

# Trent CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	101328
<b>Local Authority</b>	London Borough Of Barnet
<b>Inspection number</b>	376551
<b>Inspection dates</b>	12–13 September 2011
<b>Reporting inspector</b>	Margaret Goodchild

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

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<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 of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard James
<b>Headteacher</b>	Louise Yarwood
<b>Date of previous school inspection</b>	14 May 2007
<b>School address</b>	Church Way Off Chalk Lane Cockfosters Barnet Hertfordshire EN4 9JH
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<b>Age group</b>	5–11
<b>Inspection date(s)</b>	12–13 September 2011
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons and saw eight teachers. Meetings were held with staff, groups of pupils, a representative of the governing body and of the diocese. Informal discussion took place with a very small number of parents and carers. Inspectors observed the school's work, and looked at pupils' books, information about their attainment and progress, evidence of monitoring and self-evaluation, and documents indicating how well the school safeguards its pupils. They analysed 107 responses to the parental questionnaire, together with those from 119 pupils and 18 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does the school have procedures in place for ensuring pupils make equally good progress in both Key Stages 1 and 2?
- Is teaching currently good enough to sustain and build on the school's positive track record, and how well does it meet the needs of the most and least able?
- In the absence of any children in the Reception class at the time of the inspection, what does existing evidence reveal about the quality of provision for this age group?
- To what extent do the headteacher and governing body have a clear vision for driving school improvement?

## Information about the school

The school is smaller than most primary schools. Its intake is diverse and a high proportion of pupils are of Greek/Greek Cypriot heritage. Although the proportion of pupils from minority ethnic groups is well above average, only an average number speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average but varies considerably between year groups. The proportion of pupils known to be eligible for free school meals is well below average. The school was led by an acting headteacher, supported by the headteacher of another local school, between September 2010 and April 2011. A new permanent headteacher was appointed at the beginning of the summer term 2011. The deputy headteacher and a number of class teachers have also been recently appointed. Although the school has an Early Years Foundation Stage consisting of a Reception class, no children in this age group were present at the time of the inspection because they do not start school until October.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that has built on the strengths found at the previous inspection. Parents and carers are strongly supportive of the school and a significant number wrote in praise of recent improvements. One said, 'Even though the headteacher has been only a short time with us, she has implemented many positive changes for our school and is always open to comments and suggestions.' Pupils are very proud of their school and appreciate it a great deal. This was evident in comments such as 'All the teachers are lovely' and 'I would not be as happy in a different school.'

A combination of high attainment and consistently good progress means that pupils' achievement is outstanding and they are prepared exceptionally well for the next stage of their education. Except for a slight dip in test results in 2010, attainment in Year 6 has been high since the previous inspection. As a result of the prompt and effective action taken by leaders, attainment rose again for pupils who left at the end of the summer term in 2011, and many current pupils are working at levels that far exceed expectations for their age.

Staff ensure that pupils receive good quality care, guidance and support. Pupils, in turn, relate well to one another and their teachers, and are responsive to the many opportunities the school provides. They very much enjoy learning about other cultures, show sensitivity to one another and take the initiative in raising funds for good causes. They have a more limited understanding of people in the United Kingdom whose backgrounds are markedly different from their own.

Leaders' evaluation of the school's effectiveness is accurate. Based on its positive track record since the previous inspection, the school has good capacity for sustained improvement. Senior leaders and the governing body have a clear vision for the school and are ambitious in their desire to make it outstanding. In the short time that she has been in post, the headteacher has been highly effective in galvanising the staff into a coherent team with a shared sense of purpose. She is supported extremely well by the new deputy headteacher and they are both equally determined in their commitment to driving school improvement. The school has appointed some highly skilled teachers, a number from schools that have been judged to be outstanding. They bring with them valuable expertise and have the necessary skills to contribute a great deal to future development. Teachers' enthusiasm and teamwork are already emerging as tangible strengths of the school and there is a clear strategy for sharing teaching expertise amongst the staff.

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Teaching is at least good and improving. Teachers communicate very well with their pupils and make clear what they are meant to learn. Pupils have good opportunities to develop their speaking and listening skills but at times, spend too long working in pairs or groups rather than moving quickly to writing and thinking for themselves. Most, but not all, lessons provide activities matched to the prior attainment of different groups, including the most and least able. Pupils behave well in class and respond eagerly to teachers' skilled questioning. When moving from one activity to another, however, a small minority tend to lose focus and do not take enough responsibility for their own learning. The curriculum is mostly well-matched to pupils' needs and includes a range of stimulating and varied experiences, although provision for information and communication technology is not yet well developed and the school is working to improve the range and quality of computer resources available to pupils.

### **What does the school need to do to improve further?**

- Build on existing strengths in teaching and learning by:
  - providing daily, structured opportunities for pupils to develop their independent thinking and writing skills
  - ensuring that tasks in all lessons build on the prior attainment of different groups of pupils
  - sharpening the management of transition between activities and developing pupils' sense of responsibility for their own learning.
- Extend recent work to develop the curriculum by:
  - increasing learning opportunities and resourcing for information and communication technology
  - providing more opportunities for pupils to learn about people with contrasting ways of life in the United Kingdom.

### **Outcomes for individuals and groups of pupils**

**1**

Pupils enter the school with attainment that is above national expectations for their age. Attainment by the end of Key stage 1 has been consistently high since the previous inspection and pupils have done particularly well in reading and writing. At Key Stage 2 also, twice as many pupils gained higher levels in English than in schools nationally, and almost as many reached higher levels in mathematics. There are no marked differences in the attainment of different groups, including girls and boys, pupils from minority ethnic groups, and those who speak English as an additional language. Pupils with special educational needs and/or disabilities, like their peers, make good progress because their needs are carefully identified, teaching assistants provide good support in class and the school puts in place intensive support measures wherever possible to assist those who need extra help.

In lessons seen during the inspection, pupils nearly always made at least good progress and, in a few cases, their progress was outstanding. For example, in a

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literacy lesson in Year 2, pupils made rapid gains in their understanding of descriptive language and some were quick to grasp the idea of similes. In a Year 3 lesson, pupils responded very well to the teacher’s quick-fire questions and showed considerable agility with mental mathematics when working in tens and hundreds. Although pupils spent insufficient time writing in some lessons during the inspection, their books indicate that by Years 5 and 6, pupils clearly enjoy producing in-depth independent work and often write at length. Their research is thorough, the combination of text and imagery skilled and their choice of vocabulary imaginative.

Pupils report emphatically that they feel safe and that the staff are ‘always looking out’ for them. Pupils have a clear awareness of the importance of healthy living, taking part with particular enthusiasm in a range of sporting activities. They make a good contribution to the life of the school and, especially through its close links with the church, are becoming increasingly involved with the wider community. They have a good sense of spiritual awareness, are reflective and respect each other’s feelings, readily helping one another. Pupils behave well and have a clear sense of right and wrong. They have good attitudes to learning and this is reflected in their above average attendance. This, allied with pupils’ highly developed literacy and numeracy skills, their many positive personal qualities and determination to succeed, makes an outstanding contribution to their future economic well-being.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	1
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers who are new to their classes this term are quickly conveying their high

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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expectations and all lessons proceed at a brisk pace. Pupils comment about how their classrooms have ‘had a makeover’ so that they are now much more exciting than they were. Teachers manage pupils’ behaviour well and readily gain their attention. Communication is a clear strength in many classes, and teachers’ engaging explanations and probing questioning are key to pupils’ enthusiastic, active responses. Equally, teachers provide pupils with a great deal of valuable information about how well they are doing, so that they know how to improve their work, and instil in them a desire to do their best. The school has worked successfully to enhance the curriculum and links between subjects have been carefully developed. Displays show that teachers make good use of real contexts to bring learning to life. For example, pupils produced imaginative cake box designs ‘for a local supermarket’ and teachers skilfully incorporated interest in the Royal Wedding into a study of food through the ages. This included ‘wedding breakfasts’ and gave rise to a wide range of high-quality work.

The school assesses pupils’ work carefully and uses assessment information well to match the curriculum to their varying needs. Different groups are supported well, including those with special educational needs and/or disabilities, those for whom English is an additional language and those who have particular gifts and talents. English and mathematics are given appropriately strong emphasis, and pupils have many opportunities to develop their literacy skills in a number of subjects. Problems with computer hardware have slowed curriculum development in information and communication technology but the school has begun to address this. Pupils’ learning and personal development are enriched by a good range of clubs, particularly in sport and music. Visits, including residential experiences, and visitors to the school help to make learning exciting. For example, pupils in Year 4 have sampled what it is like to be an archaeologist through work with the Thames Explorer Trust and pupils in Year 5 visited Westminster Abbey and the National Portrait Gallery when learning about Henry VIII.

The school provides a calm and nurturing environment for learning, and places strong emphasis not only on pupils’ academic progress but also their personal development. A new approach to managing behaviour has already had a positive effect and pupils themselves realise that behaviour has improved over time. There are well-coordinated procedures in place to support children when they join the school and pupils are very well prepared for the transition when they move on at the end of Year 6. Strategies to encourage regular attendance are well established and effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>

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**The effectiveness of care, guidance and support**

**2**

**How effective are leadership and management?**

The governing body provides good support and challenge to the school and its members have been highly strategic in taking their time to appoint high-quality staff in a number of key positions. The headteacher and deputy headteacher have both made an excellent start: their expectations are high and there is a very clear vision for improving the school in the future. Senior leaders and other staff share the headteacher’s commitment and enthusiasm in working towards making this an outstanding school. Leaders are identifying the right priorities, expressed well in a newly revised school development plan, and taking clear and concerted action to drive improvement. Detailed tracking is enabling leaders to identify any pupils who need additional support and to ensure that all groups of pupils achieve equally well, which they do. The allocation of teachers to particular classes for this year has been managed strategically to ensure progress is equally good at both key stages. The governing body also ensures that discrimination is tackled rigorously.

Morale is high not just for the staff but also amongst pupils, parents and carers. The headteacher has worked quickly to involve parents and carers more closely in the life of the school and further improvements are underway. Partnership working with other schools and organisations is good and this contributes well to pupils’ academic progress and personal development.

The governing body fulfils its duties well in ensuring that pupils are safeguarded. Thorough systems are in place for checking the suitability of adults to work with children, and staff are well trained in how to keep pupils safe. The school has very strong links with outside agencies and liaises well with parents and carers in supporting pupils whose circumstances make them vulnerable. There has been recent improvement in the school’s promotion of community cohesion, which is good locally and developing well through global links. A detailed audit and coherent action plan are in place but the school has not yet established the necessary national links to extend pupils’ awareness of contrasting ways of life in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Since children in the Early Years Foundation Stage do not start school until October, there were none present at the time of the inspection. Judgements are based, therefore, on information about children's achievement since the previous inspection and established systems for promoting their development. Attainment by the end of the Reception Year has been above national expectations in recent years and better in some areas of learning. Planning documents suggest that children have good opportunities to develop knowledge and skills in the different areas of learning. Comprehensive procedures are in place for gathering information about children when they join the school, including through home visits. Staff keep detailed observations of children's learning, and careful assessment records enable them to track the progress of individuals and groups well. Staff use a range of methods to involve and inform parents and carers about their children's development. Children's profiles are readily accessible to them and to children themselves. There are also good arrangements for parents and carers to find out on a half-termly basis how well their children are doing. Over the past year, the school improved the indoor learning area, which is now spacious and welcoming. The outdoor area, which provides adequately for children's needs, was about to be developed at the time of the inspection. There are good management systems in place to ensure the quality of provision is kept under review and a strong commitment to driving further improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who returned the inspection questionnaire was greater than in most primary schools. Most who responded are very supportive of the school, reflecting inspection findings that the engagement of parents and carers is good. They are unanimous in their praise of the new headteacher and clear that she

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has already made a number of distinct improvements. A few parents and carers feel that communication is not as good as it should be. They would like more information about how well their children are doing and how they could help them at home. The school has already introduced a number of key improvements in this area and is continuing to refine its communication with parents and carers. During the inspection, a series of informative curriculum meetings for parents and carers conveyed clear messages and made them aware of what they can do to help their children's learning.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trent CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 119 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	57	50	43	0	0	0	0
The school keeps my child safe	74	63	40	34	0	0	0	0
The school informs me about my child’s progress	32	27	73	62	8	7	1	1
My child is making enough progress at this school	30	26	71	61	9	8	1	1
The teaching is good at this school	38	32	70	60	1	1	1	1
The school helps me to support my child’s learning	34	29	62	53	14	12	1	1
The school helps my child to have a healthy lifestyle	43	37	64	55	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	31	66	56	5	4	1	1
The school meets my child’s particular needs	32	27	69	59	5	4	2	2
The school deals effectively with unacceptable behaviour	32	27	68	58	10	9	0	0
The school takes account of my suggestions and concerns	34	29	66	56	5	4	2	2
The school is led and managed effectively	52	44	57	49	2	2	0	0
Overall, I am happy with my child’s experience at this school	51	44	58	50	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 September 2011

Dear Pupils

### **Inspection of Trent CofE Primary School, Barnet EN4 9JH**

Thank you for making us so welcome when we inspected your school. We thoroughly enjoyed the time we spent talking to you, visiting your lessons, looking at your work and seeing all the interesting things you do. You told us a lot about the school and this has helped in writing the report.

We found that you go to a good school and you said how much you enjoy Trent CofE and how much you learn. You get on well with one another and behave well. Several of your teachers have joined the school recently and a number have come from schools that have been judged to be outstanding. This is helping the school to improve because teaching is good and some of it is excellent. You make good progress and reach a high level of attainment by the time you leave: this means that your achievement is outstanding. The staff make sure you are well cared for and you told us that you feel safe and have someone you can talk to if you are worried.

The headteacher and new deputy headteacher have very high expectations for all pupils. Together with the rest of the staff and the governing body, they want to make your school outstanding. To help with this, we have asked them to make sure that work is always at the right level for all of you, that you have more time to write every day and to think for yourselves in lessons as well as working in pairs and groups. We want you to take more responsibility for your learning when you change from one activity to another instead of chatting to other people on your table or losing your concentration. We have asked the school to give you more opportunities to use information and communication technology in lessons, and to help you to find out more about people in the United Kingdom whose lives are very different from yours.

All of you can help the school to improve by following the school motto and always being the best that you can be. We wish you well in the future.

Yours sincerely

Margaret Goodchild  
Lead inspector

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