

# The Holy Trinity C of E Primary School

Inspection report

---

<b>Unique Reference Number</b>	126441
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315549
<b>Inspection dates</b>	27 March 2008
<b>Reporting inspector</b>	David Shears

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

---

<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 on roll</b>	
School	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Spear
<b>Headteacher</b>	Mrs Mercedes Henning
<b>Date of previous school inspection</b>	29 November - 1 December 2004
<b>School address</b>	Townsend Great Cheverell Devizes Wiltshire SN10 5TL
<b>Telephone number</b>	01380 813796
<b>Fax number</b>	01380 813796

---

<b>Age group</b>	4-11
<b>Inspection date(s)</b>	27 March 2008
<b>Inspection number</b>	315549

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, curriculum, care, guidance and support, and leadership and management, gathering evidence from lesson observations, the scrutiny of pupils' work, assessment data and documents. Other aspects of the school's work were not investigated in detail, but the inspector 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

Holy Trinity is a smaller than average school that includes pupils from the local villages but also an equal number who are transported in from a wider area. The number of pupils with learning difficulties and/or disabilities is smaller than the national average. A small minority of pupils are from service families. There are a small number of minority ethnic pupils, although none with English as an Additional Language.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 1**

This is an outstanding school that caters exceptionally well for all its pupils. A very effective induction programme ensures that children make a good start to their education. They arrive with skills and knowledge that are in line with national expectations, although their personal and social skills are already well developed. The good Foundation Stage helps them to develop in most key areas, enabling them to leave with standards that are above expectations, although their creative development is less successful. From Years 1 to 6, pupils continue to make exceptional progress so that by the time they leave the school, standards are well above the national average. The inward mobility of pupils means that a few pupils arrive in Years 5 to 6, limiting the time available to support them. However, staff include them quickly and efficiently so that they can make as much progress as possible. Inevitably, this sometimes means that the apparent overall standards between Years 2 and 6 can be skewed.

The excellent progress that pupils make is a result of the high expectations of teachers who challenge them with well focused teaching. They plan effective lessons that meet the needs of all learners. Pupils say that lessons are fun because teachers make them interesting and exciting. Pupils with learning difficulties and/or disabilities are well supported by a dedicated team of teaching assistants who know and understand their individual needs and meet these appropriately. Good use is made of outside agencies to support the development of these pupils, all of which helps them to make excellent progress. More able pupils are similarly challenged to reach their potential with gifted and talented pupils having extra opportunities to ensure that their rate of progress is not compromised. Pupils are given individual targets which encourage them to work as hard as they can. Their work is carefully marked, both with encouraging comments as well as identifying the next steps in their learning. Pupils are very clear about what they need to do to improve their work and enjoy the challenge that this brings. The progress that pupils from service families make is similar to other pupils in the school. They receive the same high level of pastoral and academic care and respond equally well.

The teaching is supported by a good curriculum that allows pupils to practise the core skills that they have learnt in literacy and numeracy in meaningful ways, so that pupils appreciate their usefulness in everyday life. However, the creative arts such as music, art and drama need to be developed further to ensure that pupils can make as much progress in these areas. This has already been identified by the school and teachers are currently receiving training and support to improve both provision and assessment. Nevertheless, there are many enrichment opportunities for pupils, through visits out and visitors to the school that bring learning to life. This continues beyond the curriculum where pupils are able to enjoy a variety of activities after school and on residential trips.

The personal development of pupils is outstanding. They enjoy school tremendously, citing the care of teachers as being the main reason for this. There is a good level of attendance that is consistently above the national average. Relationships between staff and pupils are outstanding and pupils hold the teachers in high regard. This results in excellent behaviour both in lessons and in the playground. Pupils have an outstanding understanding of how to stay healthy, the majority taking part in sport

and eating healthily. They have a good knowledge of safe practices. The spiritual, moral and social development of pupils is excellent, supported well by the Christian ethos of the school. However, their cultural development is recognised by the school to need a clearer focus. Pupils are made aware of the needs of others both in and outside of the school community. Charities are well supported, although pupils do not always know and understand the impact that they have had. Nevertheless, pupils are extremely well prepared for their future economic well-being, including their excellent progress in information and communication technology (ICT) skills as well as in literacy and numeracy.

The care of pupils is excellent. The school ensures that all pupils are kept safe and healthy. There are robust systems that ensure their safety both in school and when they are out on trips. Appropriate checks are made on adults working in the school and the medical needs of both individual pupils, and first aid for all pupils, are well met by trained staff.

The strong leadership of the headteacher ensures that there is a clear vision that leads to well focused areas of development. Data are analysed particularly well and used to identify areas of improvement, and initiatives are implemented to address these. There is good evidence of its success, such as the development of pupils' writing skills, which are now outstanding. There is no doubt that the capacity to improve is excellent. The senior management of the school set challenging targets which are consistently being met, leading to a sense of achievement for all pupils. The excellent governance is effective in using its role as critical friend. A 'governor of the month' visits the school and reports progress back to the whole governing body. They have a thorough knowledge and understanding of the school's strengths and areas to develop and support the staff well. However, the leaders of the foundation subjects need more support in evaluating the achievement of all pupils. This has already been identified by the school as an area for development. Nevertheless, a major strength of the leadership is in the pastoral care of pupils, which is outstanding. There are excellent relationships with parents, who correctly feel that the ethos of the school enables effective learning to take place. They are extremely happy with the headteacher's leadership and the commitment and support they receive from the staff. One parent commented, 'We couldn't want for a better school.'

## **Effectiveness of the Foundation Stage**

**Grade: 2**

Children make a good start in the Foundation Stage as a result of the effective induction procedures in the school. There are excellent relationships formed with parents who appreciate the support given to both them and their children. The new Foundation Stage teacher is managing the provision well, having received good support through training opportunities and visiting other schools. Work is planned with the needs of the children in mind and there are good opportunities for independent working. Pupils' good social skills enable them to interact with each other, enjoying the activities provided. Due to very effective teaching, pupils make good progress in most key areas of the curriculum, although there are not enough opportunities to support their creative development. Thorough, informal assessments are carried out so that the progress of individuals is tracked carefully and used to support their further learning. Displays in the classroom help to engage pupils,

although the creative area needs to be made more exciting to encourage pupils to use it more often. The outdoor area is used well and pupils enjoy the activities on offer.

### **What the school should do to improve further**

- Improve the provision in creative development and the arts throughout the school by ensuring that pupils receive a balanced curriculum that meets their needs.
- Develop the knowledge and skills of subject leaders to improve the assessment of foundation subjects.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The effectiveness of the Foundation Stage	<b>2</b>
The effectiveness of boarding provision	
The capacity to make any necessary improvements	<b>1</b>

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>1</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

<sup>1</sup>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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively leaders and managers use challenging targets to raise standards	<b>1</b>
The effectiveness of the school's self-evaluation	<b>1</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>1</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>1</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>1</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>



28 March 2008

Dear Pupils

**Inspection of Holy Trinity CE Primary School, Great Cheverell SN10 5TL**

Thank you for the way in which you warmly welcomed me when I visited recently. It has been a pleasure to meet you and to find out all about your lovely school. I am sure you will not be surprised to know that I have said your school is outstanding.

You told me how much you enjoy your lessons and I can see why. The teachers make them interesting and fun and this helps you to learn lots of new things. You all work very hard, make excellent progress and your teachers are all very proud of you. I am very pleased that you know your targets and that teachers help you to get better by showing you the next steps in your learning.

I really like the way that you use the skills that you learn in literacy and numeracy to help in other subjects. You have lots of opportunities to enjoy your learning through visits out and listening to special people who come to the school. However, I have asked the school to help you even further by making sure that you are doing as well in all subjects as you do in literacy and numeracy. You told me that you would like to have more opportunities to learn in the creative arts and I agree. Your teachers are already working on ways to help you improve, particularly in art, music and drama.

You are very lucky to be in a school that cares so much for each of you. Everyone told me that they feel very safe, knowing that the headteacher and teachers look after you well. You could help by thinking of more ways to help others in need.

Thank you for the time that you spent talking with me. Your school is excellent and gives you a very good start in life. I wish you all the very best for the future.

Yours sincerely

Mr D Shears  
Lead inspector