

# INSPECTION REPORT

## **HOLY TRINITY C OF E PRIMARY SCHOOL**

Seaton Carew

LEA area: Hartlepool

Unique reference number: 111699

Headteacher: Mr I Hawksby

Reporting inspector: Mr L Garner  
25507

Dates of inspection: 30<sup>th</sup> April – 2<sup>nd</sup> May 2001

Inspection number: 190350

Short inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior  
School category: Voluntary Aided  
Age range of pupils: 5 – 11 years  
Gender of pupils: Mixed

School address: Crawford Street  
Seaton Carew  
Hartlepool  
County Durham

Postcode: TS25 1BZ

Telephone number: 01429 266214

Fax number: 01429 280066

Appropriate authority: The governing body

Name of chair of governors: Reverend W Worley

Date of previous inspection: 11<sup>th</sup> November 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25507	Mr L Garner	Registered inspector
9970	Mr J Acaster	Lay inspector
21858	Mr J Pryor	Team inspector

The inspection contractor was:

Bench Marque Limited  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity Church of England Primary School is an average sized primary school serving a mixed community in the seaside town of Seaton Carew. There are 223 pupils on roll, 115 boys and 108 girls. Pupils' attainment when they start school covers a wide range but is generally above what is typical for their age. About four per cent of pupils are entitled to free school meals. This is below the national average. The percentage of pupils identified as having special educational needs, at 18 per cent, is in line with the national average but no children have statements of special needs. The school cannot take in all children whose parents wish them to attend, and pupils come from a wide area because of the admission policy emphasising links with the church. This is a popular school with a good reputation in the area.

### **HOW GOOD THE SCHOOL IS**

This is an outstanding school. The excellent leadership of the headteacher with the very good support of staff and governors has resulted in standards in most subjects being higher than those seen in most schools. The aim, 'To provide excellent education in a Christian environment', is followed in all aspects of the school's life. This is largely responsible for the excellent relationships in the school and the very good attitudes and behaviour of pupils. The school gives very good value for money.

#### **What the school does well**

- Standards in English, mathematics and science are well above the national average.
- The leadership of the headteacher is excellent and he is given very good support by key staff and governors.
- Children are taught very well and benefit from a very well planned curriculum.
- Pupils' spiritual, moral, social and personal development are promoted successfully. Relationships within the school are excellent.
- Pupils' attitudes towards their work and their behaviour in school are very good.
- Parents are very pleased with the quality of the education their children receive.

#### **What could be improved**

- Provision for children in the reception class to develop their physical skills by using large apparatus and wheeled vehicles.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good progress since it was last inspected in November 1996. All the key issues for action identified in the last report have been addressed successfully. Standards at the end of both key stages are now well above average and the improvement has been better than the national improvement. The quality of the teaching is better and is now very good overall. The provision for the spiritual, moral, social and cultural development of the pupils has improved from good to very good. Policies are now in place for all subjects and curricular planning is very effective. There is effective monitoring by senior staff of planning and teaching. The school now provides very good value for money compared with the satisfactory judgement made in 1996.

## STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	B	C
Mathematics	A	A	A	A
Science	A	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school is performing very well. Results in the Year 6 National Curriculum tests and assessments (SATs) in English, mathematics and science, have been above the national average for the last four years. More significantly, the improvement in the results has been above the national trend. Standards are high and pupils are achieving levels that are well above those seen in most schools. The results for the Year 6 pupils who took the national tests in 2000 show that in mathematics and science results were well above the national average, and also well above the average for similar schools. Results in English were above the national average and in line with those seen in similar schools and this indicates very good achievement. Although the present Year 6 pupils are unlikely to achieve similar levels, they are working above the national average and should get close to the ambitious targets set for them in the 2001 tests.

Pupils' results in the 2000 tests for seven-year-olds at the end of Key Stage 1 were well above the national average in reading, writing and mathematics. The present Year 2 pupils are working at a similar level.

Children under five gain ground rapidly and in most areas of learning are above the standards expected.

Standards of attainment in information and communication technology meet, and sometimes exceed, national expectations and the plans to provide enough portable computers to teach skills to a whole class are expected by the school to further improve pupils' skills.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to do well and they work very hard in lessons. They enjoy school and as they become older take increasing responsibility for their own learning.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved and the school is an orderly community.
Personal development and relationships	Very good. Relationships between staff and pupils are excellent. Pupils respect others and know that their own views are valued. The caring ethos means that staff know pupils well and encourage them to develop to their full potential.
Attendance	Very good, it is well above the national average.

Pupils' attitudes and relationships are a clear strength of the school. They are keen to learn and this supports the good progress they make and the high standards they achieve.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching was very good in half of the 28 lessons seen during the inspection. It was good or better in 82 per cent of lessons and no unsatisfactory teaching was observed. The teaching of literacy and numeracy skills is very good. The literacy and numeracy strategies have been implemented well and this makes a good contribution to pupils' learning.

The major strength of teaching throughout the school is the positive way teachers relate to pupils. Pupils' views are respected so they confidently answer questions or put forward opinions. Work is well planned to meet individual needs of pupils so that all groups of pupils make very good progress in their learning. Teachers generally have high expectations of what pupils can achieve and lessons are usually presented with good pace so that pupils cover an appropriate amount of work in the session.

In the less satisfactory parts of a small number of lessons seen, planning was less focused and the pace of the lessons, and therefore pupils' learning, was slower than that usually seen.

However, pupils throughout the school are learning very well. The very good attitudes pupils have to their work mean they try hard, concentrate well and take full advantage of the good teaching they receive. The outstanding ethos that is evident in school means that everyone is dedicated to achieving high standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has worked hard to maintain the broad and balanced curriculum by including subjects such as art and design, history and geography in the literacy and numeracy lessons. A very good range of extra-curricular activities adds to the provision.
Provision for pupils with special educational needs	The needs of pupils with individual education plans are appropriately met. The quality of support for these children from experienced and well-qualified teaching assistants in lessons is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all aspects. This helps pupils to develop the very good attitudes and behaviour and sense of responsibility that underpins their good learning. Close links with the church enrich this provision.
How well the school cares for its pupils	Teachers know their pupils very well and are committed to their well being. The school's ethos and excellent relationships ensure effective personal and academic support. Pupils' progress is tracked very effectively.

The school has established a very good partnership with parents. The information provided for parents enables them to make a good contribution to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The excellent leadership of the headteacher is typified by the clear vision he has for the future of the school. He is well supported by his deputy who complements his skills effectively. The senior management team plays a major part in setting and pursuing areas for improvement. A particular strength is the way important subjects, such as English, mathematics and information and communication technology, are led by teams of teachers.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are well organised, take their responsibilities seriously and maintain a good oversight of the work of the school. The experienced chair of governors is particularly effective in supporting the school through regular contact and links with the local church.
The school's evaluation of its performance	Very good. There are effective systems in place to monitor and further improve the quality of teaching. Test results are carefully analysed and used to adapt planning and set targets for future attainment.
The strategic use of resources	Good. Funds are directed to appropriate priorities. Resources for learning are used effectively in lessons and support staff and parent helpers are well briefed on what they are to do.

The visionary leadership has ensured that the staff of the school operate very much as a team, and this is a major strength of the school. Money is well spent to gain the best value from the school budget.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are expected to work hard and are making good progress.</li> <li>• They find the school approachable and consider the information they receive is useful.</li> <li>• They consider the teaching to be good.</li> <li>• They think the school is well led.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The amount of homework some pupils receive.</li> </ul>

The vast majority of the parents who returned the questionnaire and attended the meeting with the registered inspector have a very positive view of the school. Inspection judgements agree with all the positive views of parents. We consider that there is a very good range of activities provided after school, and that generally the amount of homework given is appropriate for the age of the child.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards in English, mathematics and science are well above the national average.**

1. There is an impressive range and quality about pupils' English work. Year 6 pupils are very knowledgeable about different types of poetry. They describe the 'Pied Piper of Hamelin' as a narrative poem because it tells a story. They know, for example, that a Japanese Haiku poem has three lines with a total of 17 syllables. They use their writing skills well when describing a 'mock' interview with Jesus. 'You seem very calm considering you are to be crucified tomorrow ...', 'It is what I have been put on earth for!' Year 5 pupils recognise that the story they are reading comes from a different culture to their own. They work accurately with colons and semi-colons in their punctuation of passages and recognise the difference between a clause and a phrase. Year 2 pupils clearly explain the difference between fiction and non-fiction books. They show good speaking skills as they describe where they do their writing at home. The youngest pupils in the reception class are already recognising their words for this week such as; 'can', 'day' and 'look'. Most of them know their own address and many identify the sound of the first letter of words such as doctor, fireman and policeman.
2. Teachers have used the National Numeracy Strategy well to develop pupils' skills in areas of mathematics such as mental arithmetic. Most of the pupils in the Year 6 class take only 15 seconds to correctly answer a series of four questions such as, 'What is the remainder when 97 is divided by five', and 'Ring the factors of 30'. Year 3 pupils make good use of rounding numbers to the nearest ten or 100 when they are adding or subtracting. Year 2 pupils accurately count on in tens from numbers such as 0, six or four. They know that three tens on from 82 will be 112. They are also starting to recognise that a number sentence can be made into a sum. 'Twenty-four pupils are in our class and six went to work outside, how many are left?', becomes,  $24-6=18$ .
3. When revising the science work they have done this year pupils in Year 6 accurately describe how an electric circuit works. They describe the conducting and insulating properties of various materials. They identify that the two most important functions of the human skeleton are to enable a person to stand upright and to protect important internal organs such as the lungs and the heart. Year 5 pupils are beginning to get a good grasp of how the solar system works: 'The force of gravity attracts the sun's planets'. Year 2 pupils dismantle hand torches! Then they put the batteries back knowing that positive ends should be next to negative. They record their experiments clearly identifying the + and - poles.

**The leadership of the headteacher is excellent and he is given very good support by key staff and governors.**

4. The headteacher has a very clear vision of the way he wishes the school to move forward. He has been very successful in sharing this vision with all other members of the school community. 'Teamwork' is an over-used term, but this the only description of the way this school operates, thanks to the excellent lead given by the headteacher. All members of the school community - teachers, support staff and pupils - are involved. This is typified by the diagram of the management structure of the school that the headteacher has produced. It shows a series of cogs interweaving. The headteacher and senior staff are represented by the middle cog, teachers, support staff, caretaking staff and lunch-time supervisors link into the centre from other cogs.

The 'cogs' in this school certainly mesh well together! The headteacher is well supported by his deputy who works well on the details of development plans.

5. The headteacher and deputy are joined by the co-ordinators from Key Stage 1 and the Foundation Stage to form the senior management team of the school. This group has been effective in identifying and implementing areas for development. Subject co-ordination is strengthened because, for key subjects, teams of three staff take responsibility for development. The teams for English, mathematics and information and communication technology share the workload, bring experience from all the key stages and are able to monitor the planning and quality of teaching in these areas. This has had a positive impact on the standards achieved. A team to cover the 'humanities' of geography, history and religious education is planned. This wide spread of responsibilities means that all staff are given an opportunity to take on a management role and encourages the sense of teamwork.
6. The governing body is a positive force for the development of the school. They have provided very good support, are proud of the school's ethos and the standards achieved, but still discuss all issues thoroughly. They bring a wide range of expertise to the school and many are, or have been, parents of children attending the school. The long-serving chair of governors is closely involved in school life and gives very good support to school staff. His role as vicar of the school church also means that by school visits and taking the church assembly he makes an important contribution to the spiritual and social development of pupils.

#### **Children are taught very well and benefit from a very well planned curriculum.**

7. The quality of teaching seen during the inspection was very good overall. No unsatisfactory teaching was seen. Particular strengths were observed in teaching for the children in the youngest and oldest classes in the school.
8. There were a number of significant strengths in the teaching seen. The overall ethos created in the school means that teachers and pupils are committed to high attainment. The excellent relationships established between teachers and pupils mean that pupils are confident that their contributions in lessons will be valued. They willingly offer answers to questions and join in discussions. Teachers have worked hard to acquire good subject knowledge, in particular in the core subjects of English, mathematics and science in the National Curriculum.
9. Teachers have high expectations of what pupils should achieve and use questions effectively to refine and expand pupils' answers and knowledge. Teachers identify clearly what they expect pupils to learn in lessons. This means that pupils understand the purpose of the activities and concentrate well on their work. The very good working atmosphere in most lessons was generated largely by the teacher's enthusiasm that was picked up by the pupils. This meant that pupils made good gains in their learning.
10. Teachers are confident in the way they present lessons for the literacy and numeracy strategies. Sessions are well planned, interesting and well presented. A good range of resources is available for these subjects. This means that children are often using new, attractive books and other materials that interest them and encourages their effective learning.
11. The teaching assistants working with groups of pupils make a particularly important contribution to pupils' learning. They are well qualified, dedicated to improving pupils' achievement and plan work alongside class teachers.

12. Less effective aspects in a small number of lessons seen usually were the result of less focused planning and relatively slow pace.
13. Curricular planning gives a good coverage of all the National Curriculum requirements and also ensures that subjects such as history and geography are given the attention they need, often by being used in the daily literacy and numeracy lessons.

**Pupils' spiritual, moral, social and personal development are promoted successfully. Relationships within the school are excellent.**

14. The school's excellent ethos linked firmly to a caring Christian community means that pupils' personal development is central to its work. The excellent relationships apparent in school between adults and children, and between children of all ages, means that all pupils confidently answer questions and join in discussion. They know that their views will be valued and that, even if their answers are wrong, they will be given credit for trying.
15. Pupils' spiritual development is encouraged in many aspects of school life. They are encouraged to look at the wonders of the natural world and works of art. The weekly assembly in church taken by the vicar, who is also the chair of governors, makes a particularly good contribution to this area. It is clearly important in building up the community feeling of the school and maintaining the excellent ethos.
16. The social and moral development of pupils is well promoted in virtually all aspects of school life. There are clear rules that are understood and agreed by all. The circle time sessions, which are a feature of all classes, give pupils opportunities to relate to others in class and articulate moral judgements on a range of issues.
17. The school council is elected by all pupils and this increases their social awareness in making choices. The council make a good contribution to the life of the school by, for example, using their own budget to choose and order toys and games for playtime use.

**Pupils' attitudes towards their work and their behaviour in school are very good.**

18. From the time pupils enter school in reception to the time they leave at the end of Year 6, pupils are encouraged to work hard and concentrate well. Because of the interesting and well planned lessons they almost always try their best, and this has a positive impact on their learning.
19. Very good behaviour in classrooms and around school is regarded as the norm. Teachers' pupil management skills are good, but unobtrusive. Pupils listen carefully during class discussions and value the opinions of others.

**Parents are very pleased with the quality of the education their children receive.**

20. From the very positive response seen in the parents' questionnaire and the parents' meeting with the registered inspector it is clear that the school is held in high regard. Parents particularly appreciate the open nature of the school. All staff are regarded as being approachable and willing to listen. The information provided for parents is of a high quality, and because of a request from parents, a weekly letter home keeps all up-to-date.

21. Perhaps the most telling point is that the school is heavily over-subscribed and always takes in its full admission capacity.

### **WHAT COULD BE IMPROVED**

#### **Provision for children in the reception class to develop their physical skills by using large apparatus and wheeled vehicles.**

- The children entering school in the reception class do not have easy access to a playing area where they can develop their physical skills by using large apparatus for climbing or wheeled vehicles such as bicycles. They can use this type of apparatus during physical education lessons but these are obviously timetabled. The school has recognised this shortcoming and has already included this area for development in their school plans.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The governors, headteacher and staff should further improve the quality of education provided by:

- providing opportunities for pupils in the Foundation Stage of education to have access to an area where they can develop their physical and social skills by using interesting climbing apparatus and wheeled vehicles.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	32	18	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	223
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	46

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	17	17	17
	Total	30	31	30
Percentage of pupils at NC level 2 or above	School	94 (97)	97 (97)	94 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	17	17	17
	Total	30	30	32
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (94)	100 (94)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	16	16	17
	Total	29	31	32
Percentage of pupils at NC level 4 or above	School	91 (74)	97 (100)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	15
	Girls	16	16	17
	Total	28	30	32
Percentage of pupils at NC level 4 or above	School	88 (84)	94 (100)	100 (94)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	219
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	108

### ***Financial information***

Financial year	1999-2000
	£
Total income	374179
Total expenditure	361183
Expenditure per pupil	1627
Balance brought forward from previous year	29755
Balance carried forward to next year	42752

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	82

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	0	0
My child is making good progress in school.	61	35	2	1	0
Behaviour in the school is good.	41	54	4	0	1
My child gets the right amount of work to do at home.	35	55	10	0	0
The teaching is good.	63	35	1	0	0
I am kept well informed about how my child is getting on.	48	45	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	34	6	0	0
The school expects my child to work hard and achieve his or her best.	66	33	1	0	0
The school works closely with parents.	45	49	6	0	0
The school is well led and managed.	51	43	4	1	1
The school is helping my child become mature and responsible.	50	44	2	0	4
The school provides an interesting range of activities outside lessons.	40	38	11	1	10