged pupils, are making strong progress, particularly in writing and mathematics.
- Current assessment data in Year 2 indicates that at the end of key stage 1, pupils' attainment is likely to remain at least in line or above national averages in 2018. Current progress across other year groups is improving quickly.
- Differences between disadvantaged pupils and their non-disadvantaged peers are closing. Disadvantaged pupils are making stronger progress than in the past.
- Outcomes in reading continue to improve across the school. Progress in both reading and writing for current disadvantaged pupils, boys and girls is strong. Phonics teaching has improved and as a result, a higher percentage of pupils are achieving the standard

required by the end of Year 1.

- Attainment and progress of pupils who have SEN and/or disabilities are improving. Where teaching and interventions have been effective, gains have been made in progress across both key stage 1 in mathematics and reading, and writing in key stage 2.
- Outcomes in the early years foundation stage continue to improve. Children, including boys and disadvantaged pupils, make good progress. Provision for these pupils is carefully planned to meet their needs.
- The most able pupils do not consistently make the progress expected of them, particularly in key stage 2 in mathematics. Pupils are not provided with activities that will fully develop their knowledge, understanding and skills of which they are capable.

Early years provision

Good

- Leadership of early years continues to be good. The early years leader has high expectations of both staff and children. Her aspirations for the children in her care and their achievements are shared by staff within early years. As a result, the quality of teaching and learning is consistently good.
- Children in the Nursery make good progress. The attractive, well-resourced learning environment supports work and play, both indoors and outside. Teachers ensure that provision matches the need of individuals and adult talk supports learning effectively.
- The quality of teaching and provision is good. Children make good progress both in the Nursery and Reception classes so that by the end of the early years foundation stage, children are well prepared for entry into Year 1.
- Assessment is used well to ensure that the needs of different groups of pupils, including boys, the disadvantaged and the most able, are met. For example, boys' writing has improved and children are supported to make links to previous learning in order to enhance their knowledge and understanding.
- Children within the early years behave well and are enthused and engaged in their learning. They feel safe and secure and play well together.
- Classrooms are calm and highly organised. Children understand routines and what is expected of them. They move confidently between groups with minimal fuss, ensuring that no learning time is lost.
- Planning in the early years has improved and is now consistent across the phase. The early years leader gives effective support to the phase team in order to ensure high-quality teaching, learning and assessment.
- Parents feel included and supported in their child's learning throughout the early years. They are confident that staff quickly identify areas of concern and act quickly to intervene and maintain effective learning.
- There is a drive from leaders to ensure that all pupils make good progress. Staff understand and know their pupils well and can, therefore, ensure that planning meets their needs.

- The proportion of children achieving a good level of development, the standard expected at the end of early years, has continued to increase relative to the national average in 2017.

School details

Unique reference number	126911
Local authority	Dorset
Inspection number	10048242

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	650
Appropriate authority	The governing body
Chair	Helen Keedy
Headteacher	Fiona Daykin
Telephone number	01305 783200
Website	www.holytrinitypri.dorset.sch.uk
Email address	office@holytrinitypri.dorset.sch.uk
Date of previous inspection	9–10 March 2016

Information about this school

- Holy Trinity CE VC Primary School and Community Nursery is a larger than average sized primary school with 650 pupils on roll. Pupils are taught in separate year groups.
- There is a breakfast club and an after-school club which are managed by the school. The school also provides a range of extra-curricular clubs.
- The ethnic background of pupils is mainly White British.
- The proportion of pupils eligible for pupil premium funding is in line with the national average.
- The proportion of pupils who have SEN and/or disabilities is close to average.
- The number of pupils who leave and join the school during the year is much higher than nationally.

- The school meets the government's current floor standards, which set minimum expectations for the attainment and progress of pupils at the end of key stage 2.

Information about this inspection

- Inspectors observed learning across the school and in the Nursery provision. Some of these visits were made jointly with the headteacher and other senior members of staff.
- Discussions took place with school leaders, staff and members of the governing body. The lead inspector spoke with a representative from the local authority and the school's challenge partner.
- Inspectors carried out a scrutiny of the quality of pupils' work in books jointly with middle leaders.
- Inspectors spoke to groups of pupils to seek their views about the school. They gathered the views of other pupils during lessons and breaktimes.
- Inspectors observed pupils' behaviour in lessons, around the school, during lunchtime and breaktimes.
- The inspection team looked at the school's evaluation of its own performance, its improvement plan, records relating to behaviour and the minutes of meetings of the governing body. They also considered a range of documentation in relation to child protection, safeguarding and attendance.
- The inspectors listened to a selection of pupils read.
- The inspectors took account of 198 responses to the Ofsted online survey, Parent View as well as 15 free-text responses and three letters. The inspectors talked to a number of parents during the inspection. They also analysed questionnaire responses from 61 members of staff.

Inspection team

Heather Barraclough, lead inspector	Ofsted Inspector
Deborah Wring	Ofsted Inspector
Bradley Murray	Ofsted Inspector
Adam Morris	Ofsted Inspector

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