

Trent CofE Primary School

Inspection report

Unique Reference Number	101328
Local Authority	Barnet
Inspection number	286033
Inspection date	14 May 2007
Reporting inspector	Derek Watts

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	208
Appropriate authority	The governing body
Chair	Revrend Dr R James
Headteacher	Mr K Taylor
Date of previous school inspection	11 February 2002
School address	Church Way Off Chalk Lane Cockfosters Barnet EN4 9JH
Telephone number	020 8449 6875
Fax number	020 8440 7731

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Trent CE is a smaller-than-average primary school. About two thirds of the pupils come from a White British background. There is an average proportion of pupils who speak English as an additional language but very few are at an early stage of learning English. The proportion of pupils with learning difficulties is average. The proportion eligible for free school meals is well below average. Children's attainment on entry to the Reception class is above national expectations. From 2002 to 2005, the school had no permanent headteacher and was led by interim and acting headteachers. The current headteacher took up the post in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trent is a good school and has emerged successfully after a period of staffing difficulties and uncertainty. Pupils are achieving well and their personal development and well being are good. Parents hold positive views about the school and give it strong support.

The period of uncertainty preceding the present headteacher's appointment led to inconsistencies in provision and initiatives and developments were put on hold. Consequently, there was a dip in pupils' achievement and standards. Working effectively in partnership with the local authority, the headteacher and other senior leaders have focused on raising achievement and improving teaching and learning. These efforts have brought about good improvements particularly to pupils' progress. Effective systems for assessing and tracking pupils' attainment and progress have been implemented and provide the school with a clear picture of how well each individual is doing. Leadership and management are good and the school is in a good position to make further improvements. As one parent wrote, 'The school has gone through a difficult time but has settled down now'.

Recent improvements to the Foundation Stage mean that children in Reception get off to a good start because of the good provision and leadership. They make good progress in all areas of learning and reach above expected standards. Teaching and learning are good across the school and contribute to pupils' good achievement. Teachers' explanations and questioning promote learning well. Pupils make good progress when they are challenged and tasks are well matched to their abilities. However, this good practice is not consistent in all classes. In a few lessons, pace and challenge are not as high and the rate of learning slows. National test results in 2006 indicate that standards in Year 6 were above average. A wide range of additional activities enrich the school's good curriculum and contribute to pupils' enjoyment and interests.

Good care, guidance and support contribute significantly to pupils' academic and personal development. Pupils are enthusiastic about school and this is reflected by the very good levels of attendance. Good relationships between pupils and staff, and a positive school atmosphere lead to good behaviour. Throughout the school, pupils are friendly and polite. Pupils demonstrate a clear understanding of the importance of healthy lifestyles and how to keep safe. Assessment is used effectively to set individual learning targets in English and mathematics. Pupils therefore have a clear understanding of what they need to do to improve in these subjects. Pupils are well prepared for the next stage of their education.

What the school should do to improve further

- Ensure that all lessons have suitable levels of challenge and that learning maintains a brisk pace.

Achievement and standards

Grade: 2

Pupils are now achieving well throughout the school. Children in Reception make good progress. Pupils at an early stage of learning English are well provided for and make good gains in acquiring language skills. Standards in Year 2 fell to average levels in 2005 and given pupils' prior starting points, not enough progress was being made. Effective action has been taken to rectify this and pupils are now achieving well. National test results for Year 6 in 2006 were above average in English and mathematics but closer to average in science. National data shows

that pupils achieved well from their prior attainment in Year 2 in English and mathematics but progress was only satisfactory in science. This was because of insufficient investigative work. In the current Year 6, pupils have had good opportunities for practical investigations in science. They have also used and developed numeracy skills well in this subject. Pupils in Years 3 to 6 are achieving well in English, mathematics and science. The study of pupils' work and the school's assessments indicate an increase in the proportion of pupils who attain the higher Level 5 in the current Year 6. Pupils with learning difficulties make good progress because of the effective support provided.

Personal development and well-being

Grade: 2

Most pupils enjoy school and this is reflected by their well above average attendance and their participation in school activities. Spiritual, moral, social and cultural development is good. Pupils are considerate, friendly and polite. They have positive relationships with staff and amongst themselves. Pupils adopt healthy lifestyles by taking regular exercise. They show a good understanding of the importance of healthy diets. Those on the school council represent their fellow pupils well, have contributed to improving the school environment and have worked with the cook in planning lunchtime menus. Pupils make a positive contribution to the wider community by raising funds for well known charities. At Trent, pupils are well prepared for their future economic well-being because by the time they leave, they possess competent skills in literacy, numeracy and information and communication technology (ICT). In addition to this, their personal and collaborative skills are well developed.

Quality of provision

Teaching and learning

Grade: 2

Improvements to teaching and learning are enabling pupils to achieve well. In Reception, teachers provide a good blend of direct teaching and allowing children to explore, work creatively and independently. This approach continues in Year 1 so that the transition from Reception to Year 1 is smooth. Across the school, teachers effectively share learning intentions with the class so pupils know what they are expected to learn. Teachers establish positive relationships with their pupils and manage them well. Pupils are attentive and respond well to teachers' clear instructions and questioning. Interactive white boards are used effectively to illustrate key learning points in an attractive and visual way. There are good opportunities for pupils to discuss their work and as a result, speaking and listening skills are well developed. When teachers use assessment information effectively, tasks are well matched to pupils' needs. Pupils are therefore challenged well and consequently make good gains in their learning. In a few lessons, the level of challenge is not appropriate and the rate of learning slows. Not all lessons proceed at a brisk pace. For example, overlong introductions where pupils spend too long on the carpet can hinder the rate of learning. The marking of pupils' work is helpful and constructive.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to achieve well and makes a good contribution to their personal development. Provision for English and mathematics is effective and contributes well to pupils' good progress in literacy and numeracy. In science there are good opportunities for practical

and investigative work. Teachers and pupils use ICT competently to support teaching and learning in a range of subjects. Interesting links between subjects add meaning to learning. For example, pupils in Year 6 built high quality model Anderson shelters as part of their work on the Second World War. Healthy lifestyles and keeping safe receive good attention. A good range of additional activities enrich the curriculum and add to pupils' enjoyment. Clubs include choir, chess, football, French multi-sport and netball. A wide range of visits including residential trips for Years 5 and 6 further enhance pupils' learning and social development. The Foundation Stage curriculum for children in Reception has improved and now provides a good range of stimulating activities. However, the school is aware that the outdoor play equipment to promote climbing skills is limited and has plans to improve this.

Care, guidance and support

Grade: 2

Good pastoral care and support contribute well to pupils' personal development. Procedures to ensure pupils' protection and safety are effective so pupils are safe and secure at school. Staff know the pupils well and have established good relationships with them and their parents. One parent commented, 'The entire staff are committed, professional and create a wonderful environment for all the children'. Systems for assessing and tracking pupils' attainment and progress are good. Assessment information is used well to set suitably challenging individual learning targets in English and mathematics. As a result, pupils know what they are working towards in order to improve their performance in these subjects. Target setting is less consistent in science and ICT.

Leadership and management

Grade: 2

Leadership and management are now more settled and the headteacher and senior leaders are securely focused on the key areas of raising achievement and improving provision. Members of the senior leadership team possess a good balance of expertise which is used effectively. Improvements to assessment, teaching and learning and the Foundation Stage curriculum mean that most pupils are now achieving well. Good care, support and guidance and the positive school climate contribute significantly to pupils' good personal development.

Senior leaders have a clear understanding of the school's strengths and take effective action to bring about improvements. The school is developing monitoring and review skills for all staff so that all are involved in the process of evaluation. Good use has been made of local authority advisers and support to bringing about improvements. Recent improvements demonstrate a good capacity to improve and the school is well placed for further development. Governors are supportive and have a good overview of the school's performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

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

Text from letter to pupils explaining the findings of the inspection

22 May 2007

Dear Pupils

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

Thank you so much for welcoming me into your school and showing me your work. I enjoyed my visit and would like to tell you what I found out. Trent is a good school which has made some good improvements recently.

These things are strengths of the school:

- You clearly enjoy school and your attendance is very good.
- Children in Reception get off to a good start.
- Teaching is good which is why you learn so much and make good progress.
- You are considerate, friendly and get on well with other pupils and adults.
- The school provides a good range of learning activities including additional clubs and visits.
- Your behaviour is good in and around the school.
- Staff know you well; they take good care of you and give you good support.
- Your headteacher and other senior staff lead the school well.
- Your parents are pleased with the care and education provided.

These are the things the school has been asked to improve:

- In a few lessons, your teachers could challenge you more and make sure that learning maintains a good pace. This would help you to make even more progress.

Finally, thank you once again for all your help. I wish you all the best for the future.

With kind regards

Derek Watts

Lead inspector