

Trinity School

Love Lane, Shaw, Newbury, RG14 2DU

Inspection dates 30–31 January 2014

| Overall effectiveness | Previous inspection: | Not previously inspected | |
|--------------------------------|----------------------|--------------------------|----------|
| | This inspection: | Good | 2 |
| Achievement of pupils | Good | | 2 |
| Quality of teaching | Good | | 2 |
| Behaviour and safety of pupils | Good | | 2 |
| Leadership and management | Good | | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Students' achievement is good. They all make good progress in English and mathematics.
- Teaching is good and some is outstanding. Lessons are well planned and many include a wide variety of activities.
- Disabled students and those with special educational needs make good progress.
- The school's senior leaders, well supported by governors, are improving students' achievement and the quality of teaching. They are taking strong actions to bring about further improvements.
- Students feel safe in school and their behaviour is good both in lessons and around the school. They show respect for the school's staff and for each other.
- Governors are effective and show a good understanding of the school's strengths and weaknesses.
- Students' spiritual, moral, social and cultural development is strong throughout the school so that they are well prepared for the future.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable students to make the best possible progress. The strengths present in the school are not sufficiently shared across all subject departments.
- The various levels of support and intervention for disabled students and those with special educational needs are not coordinated enough to ensure their outstanding progress.
- The sixth form requires improvement because the progress of its students is not rapid enough.

Information about this inspection

- Inspectors observed parts of 42 lessons, of which two were jointly observed with the headteacher. Inspectors visited an assembly and some tutor group periods, and made a number of shorter visits to classes that included students with special educational needs.
- The inspection team held meetings with three groups of students, talked with students in their lessons and around the school, and scrutinised samples of their work.
- Meetings were held with senior leaders, other staff with leadership responsibilities, and the Chair of the Governing Body. A discussion was held with the school’s improvement consultant.
- A variety of school documentation was examined, including the school’s records of current students’ progress, self-evaluation summaries and improvement plans, behaviour and attendance logs, minutes of governors’ meetings and records relating to safeguarding and to the management of staff performance.
- Inspectors took account of the questionnaires completed by 48 staff, together with 32 responses to the online questionnaire, Parent View.

Inspection team

Sean Thornton, Lead inspector

Additional inspector

Sue Cox

Additional inspector

Valerie Fehners

Additional inspector

Lesley Voaden

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school.
- Most students are from White British backgrounds and the proportion of students who speak English as an additional language is much lower than the national average.
- The proportion of students supported by the pupil premium is average. This additional funding is provided for students who are known to be eligible for free schools meals, in local authority care, or who have a parent in the armed forces.
- The proportion of disabled students and those who have special educational needs supported at school action is below average. The proportion of students supported through school action plus or with a statement of special educational needs is above average.
- The school includes specially resourced provision for students with specific learning difficulties known as the ACE Unit. Students from the school spend some lessons in the provision.
- A small number of students attend alternative provision at Newbury College to follow work-related courses.
- Forty students are eligible for the Year 7 catch-up funding, which is for students who did not achieve the expected Level 4 in English or mathematics at the end of Key stage 2.
- Trinity School converted to become an academy school in September 2012. It is part of the Newbury Academy Trust. When its predecessor school, also called Trinity School, was last inspected in January 2011, it was judged to be good.
- A national leader of education, the headmaster of Kennet School, provides the school with advice on its performance and areas for improvement.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - extending the impact of the school's literacy strategy so that all students benefit from it
 - ensuring that the features of the strongest teaching in the school, relating to pace, challenge and questioning, are implemented fully by all teachers
 - making sure that all teachers follow the school's marking policy and give high-quality feedback to students, enabling them to understand what they need to do to improve and providing them with opportunities to respond to their teachers' comments.
- Coordinate fully the leadership and management of all aspects of special educational needs provision.
- Ensure that students in the sixth form make more rapid progress.

Inspection judgements

The achievement of pupils is good

- In English and mathematics, students make consistently good progress from starting points much below average.
- Students make rapid progress in sciences and humanities; in modern foreign languages their progress is slightly above average. The most able students make good progress in almost all subjects.
- In 2013 the proportion of students who gained five or more GCSE grades A* to C, including English and mathematics, was below average, with not enough students gaining a grade C or above in both core subjects. The school's projections, based on early-entry results, suggest that students will do better in 2014.
- Recent improvements have been made to the school's tracking systems so that they focus clearly on the progress of all students; this is contributing to the improving achievement of all groups of students seen by inspectors.
- The school regularly checks the progress made by disabled students and those who have special educational needs. As a result of good support in all subject areas these students are making good progress. The students who attend the ACE Unit, for their specific literacy needs, make good progress and gain valuable qualifications.
- Although students in the sixth form show commitment to their studies, they do not make rapid enough progress for them all to fulfil their potential. Sixth form students do best in vocational subjects.
- The school makes good use of its pupil premium funding. Eligible students benefit from enhanced careers advice, including in the sixth form, as well as small-group teaching in English and mathematics and individual mentoring. A summer school provided for these students when they are preparing to join the school in Year 7 is very effective. As a result of this variety of support, nearly two thirds of students in Year 11 have advanced three or more levels of progress in both English and mathematics. In 2013 the progress made by these students was less than that of other students in the school but above national averages. Their attainment in English was about half a grade less than that of other students in the school, and in mathematics it was over one grade less.
- Year 7 catch-up funding is used well to provide extra individual and small-group teaching in English and mathematics. These interventions are resulting in rapid progress for most of the eligible students.
- In November 2013 some Year 11 students were entered early for GCSE examinations in English and mathematics. There is no evidence that this policy has led to lower achievement since all these students are continuing to study these subjects and attempting to gain higher grades.
- The small number of students in Years 10 and 11 who attend Newbury College for part of their work make good progress in their work-related courses.

The quality of teaching is good

- Teaching is good and is leading to rising levels of student achievement. Outstanding lessons were seen in a range of subjects including English and mathematics.
- Lessons are well planned and start promptly. Teachers show good subject knowledge, have high expectations and show enthusiasm for their subjects. In an outstanding mathematics lesson on vectors an imaginative starting activity engaged all the students and, following explanations and discussion, they were then able to tackle challenging problems involving magnitude and direction.
- Most , teachers make sure that work is provided at the right level for all students, discover how much students understand with skilful questioning and maintain a good pace so that students remain focused on their learning. However, this good practice is not shared fully across the

school.

- Examples of the good standard of teaching observed in the main school are also found in the sixth form. In a Year 13 English lesson on language acquisition the teacher's own passion and good organisation inspired the students to rise to the challenge presented and, as a result, they made rapid progress.
- The school has introduced strategies to improve literacy across all subjects. Reading skills are being improved using several techniques and there are six-weekly literacy priorities, such as improving the use of paragraphs. However, these strategies are not yet showing their full impact since they are not employed by all staff. Plans to coordinate mathematics across the curriculum are being developed.
- The time allocated for tutor periods is sometimes wasted, and the quality of teaching and learning during these periods is very variable.
- The school's marking policy has recently been updated. Some teachers mark students' work regularly and in detail, encouraging students to become involved in evaluating their own work, giving them clear advice on how to improve and providing opportunities for them to respond to their teachers' comments. However, this good practice is not universally evident and in some classes marking is brief, lacks detail and does not encourage students' responses.

The behaviour and safety of pupils are good

- The behaviour of students is good. In almost all lessons they concentrate well, showing positive attitudes and a desire to learn. They respect their teachers and appreciate the opportunities offered to them.
- Students show pride in their fine school buildings. Their behaviour in corridors and the dining room is usually calm and orderly. There is little litter and no signs of graffiti. Students display their work confidently around the school, knowing that it will be respected.
- Teachers are skilled in managing students' behaviour and students know that teachers have high expectations of them. On the rare occasions that there is disruption in lessons it is dealt with effectively.
- The school's behaviour logs are well kept. They show that the school has clear procedures in place, including the use of internal exclusions, to address issues of misbehaviour and that extra support is put in place when needed.
- The number of fixed-term exclusions is below average and is decreasing following effective measures taken during 2012/13 to improve behaviour.
- Students' attendance is average. In an attempt to raise levels of attendance a reward system has been introduced and senior staff visit the families of students with poor attendance.
- Sixth form students display mature good manners and are good role models for younger students.
- The school's work to keep students safe and secure on a very challenging site is good. Students feel safe in school and the curriculum supports them well in learning how to stay safe. They have a good understanding of e-safety, including how to avoid unsafe websites.
- Students show consideration towards each other. They report that incidents of bullying, including cyber-bullying, are rare and dealt with swiftly, and that no form of discrimination is tolerated. The school's records support this.
- The school checks that students attending off-site provision attend regularly and that there are no concerns about their welfare.
- Almost all parents who responded to Parent View considered that their children are safe and happy at school.

The leadership and management are good

- The headteacher, school leaders and the governing body are committed to ensuring that every

student has the opportunity to do as well as possible. They have high expectations of staff and students and high ambitions for the future. The school is committed to ensuring equal opportunities for all its students.

- The results of departmental evaluations are used well to monitor the progress of all groups of students and to identify areas for improvement. They are summarised in a brief, easy-to-read school development plan. However, some judgements in the school's overall self-evaluation are over-generous.
- The headteacher, supported by other senior leaders, has taken rigorous actions to improve teaching and staff share her desire to make more teaching outstanding. Effective systems monitor the quality of teaching and are supported by good training and development that are well targeted at the needs of staff. However, there remain pockets of weak teaching in the school.
- Arrangements for the appraisal of teachers' performance and the application of the Teachers' Standards are linked closely to the targets for improving students' progress. Salary progression occurs only when merited by sustained good performance.
- The leadership of the sixth form is good. The 16–19 study programme has been fully implemented and the recently appointed head of sixth form has introduced new strategies to raise achievement.
- Good support for disabled students and those with special educational needs can be found throughout the school, including in the ACE Unit. However, this support is not as effective as it might be because it is not properly coordinated. The headteacher ensures the effective management of the ACE Unit.
- The curriculum is flexible and provides a wide range of appropriate courses for students in Key Stage 4. Plans for teaching the new National Curriculum are in place, including the introduction of separate science courses. Students have many opportunities to engage in a wide variety of activities outside the school, including a range of sports.
- Students' spiritual, moral, social and cultural development is promoted well, both in the curriculum and through the general life of the school. Students can take part in a wide range of visits to other countries and there are effective assemblies and well-planned religious studies lessons. The school's excellent provision in the performing arts makes a strong contribution to many aspects of the students' development.
- **The governance of the school:**
 - The small governing body is well informed about all aspects of the school's work. The governors have a good grasp of how well the various groups of students are progressing. Minutes of meetings confirm that governors are prepared to challenge the headteacher and other school leaders. Governors are involved in checking the quality of teaching by visiting the school frequently and holding discussions with subject leaders. They also play a full part in identifying and supporting initiatives for school improvement. Governors understand the importance of improving teachers' performance and the systems for doing so. They manage finances well and understand how the pupil premium is spent and how it is helping to improve the achievement of the eligible students. Governors make sure the school's arrangements for safeguarding students meet all current government requirements.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|----------------|
| Unique reference number | 138525 |
| Local authority | West Berkshire |
| Inspection number | 441151 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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|---|-------------------------------|
| Type of school | Secondary |
| School category | Academy converter |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 846 |
| Of which, number on roll in sixth form | 121 |
| Appropriate authority | The governing body |
| Chair | Sheila Loy |
| Headteacher | Charlotte Wilson |
| Date of previous school inspection | Not previously inspected |
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