

National Society Statutory Inspection of Anglican Schools Report

Holy Trinity Church of England Voluntary Aided Primary School

QUEMERFORD

CALNE

Wiltshire

SN11 0AR

Diocese: Salisbury

LA: Wiltshire

Dates of inspection: 12th July 2006.

Date of last inspection: 1999

School's Unique reference number: 126487

Headteacher: Mr Giles Panting

Inspector's name and number: Rev Harold Stephens. (NS264)

School context

Holy Trinity Church of England Voluntary Aided Primary School serves a suburban area of Calne. There are 210 children on roll. Fewer children than the national average have free school meals. Nearly all pupils are of white British background and culture. The school has a specialist resource base for pupils with autism; therefore the number of children with statements of special educational need is above average. The School falls within the Parish of Calne and Blackland in this rural Wiltshire town.

Summary Judgement

Holy Trinity School is satisfactory in its distinctive character as a Church of England School. There are strengths in provision for the spiritual, moral, social and cultural development of children in Collective Worship and in the general ethos of the school. Children are happy and secure and want to come to school. Christian values pervade the life of the school and are understood by learners. All learners value the sense of inclusion and personal worth demonstrated by the School. The pupils have real opportunities to develop responsibility within the school community. The provision for Religious Education at the school has a number of foci for development. Links with the Parish Priest and church are a strength and have proved effective in a number of areas of school life. Cultural provision is good.

Established strengths

- The effective provision for the spiritual, moral, social and cultural development of children.
- The general Christian ethos of the school in which children are nurtured and valued, including such practical expressions as the "Buddy" system and School and Class Councils.
- Links with the Parish Priest and the Parish of Calne and Blackland.
- The quality of Collective Worship, of the wider spiritual provision at the School and related charity work.

Focus for development

- The development of effective assessment for learning in Religious Education in order to better help pupils' independence as learners.
- Improvement of resources for Collective Worship and Religious Education.
- To adopt and implement consistently the new Wiltshire Agreed Syllabus for Religious Education (as recommended for Diocese of Salisbury Aided Schools).

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school is satisfactory in the manner in which it meets the needs of all learners. The school has a positive Christian ethos and identity and provides effectively for the spiritual, moral, social and cultural development of children.

The school is a caring, welcoming friendly institution where children behave well, attend well and enjoy being a part of the school. There seem few instances of challenging behaviour and the confidence that any such behaviour would be promptly and effectively handled. Pastoral guidance is good at the school. All feel valued at Holy Trinity School, including those who are new, who have special needs or who come from far away.

Attainment by learners is satisfactory but with areas for further development to ensure greater independence in learning of the more able in Key Stage 2.

What is the impact of collective worship on the school community?

The impact of Collective Worship is good. Worship has a significant place in the life of the school and is a major provider for opportunities for the spiritual, moral, social and cultural development of children. It is evaluated regularly. Themes reflect the life of the school. The Christian Year is recognised and marked in Collective Worship and with celebrations at the two local Anglican Churches. Improved resources and training are being provided or being sought to aid less experienced staff. This is recognised as a current area for development. Key features of Anglican worship are included. There is differentiated provision (for Key Stages) within the week which is well-received by pupils.

In Collective Worship Pupils listen attentively. They are much involved in taking many rôles in worship. The visual focus is excellent. Children's views about Collective Worship have been sought and acted upon. Children speak of the impact of Collective Worship positively and point to the effectiveness of the variety of "styles" experienced.

There is a School Eucharist which children attend. The Parish Priest regularly leads worship and is involved with its planning and evaluation. Special events at the Cathedral are attended if possible.

How effective is the religious education?

The effectiveness of Religious Education is satisfactory. There are some areas for development. These have been recognised in the school's self-evaluation and improvement plan. Time allocation is satisfactory. Religious Education is good in the Foundation Stage. Pupils demonstrate confidence in talking about religion, including Islam and Judaism. This is good. Attainment is roughly in line with the national average although there is the need to further concentrate on Attainment Target 2 ("Learning from Religion") to enable pupils to develop their own thinking more consistently, especially those in upper Key Stage 2.

There is the need to support further the confidence and skills in new staff, the practices of marking, recording, assessment and monitoring generally, and also of differentiation. Resources have been improving and further additions are planned.

There is increasing co-operation and liaison with the Religious Studies department at John Bentley School which is to be commended. The Religious Education leader reflects the good morale in relation to and increasing expectations of Religious Education in the school.

How effective are the leadership and management of the school as a church school?

Leadership and management of the School as a Church School are satisfactory with some good features. The acting head has continued to support, promote and develop the Christian character of the school and this is to be commended.

There is clarity about the distinctive Church Status of the School. This is reflected in the explicit and implicit Christian values and the ethos of the School. The provision for such things as a School Eucharist is further indication of the overt Christian character of the School. There has been developmental work on school ethos for all staff. The Governing Body are united in supporting this ethos. There are good and effective relationships with the Parish Priest and local parish.

The promotion of Christian Values underpinning the ethos of the school has been effective and is reflected in the inclusion and provision for those with Special Educational Needs including autistic children at the school.

Staff at the school feel well-supported and there are several strategies in place to promote the confident provision by staff of such things as Collective Worship and Religious Education.