

# Trinity Christian School

11 Glebe Road, Reading RG2 7AG

## Inspection dates

9–11 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The school's calm and reflective atmosphere is highly conducive to pupils' learning and social development.
- The headteacher, in close collaboration with the chair of the governing body and leaders from other schools, has successfully improved many aspects of teaching, assessment and the curriculum.
- Teaching is generally effective and some practice is highly effective. Pupils are supported well by the individual assistance teachers give them when they are completing tasks.
- Pupils generally make good progress from their starting points and some make very strong progress. They apply their phonics knowledge confidently when reading and writing.
- Teaching and outcomes are not yet outstanding because, in some subjects, new approaches are not fully embedded. They do not always enable the most able, and those with potential to do well, to make the rapid progress of which they are capable.
- Reception-age children make a good start and effectively acquire key numeracy and literacy skills, as well as a broader understanding of the way the world works.
- Pupils' behaviour in all classes is excellent. Pupils consciously apply the school's values to the way that they conduct themselves and treat each other.
- Leaders ensure that pupils know how to stay safe. Staff are highly attuned to pupils' individual needs.
- The school has successfully developed pupils' spiritual, moral, social, and cultural education and their understanding of fundamental British values.
- Governors know the school well, regularly visiting to see the school at work. They question leaders closely about pupils' progress.
- Leaders and governors have ensured that the school fully complies with the independent school standards. However, leaders' and governors' checks don't always focus closely enough on the impact that new approaches have on pupils' progress.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent Schools Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Full report

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

- Leaders and governors should further strengthen their checks on teaching so that:
  - they are more sharply focused on the impact that new approaches have on pupils' learning, especially those with the potential to do well and most-able pupils
  - most-able pupils, and pupils with the potential to achieve highly, make the rapid progress of which they are capable.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has expertly improved the school. She has made many changes that have enhanced teaching, developed pupils' learning and broadened the curriculum. Her reflective, determined, and collaborative approach has enabled the school to meet all the independent school requirements, while maintaining its strongly Christian ethos. As a consequence, she enjoys high approval ratings from the supportive staff body.
- Dedicated staff care for all the pupils very well. They likewise ensure that pupils meet the school's high standards of hard work and behaviour. Parents are overwhelmingly positive about the care and day-to-day learning experiences that the school provides. They particularly appreciate the way the school has a 'family feel' and how well staff know each pupil. One parent commented, 'What we and others recognise about Trinity is not only how well the children are learning and thriving, but how the children love and respect each other.' These sentiments were echoed by others.
- Leaders ensure that extra support for pupils with additional needs, including those who have special educational needs and/or disabilities, is bespoke and effective. Leaders closely monitor the impact of additional help and pupils benefit both academically and socially from it.
- Through effective collaboration with other similar schools nationally, and with local schools, the headteacher has successfully developed a new approach to assessment. This new approach helpfully enables leaders to establish whether pupils are on track to meet the national expectations for achievement for the end of key stages 1 and 2. Leaders and governors carefully scrutinise tracking information, and ensure that support is provided for those who are falling behind.
- Teachers are served well by the combination of formal training and on-the-job coaching they receive from the headteacher. This has enabled many teachers to strengthen their existing practice and also to introduce a number of new approaches. Some new approaches are working better than others.
- The headteacher has successfully developed the curriculum so that it has both breadth, and depth. Pupils experience deep learning in a wide range of subjects, such as Spanish, science and religious education (RE), in addition to mathematics and English. The curriculum for all pupils is enhanced by well-planned trips that enable them to gain technological knowledge, develop their creativity, and make connections between different topics.
- Provision for all pupils' spiritual, moral, social and cultural development has been effectively developed and is now very skilfully woven through the curriculum. The pupil body is diverse and much attention is rightly paid to ensuring that all pupils learn about a variety of cultures and traditions. Through the school's well-considered community links, including trips to a 'community café' for older people, pupils develop a deep awareness of the needs of different groups. RE is planned carefully so that pupils gain a thorough grounding in religious beliefs from across the world, along with Christianity. Leaders sensibly organise visits from people of different faiths, such as a practising Jew, which enables pupils to gain a more personalised view of religious practices and beliefs.

- Leaders manage pupils' behaviour very impressively. They are successfully training pupils to regulate their own behaviour and emotions, including how to be resilient and have a positive outlook. All pupils behave tremendously well in class and at play times.
- During this inspection, at the request of the Department for Education (DfE), consideration was also given to leaders' application to extend the registered number of pupils to 19. In order to accommodate the increase, leaders have made changes to the facilities, including purchasing size-appropriate furniture, which means that the school could accommodate 19 pupils. Leaders agree that this is the maximum number and are planning to move to new premises so that they can continue to expand beyond 19.
- Leaders' and governors' regular checks on teaching and pupils' work successfully enable them to gain an accurate view as to whether the school's priorities for improvement are being met. However, leaders' and governors' checks are not always focused on whether new approaches enable the most able pupils, and those with potential to do well, to make the rapid progress of which they are capable.

## **Governance**

- Governors know the school well through their well-planned visits to see the school at work. They make thorough checks to verify whether the independent school standards are being met.
- Governors bring their experience and expertise to bear to support different aspects of safeguarding. In particular, governors share any relevant information they have about effective practice in other schools. They have successfully overseen the school's expansion and the broadening of the curriculum. For example, greater focus is placed now on fundamental British values within the provision for spiritual, moral social and cultural development.
- Governors have wisely started to use information about pupils' progress to ensure that pupils who require additional support have their needs fully met. The chair of the governing body has an insightful understanding of how to strengthen the impact that governors make through enhancing their checks on pupils' progress.

## **Safeguarding**

- The arrangements for safeguarding are effective. The school has a detailed and clear safeguarding policy on its website. The safeguarding policy fully meets the current government requirements. In particular, it provides useful guidance about different kinds of abuse and the roles and responsibilities of all staff in keeping pupils safe.
- Staff have been suitably trained in all aspects of safeguarding, including how to ensure that children in the early years stay safe. The headteacher briefs staff well about current and local issues, through linking effectively with the nearby headteachers' group. Staff are attuned sharply to the risks entailed in the dual usage of the site and the easy access from the road. They, consequently, very diligently carry out agreed entry and exit procedures for pupils and visitors. In addition, staff are very vigilant regarding the risks entailed when they take pupils on trips. Leaders effectively check that guidance to minimise risk is carefully followed.

- Pupils are well cared for, and effectively taught how to develop a sense of well-being. They are well versed in how to protect themselves from the risks most appropriate to their age, including the risks posed by the internet and nearby roads. Guidance on keeping children safe when online is wisely also provided for parents.

## Quality of teaching, learning and assessment

**Good**

- Teaching is generally strong, and in some subjects, practice is very effective. Pupils are stimulated by the imaginative manner in which tasks are presented and are keen to succeed. Parents are pleased with the way that their youngsters learn. Comments such as, 'We have been impressed with the varied education she is receiving and the quality of the teaching,' were not uncommon on Parent View.
- Effective support from the headteacher has enabled teachers to improve their practice and develop their skills, for example in the way that phonics is taught. Teachers have also successfully improved the way that they support individuals, who ask for help when completing tasks.
- Pupils make good progress in reading, writing and mathematics. Teaching in mathematics is effective because pupils are taught how to apply their mathematical knowledge in real-life situations. For example, pupils applied their skills effectively to work out journey times using a real bus timetable. Teaching also enables pupils to gain confidence in solving problems. Pupils confidently use mathematical equipment to figure out the best solutions.
- Effective teaching means most pupils are developing their writing skills well. Pupils write neatly and most exhibit high levels of accuracy in spelling, punctuation and grammar. Good use is made of trips to provide a stimulus for writing. However, on occasion, the tasks that teachers set are not challenging enough for pupils with the potential to achieve highly in their writing.
- In some subjects, teaching is very effective because teachers employ their deep subject knowledge to good effect. For example, in science, pupils are effectively taught how to carry out investigations and their books indicate they have a firm grasp of some key scientific principles.
- Teaching in Spanish is strong because it enables pupils to develop confidence in responding to questions in the target language. Pupils' pronunciation is enhanced through the teacher's consistent use of Spanish during the lesson.
- Younger Reception-age children are provided with well-thought-out opportunities to learn through play, including using play equipment to develop their counting, mark-making and communication skills. They are supported well in their play activities by teachers and assistants, who accurately assess and carefully record children's learning and development.
- Teaching is not yet outstanding because some new approaches are not yet fully developed. For example, in some classes, teachers have developed how they question pupils but they do not always pose questions that require pupils, especially those with ability, to think deeply.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. All pupils thrive in this very nurturing environment. They show a thirst for knowledge and use their keen minds to question teachers and each other. For example, when the teacher was reading aloud from a book about jungle animals, a pupil questioned whether lions were as strong as the book claimed they were.
- All pupils are dedicated to their studies and their work is neat and well presented. They work industriously on the tasks they are set and are keen to try out new ways of learning.
- Of note is how confidently pupils communicate with adults and each other, including Reception-age children. The whole school plays harmoniously together so that pupils have well-honed social skills. They are adept at cooperating and negotiating.
- Pupils are given a wide variety of opportunities to learn about keeping safe, happy and well. Pupils are taught effectively how to maintain a positive outlook in the face of adversity through the school's Christian values and the carefully chosen stories teachers read to them. All pupils are successfully encouraged to find their own solutions when they ask for help.

### Behaviour

- The behaviour of pupils is outstanding. They conduct themselves sensibly, acting promptly and willingly when staff give them instructions. They show high levels of respect towards the staff, the school's property and each other.
- Younger pupils, including Reception-age children, move seamlessly from play-based activities to formal learning because teachers are clear about their expectations. All pupils are able to concentrate well and are not easily distracted. Pupils' exceptional behaviour very successfully supports their learning.
- Attendance is typically average and the school works closely with parents to ensure good attendance, including by discouraging holidays during term time.

## Outcomes for pupils

**Good**

- In a wide range of subjects, pupils achieve well and make strong progress. In some subjects, such as science, Spanish and RE, a number of pupils make very strong progress because of the teachers' expertise.
- The vast majority of Reception-age children reach at least a good level of development by the end of their first year in school. Of note are the effective links that the school has made with pre-school providers, enabling teachers to plan activities that properly build on each child's starting point. As a result, Reception-age children make good progress from their different starting points.

- Pupils in the younger class, including Reception-age children, reach good standards in phonics and early reading. The headteacher assiduously checks to see if pupils have any gaps in their phonic knowledge, making good use of government materials from the national phonics check.
- Due to the small numbers, leaders closely monitor each pupil's progress on an individual basis. The headteacher has introduced regular, more formal tests in mathematics and reading for older pupils. Pupils' test results indicate that their scores are improving over time, due to effective teaching.
- Pupils who are at risk of not meeting their challenging end-of-year targets, including those with special educational needs and/or disabilities, benefit from support, which is closely tailored to their needs. As a result, targeted pupils make strides in their learning and are catching up with their peers.
- Work in pupils' books is generally of a good standard, with some pupils showing high levels of competence in applying their knowledge of mathematics, science and grammar. Pupils' handwriting shows that they make good progress in learning how to join letters neatly.
- Outcomes are not outstanding because some pupils who show academic potential, including the most able pupils, do not always make the rapid progress of which they are capable. For example, some pupils are not challenged enough by the writing tasks they are set.

## School details

Unique reference number	138968
DfE registration number	870/6013
Inspection number	10033681

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	11
Number of part-time pupils	5
Proprietor	Trinity
Chair	John Charles
Headteacher	Naomi Moorcroft
Annual fees (day pupils)	£4,620 per annum for first child in a family, £3,740 per annum for second child in same family, £3,080 per annum for third and subsequent children in same family
Telephone number	07583 883 417
Website	<a href="http://www.trinitychristianschool.org.uk">www.trinitychristianschool.org.uk</a>
Email address	<a href="mailto:info.trinitychristianschool@gmail.com">info.trinitychristianschool@gmail.com</a>
Date of previous inspection	13–14 November 2013

## Information about this school

- Trinity Christian School is a co-educational day school located in the centre of Reading. It is based in a large Victorian house which it shares with a Christian organisation known as Arcade, a body that provides drugs and alcohol education for local schools.
- The school's last standard inspection was in November 2013.
- The proprietor of the school is a limited company, known as Trinity School Limited. The



school is a registered charity and the school's governors are directors of the company as well as trustees of the charity.

- The school is registered to provide education for up to 17 children aged from four to 11 years of age. Currently, there are 11 full-time pupils on roll, six in the older class and five in the younger class. There are five part-time pupils on roll, whose main education provision is through home schooling.
- There are two pupils with special educational needs and/or disabilities. No pupils have education, health and care plans or a statement of special educational needs.
- The school opened in September 2013 and has a headteacher, deputy headteacher who is also the teacher for the younger class, and two other part-time teachers who teach the older class. Part-time volunteers teach specific subjects, such as physical education (PE), and provide additional help to pupils who are struggling.
- The school is a member of the Christian Schools' Trust. The pupil body has become increasingly diverse since the school opened, and not all pupils are practising Christians.
- The school uses alternative provision for some PE activities.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector made short visits on six different occasions to observe teaching, learning and assessment and observed two assemblies. On most visits, she was accompanied by the headteacher and chair of the governing body.
- Samples of pupils' work were scrutinised.
- The inspector met twice with pupils. On the second occasion, she listened to pupils read.
- The inspector spoke to a group of teachers and assistants, and held meetings with senior leaders. The inspector met separately with the governors, who are also directors of the limited company that owns the school. She met parents informally after school.
- Six questionnaires submitted by members of staff were scrutinised.
- Documentation and policies, which included the school's own evaluation and development plans, and safeguarding policies were checked for compliance with the independent school standards. Records of the checks that the school carries out when it appoints staff were also scrutinised.
- The Inspector took account of eight responses to the Parent View questionnaire, all of which were accompanied by written comments.
- During this inspection, at the request of the DfE, consideration was also given to leaders' application to extend the registered number of pupils to 19.

## Inspection team

Sarah Hubbard, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017