



# Holy Trinity Church of England (Aided) Primary School

Inspection Report

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**Unique Reference Number** 111699  
**Local Authority** Hartlepool  
**Inspection number** 289031  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** Mary Sewell

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 address</b>	Crawford Street
<b>School category</b>	Voluntary aided		Seaton Carew, Hartlepool
<b>Age range of pupils</b>	4–11		TS25 1BZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01429 266214
<b>Number on roll (school)</b>	220	<b>Fax number</b>	01429 280066
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr John Cole
		<b>Headteacher</b>	Mrs Alison Darby (Acting Head)
<b>Date of previous school inspection</b>	1 April 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Holy Trinity is an average sized primary school serving the seaside town of Seaton Carew. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with learning difficulties and disabilities. Almost all pupils are of White British heritage. The school is popular and oversubscribed. About one third of the pupils are cared for beyond the school day. Skills on entry to the Reception class are below those normally found in children of a similar age. At the time of the inspection, the school was managed by an acting headteacher

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Holy Trinity is an outstanding school. Parents are justified in the confidence they have in the school and hold it in very high esteem. The care the school provides is excellent. Parents and pupils agree that this is a school where everyone values and cares for each other and every child really matters. All benefit from its exceptional Christian ethos.

Pupils thoroughly enjoy school. The many awards they win give them a sense of pride and accomplishment. Behaviour, relationships and attitudes to work throughout the school are all excellent. Pupils say they feel safe, are aware how to stay healthy and are keen to take up responsibility. Members of the school council spoke confidently about how they are listened to and have an influence on decisions that have a bearing on their life and work in school.

Children settle quickly in the Reception class and make excellent progress in the development of skills leading to the nationally recognised early learning goals. Provision in the Foundation Stage is very good. Pupils continue to achieve exceptionally well throughout the school due to the outstanding teaching, secure relationships and positive attitudes to learning. Consequently, standards are high when pupils leave the school in Year 6.

Leadership and management are outstanding. This is a school that continually strives for excellence. The school has a rigorous system of checking on its own work, which ensures that the needs of all pupils are met. The school provides very good value for money. Governors are enthusiastic advocates of the school. They are very supportive and knowledgeable, especially with regard to links between the school curriculum and the church. Staff and governors work effectively together and this places the school in a strong position to excel even further.

### What the school should do to improve further

- There are no significant areas for improvement.

## Achievement and standards

### Grade: 1

Achievement is outstanding and standards are well above average. Children start in the Reception class with shortcomings in speech, communication, mathematical development and social skills. By the end of the Foundation Stage, the majority reach, and often exceed, the early learning goals for their age.

By the end of Year 2, standards are above average. Pupils make excellent progress, particularly in reading. The quality of pupils' work is confirmed by the consistent results over time in the national end of key stage assessments. The work seen in the inspection indicates that standards are well above average in English, mathematics and science in Year 6. This is reflected in the consistently high standards attained in national tests. The school is building on the excellent progress in Key Stage 1 and standards are rising.

Pupils achieve the challenging targets set for them. Overall, pupils' progress is excellent in Years 1 to 6.

The rapid rate of progress is due to high quality teaching, the very effective tracking of pupils' progress and the way in which pupils are grouped according to their needs. Pupils with learning difficulties and disabilities benefit from the excellent support and make good progress. Although there is some variation in year groups, boys and girls achieve similarly overall.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. The strong links with the church have ensured a thorough understanding of life and religion in other cultures.

Pupils love coming to school. This is demonstrated by their high attendance and their very obvious enthusiasm and desire to succeed well in their work. Their behaviour is exemplary and excellent relationships pervade the school, reflecting its Christian ethos. Pupils have a very good understanding of how to stay safe and healthy and are keen to take part in community activities. They are eager to take responsibility for each other. If playground disagreements occur, 'buddies' are on hand to restore order.

Pupils are confident and articulate in making their ideas known through the school council. They were instrumental in getting a 'bike store' provided. Pupils are exceptionally well prepared for their future life because of the strong emphasis on the development of skills in literacy, numeracy and information and communication technology (ICT). Parents appreciate this approach. The pupils love the range of cross-curricular opportunities to practise these skills, as in their excellent work on the Egyptians. They successfully learn the financial implications of managing small businesses from their involvement in running mini-enterprises, for example, the school fete.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching is outstanding; as a result, pupils make rapid progress. Staff motivate pupils well, exhibit very good subject knowledge and have high expectations. In the Reception class, a good balance is struck between practical activities and the teaching of basic skills. Consequently, pupils are interested, involved and know what they must do to succeed.

Throughout the school, pupils find lessons stimulating, challenging and fun. Teaching is especially successful when time is used to good effect, tasks are demanding and learning is related to pupils' own experiences in life. For example, in a Year 6 science

lesson, very good teaching ensured that pupils were able to perform practical investigations with rigour and accuracy.

Teaching assistants are valuable assets. They plan very closely with teachers and contribute significantly to the quality of pupils' learning, especially that of pupils with learning difficulties and disabilities. Teachers are very skilled at telling pupils what they must do to succeed and in setting challenging targets for them. All adults give pupils much encouragement, oral feedback and praise where it is deserved. As a result, pupils are extremely well behaved and keen to do their best. Teachers' marking tells pupils what they are doing well and how they can improve their work. Through these practices, the school is successful in getting every pupil to strive to reach their full potential, be it in academic work or other activities.

## **Curriculum and other activities**

### **Grade: 1**

The school has an outstanding curriculum. Cross-curricular links between subjects are very effective. They enable pupils to develop and apply an array of skills; for example, in a mathematics lesson, pupils' artistic and science skills were used to develop their understanding of direction and rotation. Skills in ICT are used extensively to support learning in all subjects. Pupils with learning difficulties and disabilities have a very good curriculum, which is adapted well to meet their specific needs. Gifted and talented pupils are clearly identified; teachers ensure that additional activities are challenging so pupils reach very high standards. The Foundation Stage curriculum is very good. It provides a stimulating start to children's education.

An outstanding programme of enrichment is available to pupils of all ages. Educational trips, along with visitors to school, provide very good first-hand experiences and add interest to pupils' learning. In addition, there is a vast range of high quality sporting, artistic and musical activities.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Pastoral care is exceptional with many successful initiatives established to ensure that pupils are safe and happy. Care is embedded in the Christian ethos of the school. Procedures for safeguarding pupils underpin the school's work and meet government requirements.

Staff have a very good reputation amongst parents, who appreciate the excellent guidance that their children receive. They value the way that pupils' every talent or need is picked up and attended to. The school does all it can to ensure that pupils who join or leave the school at other than the usual time are well supported in the transition from one school to another.

Pupils have personalised targets, which they use well to assess their own progress, sometimes with the help of a friend. This is helping them to manage their own learning. Information from assessment and the analysis of data is used very well to inform pupils about their learning and to modify planning for lessons where necessary.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. At the time of the inspection, the school is being led extremely well by an effective and enthusiastic acting headteacher who is maintaining the smooth running of the school.

The school has a collegiate approach to management in which all teachers perform a rigorous monitoring role. This has led to very good evaluations of how well pupils are performing in different subjects. In spite of this, the school has slightly underestimated its own effectiveness. It is because the school has excellent knowledge of its own strengths and areas for improvement that it has made rapid progress and raised standards since the previous inspection. Leadership provides a clear vision and direction, which contribute to the school's overwhelming success. The acting headteacher fully understands the needs of pupils and staff and has high expectations of them. As a result, this is a vibrant and energetic school in which all know what part they have to play and are keen to do so.

Governance is excellent. Governors are fully involved in all aspects of school life and are particularly active in its work and direction. They are extremely well informed about school priorities. Through regular monitoring, they contribute significantly to the school's improvement plans, providing support and challenge to the school leadership.

There is an appropriate range of resources. Imaginative use is made of space; for example, the ICT 'mouse-hole'.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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	1
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**

Holy Trinity Church of England (Aided) Primary School

Crawford Street

Seaton Carew

Hartlepool

TS25 1BZ

15 February 2007

Dear Pupils,

Thank you all very much for the warm welcome you gave us when we visited your school. I would especially like to thank those of you who took the time to come to talk to us.

We found that your school is very good indeed. This is because it is very well run by a headteacher and governors who know exactly how well you are doing and what they need to do to help you learn even more. It is also because your teachers make sure you have lessons which interest and involve you. Your lessons are well planned to ensure that you all really have to think hard. This means that you make exceptional progress from starting in Reception to finishing in Year 6.

We were very impressed by your excellent behaviour and the way in which you all thoroughly enjoyed your lessons. You attend school regularly and are keen to do some jobs to help the teachers. You told us that you feel safe in school and that you understand why eating healthy food and taking regular exercise are good for you. We were especially impressed by the school council who told us how their views were listened to. They gave us the example of how they suggested a bicycle stand in the yard and it was granted.

We really enjoyed joining you for lessons and finding that although you were studying one topic you were able to do it through all your subjects; such as, dance, art and researching on the computers in the 'mouse-hole'. We know that your school will keep working hard to help you maintain your high standards.

We wish you all the very best for your future.

Yours sincerely,

Mary Sewell

Lead inspector