



# Holy Trinity C.E. (C) Primary School

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Friday 6<sup>th</sup> November 2015

Dear Parents,

Please find attached a copy of our recent Ofsted report; you can download an electronic version from our website [www.holytrinity.staffs.sch.uk](http://www.holytrinity.staffs.sch.uk) or by Googling school's name on <http://reports.ofsted.gov.uk>. (the report does not go live until Tuesday 10<sup>th</sup> November, so I do not have a link to send you to go directly to it). I hope you take the time to read through the report in full.

Our overall result was **GOOD**. The report is an accurate picture of the journey we are on at Holy Trinity and confirmed all of the judgements and strategic decisions that the Senior Leadership team (SLT which consists of Mrs Goulding – Deputy Headteacher, Mrs Hoskins, Mr Hoskins and I) have made.

It clearly highlights our strengths and the reasons we are a **GOOD** school:

- The headteacher provides strong and effective leadership. She has driven forward improvements in teaching and has put in place a curriculum that makes learning exciting and interesting for the pupils. She is well supported by an effective deputy headteacher.
- Teaching, learning and assessment are now good across the school. Teachers and other staff share school leaders' high expectations for what all pupils in school can and should achieve.
- Learning support assistants make a valuable contribution in providing additional support to groups of pupils. This has helped to ensure that disadvantaged pupils and disabled pupils and those who have special educational needs make progress that is at least as good as other pupils in school.
- Outcomes for pupils are good. From starting points which are below those that are typical for their age, pupils make good progress, particularly in reading and mathematics, and reach standards that are similar to the national averages by the time they leave the school.
- Governors have developed their skills well since the last inspection and now have a clear understanding of how the school is doing. They effectively hold leaders to account and provide good levels of support and challenge.
- Children in the early years settle in quickly and happily. Teaching is good and as a result children make good progress and are well prepared for when they start in Year 1.
- Pupils are polite, well behaved and appreciative of the many opportunities that the school offers them. They feel safe in school and know how to keep themselves safe in a range of situations.
- Provision for pupils' spiritual, moral, social and cultural development is good. This helps them to have a clear and strong understanding of what is right and wrong and to show respect and tolerance for the beliefs of other people.

Effectiveness of Leadership and Management in school is **GOOD** because (pages 3 and 4):

Bullet point 1:

The headteacher has been the driving force in leading the improvements in teaching that have taken place since the last inspection. She has established a culture where high standards of behaviour are expected and achieved. The high expectations that she has for what pupils can and should achieve are now shared by all members of staff. This has led to pupils making much better progress and achieving higher standards, especially in reading and mathematics.

Bullet point 2:

Well-planned, thorough and accurate monitoring and evaluation by school leaders is used effectively to identify how teaching can be improved. The headteacher has taken firm action to develop and implement clear policies and guidance for all aspects of school life that are followed by all staff. **She has put in place an effective system to allow teachers and other staff to observe and learn from outstanding teaching both within school and through visits to other schools.** Staff, including those that are relatively new to teaching, are extremely positive about the impact that these professional development opportunities have had.

Bullet point 3:

School leaders have been very successful in implementing the new national curriculum within school. It has been planned so that it is relevant to the needs and interests of the pupils at Holy Trinity and effectively supports pupils' spiritual, moral, social and cultural development.

Bullet point 9 (Governance in school):

Governors work alongside school leaders to monitor specific aspects of the school's work and report back in detail to the full governing body. They ensure that teachers' performance is well managed and that there are clear links between this and their pay progression. They manage the finance and resources that are available to the school, including the pupil premium, very well and measure the impact of spending on pupil achievement.

Bullet point 10:

The arrangements for safeguarding are effective. Safeguarding is regarded as a high priority within school and is managed very effectively. All staff receive regular training and are aware of how to identify if pupils are at potential risk.

SLT, the governing body and I have worked tirelessly to ensure that consistency and high expectations from all staff will ensure that your children are happy, safe, engaged and reach their full potential in all areas of their learning and in their school life.

Quality of Teaching, Learning and Assessment in school is **GOOD** because (page 4):

Bullet point 1:

Teaching at Holy Trinity is now good. Strong action has been taken by the headteacher, supported by the governing body, to address any weaker teaching. Training has been planned and delivered to match the individual needs of all staff and to help them effectively support all pupils' learning.

Bullet point 2:

Teachers plan and deliver lessons that engage all pupils' interest and allow them to apply skills that they have learnt in different subjects, including English and mathematics. For example, in the Year 4 and 5 class, all the pupils enthusiastically participated in a debate about the advantages and disadvantages of living in the Stone Age. They listened carefully to each other's views and offered considered and reasoned arguments both for and against the case. The activity promoted their speaking and listening skills, allowed pupils of differing abilities an equal opportunity to participate and demonstrated their depth of learning about the subject. In a Year 6 mathematics lesson, pupils showed good skills in reasoning and problem-solving in matching fractions, decimals and percentages with the most-able pupils required to solve complex problems.

Bullet point 3:

Skilled learning support assistants work well alongside teachers in all classes and make a strong contribution to improving pupils' learning.

Bullet point 4:

The teaching of reading is particularly effective with a strong emphasis placed on this area of learning from the time that children start at school in the Nursery class. Younger pupils in Reception, Year 1 and Year 2 have a daily phonics (the sounds that letters make in words) lesson. Older pupils spoke enthusiastically about the book *War Horse* that they were reading and showed a deep understanding of the messages that the story conveyed.

Bullet point 5:

The school has introduced a new system of assessing pupils' progress matched to the expectations of what they should be able to do at different ages in all subjects. Assessment information is used effectively to ensure that teachers understand how well pupils are achieving and then use this information to plan lessons that are appropriate to the needs of all the pupils.

Bullet point 6:

Homework is used well with pupils expected to maintain the same high standards of presentation that they demonstrate in their work within class. Parents are encouraged to support their children in these activities and the very large majority of parents who responded to the Parent View survey believed that the homework is used appropriately.

The key behind consistent, exciting, engaging and successful teaching, learning and assessment is to have a school team of staff (from my support staff who open/close school, cleaning team, my fabulous office team, middays, Learning Support Assistants (LSAs), teachers, governing body to me) who are all fully committed to the vision and culture where high expectations and only the best for each individual child will do. We have worked hard to ensure that this team is in place for all of your children at Holy Trinity ☺

Personal Development, Behaviour and Welfare in school is **GOOD** because (page 5):

This grading is split into two sections, one for Personal Development and Welfare and one for Behaviour.

Personal Development and Welfare in school is **GOOD** because (page 5):

Bullet point 2:

Pupils show a good awareness of the safety and feelings of others. Pupils of different ages play together sensibly on the playground at lunchtime and recognise the need to act responsibly. Older pupils greatly value the additional responsibilities they are given. Pupils in Year 6 act as assistants to the office staff and help with a range of administrative tasks, including distributing information.

Bullet point 3:

Additional lunchtime sports activities contribute to pupils' health and well-being. Pupils lead a very popular and well-attended daily beat-box dance session on the playground. Pupils are also aware of the need for healthy eating and spoke appreciatively to the inspectors about the improvements in the school meals since they have been cooked in the school canteen.

Bullet point 4:

Pupils have a good awareness of how to keep themselves safe in a range of situations, both within school and when they are away from school. They recognise the potential dangers that the internet could pose to them and say that the school provides them with good information on how they can remain safe. Parents are very positive about how safe their children are at school.

Bullet point 5:

Pupils have a good understanding of the different types of bullying, including homophobic bullying, and why all types of bullying are unacceptable. They say that bullying is extremely rare and this is confirmed by the detailed records that the school keeps. A small number of parents expressed some concerns about bullying, but inspection evidence showed that any such incidents and concerns are being managed appropriately.

Behaviour in school is **GOOD** because (page 5):

Bullet point 1:

The behaviour of pupils is good. Expectations of how everyone should behave are made clear and are understood by the pupils. They appreciate the incentives they get for positive behaviour, including earning marbles which are then rewarded with 'Golden Break'. Pupils understand that there are consequences for unacceptable behaviour.

**Bullet point 2:**

Pupils display positive attitudes to learning and listen carefully and with respect when either adults or other pupils are talking. They take pride in the presentation of their work and are keen to achieve high standards. They work together well and are keen to share ideas and suggestions.

**Bullet point 3:**

Attendance is above the national average for all pupils, including disadvantaged pupils. This is as a result of the robust procedures that the school has in place to ensure that parents and their children understand the impact that good attendance has on the progress that pupils make in school.

**Bullet point 4:**

In classrooms and around all areas of school, pupils' conduct and behaviour are positive.

Your children are super stars whether in our building, walking in the local area or when we are on visits. They hear a consistent voice from each adult in school to support them with their personal development, welfare and behaviour. Their safety, wellbeing and general happiness is at the forefront behind all of the work we do in school. Our attendance is also well above national statistics – showing the fabulous relationship school and parents have in ensuring the children are at school to get the most out of each day of their learning. Thank you all for your support with this 😊

Outcomes for pupils (this section is about the progress your children make and their attainment at age related expectations) in school is **GOOD** because (pages 5 and 6):

**Bullet point 1:**

Outcomes for pupils have improved since the last inspection with pupils now making good progress in all key stages and all subjects as they move through the school.

**Bullet point 2:**

Pupils' progress in reading is particularly strong across the school, due to the high priority it is given and the opportunity for pupils to read books that are appropriate to their age and interests.

**Bullet point 3:**

Pupils make good progress in mathematics. This is a result of effective teaching of the key skills and knowledge and the opportunity to apply this knowledge in a range of relevant problem-solving activities, both within mathematics lessons and in their topic work.

**Bullet point 4:**

In 2015, all pupils in Year 6 made at least expected progress in reading, writing and mathematics and this was above national averages for 2014, with a high proportion making better than expected progress in reading. This represents good progress from their starting points.

Hard work and a strong dedication to teaching, learning and assessment brings with it a change and rise in the outcomes for your children in our building. You will know from the letters I sent you over the last two years that results and progress measures for children's learning have risen across school. Our internal school data shows that this is now something that is continuing across all year groups in school, showing this is now a 'normal' trend for all year groups and for year groups where assessments are published (FS2, Year 1 Phonics and end of KS 1 & 2). Rainbow Readers and your support with Home Learning has also ensured that the children are getting a consistent message from home and school and a constant drip feed of reading, phonics work, writing, spellings, maths and topic work – an important and special relationship that is clearly gaining in strength for us all to support your children's learning journey in school.

Early Years Provision in school is **GOOD** because (pages 6 and 7):

Bullet point 1:

Most children start Nursery with skills which are typically below those for their age, particularly in language and communication. They make good progress from their starting points due to effective teaching that is based on accurate assessments of their individual needs and a warm and welcoming classroom.

Bullet point 2:

Children continue to make good progress in the Reception class and are well prepared for the move to Year 1. In 2014, the proportion of children that achieved a good level of development was above the national average and assessment information for 2015 indicates that this will be the case again, with reading being a particular strength.

Bullet point 3:

Teaching in both Nursery and Reception is good. There is a good balance of adult-led and independent activities where the children make sensible choices about what they wish to do. Teachers and other staff match questions well to the abilities of the children and encourage them to provide increasingly detailed answers.

Bullet point 6:

Children's behaviour is good. They work and play well together and, despite having been in school for only a few weeks, know how to take turns, listen to what other people are saying and cooperate with each other.

Our Foundation Stage (Nursery and Reception classes) is a fabulous, colourful engaging place for learning to begin for our children in school. Their foundation for basic skills, abilities to share, co-operate, care for others, engage and learning to love learning is every day practise in both of these classrooms. These foundations for lifelong learning are now filtering through our school each year to help support the children when they move to each new year group.

Our areas to work on following this Ofsted fall in line with the School Development Plan that the SLT have written to enable us to move forward as a school and the aims for the year, which I sent out to you in September 2015 when we returned.

In order for school to move to outstanding we need to:

- Improve further the quality of teaching to ensure consistently rapid rates of progress and the highest levels of pupils' achievement in writing by:
  - ensuring that the school's marking policy is strictly applied at all times and pupils are given clear guidance on how they can improve their work
  - providing the most able pupils with work that is always sufficiently challenging so that more achieve the highest levels of attainment in writing.
- Further strengthen leadership in school by ensuring all subject leaders develop and apply their skills in holding other staff to account for pupil progress in the areas for which they are responsible.

As a staff team we are dedicated and committed to your children and will continue to strive to ensure that these improvements are tackled and met as soon as possible, enabling us to move to being an outstanding primary school.

I would like to thank you for your responses to the Ofsted Parentview questionnaire, the time you took to speak to the inspectors on the playground and your belief in the work that we are doing here at Holy Trinity.

Bullet point 7 Leadership & Management:

The large majority of parents are supportive of the work that the school does with their children. Comments such as **'My child has come on in leaps and bounds since starting at this school'** and **'I feel extremely lucky that my children attend Holy Trinity'** emphasise their positive views about the school. A minority of parents expressed concerns over the

information that the school provides to them about their children's progress but evidence gathered during the inspection indicates that there is a wide range of detailed information that is provided on a regular basis.

Without your support with the changes and improvements we have made over the last few years in school, with listening to your child read daily at home, supporting your child with their Home Learning and consistently supporting school with behaviour and wellbeing we wouldn't have been able to have had the impact on your child's learning in such a brilliant way – thank you all for this ongoing support 😊

I also want to thank the staff for their continued professionalism and determination to be the best they can be. And finally my thanks to your wonderful children for making our job so enjoyable!!

Our learning journey does not stop or slow down now; we will continue to strive for outstanding progress and results for each and every one of your children.

I am, as always, an extremely proud headteacher, and am honoured and pleased to be part of Holy Trinity with the backing of our school community, commitment of the staff, the governing body and the children's enthusiasm to learn.

Thank you for your time

Yours sincerely

Mrs Nicola Oliphant  
Headteacher

