

Holy Trinity Church of England (Aided) Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 111699 |
| Local Authority | Hartlepool |
| Inspection number | 337725 |
| Inspection dates | 13–14 January 2010 |
| Reporting inspector | Margaret Shepherd |

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 | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 214 |
| Appropriate authority | The governing body |
| Chair | Mr John Cole |
| Headteacher | Mrs Amanda Baines |
| Date of previous school inspection | Not previously inspected |
| School address | Crawford Street Seaton Carew Hartlepool TS25 1BZ |
| Telephone number | 01429 266214 |
| Fax number | 01429 266214 |
| Email address | head.holytrinity@school.hartlepool.gov.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and groups of pupils; 61 per cent of time was spent looking at pupils' learning. Inspectors observed the school's work, and looked at tracking data, the school improvement plan, key policy and procedure documents, pupils' work, assessment books and 98 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the changes in the teaching and curriculum on mathematics' achievement
- the quality of the different aspects of pupils' personal development
- the effectiveness of the new senior leadership team
- the impact of the Early Years Foundation Stage provision on children's outcomes.

Information about the school

The school serves the seaside village of Seaton Carew, directly adjacent to the town of Hartlepool, and is oversubscribed. Fewer pupils are entitled to free school meals than average. Pupils are predominantly White British. The proportion of pupils with special educational needs and/or disabilities is lower than usual. There is one Reception class, with the great majority of children coming from a separate Nursery in the village. Classes are organised in single-age groups apart from one class with mixed Year 1 and 2 age groups. The school provides an after-school club for its pupils. At the time of the inspection one of the assistant headteachers had only been in post since the beginning of the school year and the Reception teacher was in her first year of teaching this age group.

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?

1

The school's capacity for sustained improvement

1

Main findings

Holy Trinity Church of England School is an outstanding school. This is a result of the commitment and vision of the headteacher, the high quality senior leadership team, their partnership with governors and the detailed and accurate self-evaluation procedures. All members of staff are proud to be part of the school team and work hard to ensure that their individual contribution is of high quality. The school approaches change with enthusiasm and is keen to adapt the most successful features of the innovations into regular routines. These features give the school an excellent capacity to succeed in the future and to continue to sustain the outstanding provision that was identified in the previous inspection.

Children enter Reception with skills at the expected level, with some weaknesses in literacy. They receive good quality provision in this class when they are working with adults and this promotes good learning, although the range and quality of the independent learning is not as effective as the group work. By the time pupils leave the school, standards are significantly higher than average, which represents outstanding achievement through the school. This is due to a lively, relevant and exciting curriculum combined with outstanding teaching. Every member of staff ensures that their pupils' learning builds on previous skills and understanding, which results in excellent progress. This excellent progress is also a result of the school's extremely thorough assessment and analysis of each pupil's particular needs. This results in a complex pattern of support and guidance for individuals. At any point in the day there is a network of support to extend pupils' learning in every nook and cranny of the school building, whether it is a short burst of additional help in a group or an hour of individual teaching. Teaching assistants play a valuable role in this work as well as in the classrooms. One of the results of their work is that pupils with special educational needs and/or disabilities making exceptional progress. Another outcome is the outstanding promotion of equal opportunities.

The school combines the development of personal and academic development extremely effectively. For example, each day begins well before the bell rings, with pupils coming into school early, settling immediately to individual mathematics work, while drinking milk and eating fruit. Pupils' behaviour is excellent, with older pupils showing great consideration for the younger ones. Right through the school they have an excellent understanding of keeping safe and healthy and their spiritual, moral, social and cultural development is outstanding. Pupils' contributions to the community are good, with excellent examples of their work within the school, such as the regular recycling carried out by the Eco club. These excellent contributions extend to the surrounding neighbourhood. The school has begun to extend community cohesion to national and

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global dimensions, but these are in their early stages. The school creates excellent partnerships with parents and with outside specialists to support individuals. The school provides outstanding care, support and guidance and excellent safeguarding procedures. These features are set firmly in a Christian context that is evident throughout the school and results in mature, considerate, confident pupils, working and playing together in harmony, which is an excellent start for their future lives. The outstanding academic achievement of pupils together with their excellent personal development through the school ensures that the school provides outstanding value for money.

What does the school need to do to improve further?

- Improve the quality and range of independent learning in Reception.
- Extend pupils' contributions to the national and global communities to match the high quality of their contributions within school and the locality.

Outcomes for individuals and groups of pupils**1**

Pupils thoroughly enjoy their learning because teachers ensure that the work closely matches their needs, which challenges the more able, while supporting the slower learners. They are confident to work independently and settle quickly to any tasks set, tackling the new learning with enthusiasm. Pupils are very keen to answer questions from adults, whether this is in whole-class, group or individual contexts and are delighted when adults choose them to respond. At the beginning of Year 1, pupils' standards are at the expected level, with the lower standards in literacy no longer a feature of pupils' attainment. Last year, there was a dip in the standards in mathematics, but due to the school's quick action, this is now resolved. Pupils are now making good progress in all subjects and by the end of Year 2, standards are above average. There is no stalling of progress as they move into the Key Stage 2 with pupils tackling the changes in the curriculum confidently. A high proportion of pupils reach the higher Level 5 in English, mathematics and science by the time they leave the school. Pupils have a very high level of understanding of the importance of keeping safe and are highly enthusiastic about the experiences they receive for developing these skills, particularly in safety for the sea, fire and road and in keeping safe on the computer. They keep extremely healthy, taking up the many opportunities in the school clubs. They are proud of the preparation they have for their future lives and have a much better understanding for their age of banking as a result of a school initiative, with many pupils saving regularly using real paying-in slips and cheques. Pupils play an important part in the local community and relish the many opportunities the school provides, like taking the lead each week in a community church service or making mosaics with ceramic tiles in the feeder Nursery. They do not have the same level of commitment wider afield or across the world. The school council meet very regularly, make decisions that affect the school and are proud of representing each class. Pupils' spiritual development is excellent. They pray reverently and respond extremely sensitively to experiences both in assemblies, church and classrooms.

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

These are the grades for pupils' outcomes

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

How effective is the provision?

One of the key strengths of the school is teachers' skilful and accurate use of assessment information. They use this to provide different activities in lessons that match groups' and individual's varying needs. In lessons teachers explain clearly to pupils what they need to do to succeed in their learning and this is supplemented by clear and useful marking of work, which pupils appreciate. The partnership between teachers and teaching assistants is of high quality, providing flexible support in different ways depending on the learning taking place. In the best lessons there is a brisk pace to the learning, with not a second wasted. Teachers provide very effective links across different subjects in lessons. This is evident in lessons where pupils use computerised spreadsheet techniques to reinforce the rounding of numbers in mathematics. It is also seen when pupils write about models that they have constructed in design technology. The curriculum provides pupils with memorable experiences, with an extremely wide range of additional activities outside of lessons. The school complements its deep understanding of pupils' personal and academic individual needs with its work with families and external specialists. It provides an environment where pupils feel safe and

¹ 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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protected.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 1 |
| Taking into account: The use of assessment to support learning | 1 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher is very ambitious for the school to provide top quality education for all its pupils. She is determined to provide equal opportunities for every pupil and to tackle discrimination. She transmits her vision very effectively throughout the school by 'leading from the front'. There is a strong emphasis on performance management. Teachers appreciate the regular opportunities for their teaching to be analysed and for the progress of individual pupils to be analysed. The senior leadership team have very clearly identified roles and carry them out assiduously. Despite the team being so new, it functions very efficiently. The governing body have enthusiastically taken up new roles and are very knowledgeable about the school's strengths and weaknesses. They play an important part in providing outstanding safeguarding procedures. Leaders greatly value the partnership with parents and work hard to keep them informed and respond to their needs. The after-school club works very well in this respect. The home–school communication books used by all teachers are an excellent feature of the communication between parents or carers and the school. Leaders have begun to extend the high quality community cohesion in the locality to the wider world. The school provides excellent value for money, particularly in providing an additional hour each week by offering pupils the opportunity to start their day early.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |

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

Early Years Foundation Stage

Children enter the school with skills that are broadly at the expected level with some weaknesses, particularly in literacy. There is a clear focus on supporting children in overcoming those deficiencies and by the end of Reception the great majority are working at the expected level for their age. A key strength of the provision is the care and welfare of children, which is extremely good. This results in them feeling safe, tackling their work confidently, behaving extremely well and developing extremely positive attitudes to their learning. The after-school club supports the Reception children very well, with older pupils thoroughly enjoying playing with them. When adults are working directly with children in lessons, whether this be as a whole class, in groups or individually, they use questioning well and follow through the learning from the children's responses. Opportunities are missed in organising consistently stimulating independent learning, which systematically covers the many different strands of the Reception curriculum. The enthusiasm for improving the provision is high and many initiatives are in place to carry this out. There are excellent links with the feeder Nursery to provide smooth transition between the two schools.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

Parents expressed some very positive comments about the school and its work. Several parents appreciated the way their children's particular needs were analysed and the additional support that they receive. There were no significant negative issues that emerged from the questionnaires. Some parents were concerned about all the Reception children going into school at the beginning of the school year. The inspection judges that these children have settled into their schooling very well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Church of England (Aided) 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 47 | 48 | 45 | 46 | 5 | 5 | 0 | 0 |
| The school keeps my child safe | 60 | 61 | 37 | 38 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 30 | 31 | 60 | 61 | 6 | 6 | 0 | 0 |
| My child is making enough progress at this school | 36 | 37 | 54 | 55 | 6 | 6 | 0 | 0 |
| The teaching is good at this school | 47 | 48 | 46 | 47 | 4 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 35 | 36 | 55 | 56 | 6 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 50 | 51 | 42 | 43 | 3 | 3 | 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) | 32 | 33 | 51 | 52 | 5 | 5 | 0 | 0 |
| The school meets my child's particular needs | 36 | 37 | 55 | 56 | 5 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 37 | 38 | 48 | 49 | 9 | 9 | 1 | 1 |
| The school takes account of my suggestions and concerns | 32 | 33 | 52 | 53 | 9 | 9 | 0 | 0 |
| The school is led and managed effectively | 42 | 43 | 45 | 46 | 7 | 7 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 45 | 46 | 47 | 48 | 4 | 4 | 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 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 inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



15 January 2010

Dear Pupils

Inspection of Holy Trinity Church of England (Aided) Primary School, Hartlepool, TS25 1BZ

The whole inspection team would like to thank you for the way you welcomed us into your school and helped us to understand what you thought of it.

We think that you go to an outstanding school. Your headteacher, governors, senior leaders and all the staff work really hard together to keep improving your school to make sure you have every opportunity to succeed both during your time in the school and in your future lives. You achieve extremely well as you move through the school and by the time you leave your attainment in English, mathematics and science is much higher than expected for your age. We were really impressed that you come into school early and settle down so quickly to your 'I can do mathematics'. This is really helping you to get more confident in carrying out all the different aspects in this subject. The Reception children also settle in quickly to their learning and make good progress when they are working with adults. This is not as good in their independent learning and we have asked your school to make these activities more interesting. We think that you have a very lively and exciting curriculum with lots of different clubs and activities out of lessons. Your teachers work very well with the teaching assistants and they give you a very clear understanding of what you need to do to improve.

Your personal development is outstanding. We thoroughly enjoyed talking to your school council and the eco workers and we think they do a really good job. You have an excellent understanding of keeping safe and healthy and you make excellent contributions to your local community. Our inspectors think that your spiritual development is excellent, particularly in your church links and in assemblies. We think that you can now extend those skills to making links with communities further afield as well as in the wider world and we have asked the school to help you to do so. We judge that your preparation for your future lives is excellent, particularly the way that you understand about running your own bank account.

We send you every good wish that you will continue to be as successful in the future.

Yours sincerely

Mrs Maggi Shepherd

Lead inspector

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