

Hull Trinity House School

Inspection report

Unique Reference Number	118115
Local authority	Kingston upon Hull City of
Inspection number	379546
Inspection dates	14–15 February 2012
Lead inspector	Wendy Ripley HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Captain Phil Watts
Headteacher	Andrew Twaits
Date of previous school inspection	21 October 2008
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Introduction

Inspection team

Wendy Ripley
Michael Hill
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Her Majesty's Inspector
Ofsted Seconded
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 17 lessons taught by the same number of teachers. Two of these observations were conducted jointly with senior school staff. A further six targeted observations looked specifically at provision for students' social, moral, spiritual and cultural development and at how effectively different subjects promote students' reading and writing skills. Meetings were held with two groups of pupils, two members of the governing body, and school staff, including senior and middle managers. Inspectors looked at students' work in their books and a number of school documents, including the school's self-evaluation, improvement plan, key safeguarding procedures, pupil tracking and assessment information and minutes of the meetings of the governing body. Inspectors analysed 42 parental and carers' questionnaires and others completed by students and staff. There had been insufficient responses to the on-line questionnaire (Parent View), so this information was not available when planning the inspection.

Information about the school

Hull Trinity House is a much smaller than average secondary school for boys and has a strong nautical tradition. It is oversubscribed and draws students from Kingston Upon Hull and the surrounding area. Almost all students are from White British backgrounds. The proportion of students known to be eligible for free school meals has risen substantially to broadly average. The proportion of students who are disabled and those with a special educational need is below average, although the percentage with a statement of special educational needs is broadly average. The school was awarded Specialist Status in Engineering in 2008 and is set to become an academy in April 2012. The school met the government's floor standards which set the minimum expectations for attainment and progress in the 2010/11 academic year.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- The school provides its students with a good all-round education. It has a number of strengths including the ways in which it promotes students' reading, writing and communication skills and their spiritual, moral, social and cultural development. This makes a strong contribution to the students' personal development and their future economic well-being. Almost all students progress to further education, employment or training.
- Achievement is good. The overwhelming majority of students make good progress from their generally above average starting points to leave with GCSE examination results that are above the national average when compared to national benchmarks. This is particularly evident in the proportion of students attaining five A* to C grades including English and mathematics.
- The school has high expectations of its students and they respond accordingly. Consequently, students' behaviour is good and attendance is high. Students are courteous and show respect and understanding for the feelings of others. In lessons, students display positive attitudes to their learning and are keen and eager to succeed. Students feel safe and report that bullying is rare, but if it does occur it is dealt with effectively.
- The school is not yet outstanding because while the quality of teaching is good overall, there are some inconsistencies. Most students enjoy their learning and make good progress in the majority of lessons. In the best lessons, teachers create plenty of opportunities for students to learn independently and use open-ended questioning techniques very well to extend students' thinking. The school recognises that this best practice is not yet consistent throughout the school. Similarly, while there is a consistent approach to lesson planning throughout the school, teachers are not always using the school's assessment and tracking information effectively to plan activities that are matched closely to students' individual learning needs.
- Senior leaders are driving change and improvement effectively. They have an accurate and perceptive understanding of the strengths and areas for improvement in the school. For example, the sustained focus on improving the quality of teaching has

underpinned the rising trend in GCSE examination results seen since the previous inspection, and increased capacity at senior and middle leader level has ensured there is strong capacity to sustain further improvement.

What does the school need to do to improve further?

- By December 2012 at the latest, strengthen the overall quality of teaching and learning by:
 - ensuring that all teachers take full account of the school's effective assessment information when planning lessons in order to provide differentiated tasks that meet the learning needs of all students and particularly the more able
 - providing more opportunities for students to be independent learners and take responsibility for their own learning
 - using questioning techniques effectively to challenge students and extend their thinking
 - encouraging teachers to take more risks in lessons by ensuring they have the confidence in their own abilities and those of their students to know when to deviate from the planned activities and let the students follow up independently on other relevant lines of enquiry as and when they emerge
 - sharing more widely the best practice that exists in the school.

Main Report

Achievement of pupils

Inspectors' evaluation of students' learning and performance in lessons indicates that the overwhelming majority, including disabled students and those with special educational needs, are making good progress and achieving well. Students make the most progress in lessons where teachers use assessment information to plan activities matched closely to their individual abilities, provide tasks that enable them to take responsibility for their own learning and use good questioning techniques to build in lots of opportunities to challenge and extend their thinking.

The school's most recent GCSE examination results show that students' attainment in key performance measures, across their best eight subjects, and in English was significantly above average. The support provided through small 'accelerated learning groups' and the effective deployment of teaching assistants ensured that different groups of students, including those who are disabled or have a special educational need and those known to be eligible for free school meals, achieved at similar levels to their peers at the school and better than their peers nationally. However, attainment in design and technology and history, and for more-able students in some subject areas, did not meet expectations. The school recognised the need to eradicate these inconsistencies and inspection evidence and

the school's own data confirm that the steps already taken are resulting in improved achievement for key groups and in targeted subject areas.

By the time students leave the school they are well equipped with a broad range of skills which make a strong contribution to their all-round development. The progress students make in acquiring reading, writing and communication skills as they move through the school is exceptional. This is because in the majority of subjects teachers are expertly building in tasks that reinforce these skills and provide a rich variety of opportunities to practise them. While the students' development of numeracy skills in different subjects is good, it is not as strong as their communication skills, largely because the emphasis in teachers' planning on providing activities that support this is currently less pronounced.

The overwhelming majority of students who responded to the inspection questionnaire and those who spoke to inspectors say that the school helps them to make progress and they achieve well. Those parents and carers who responded to the inspection questionnaire also expressed high satisfaction with these aspects of the school's work.

Quality of teaching

Inspection questionnaire responses from parents, carers and students show high satisfaction with the quality of teaching and the ways in which the school promotes the development of students' communication, reading, writing and mathematics skills. Inspection evidence confirms that parents, carers and students have an accurate understanding of these aspects of the school's work. Inspectors agree with the school's records of lesson observations, showing that the quality of the large majority of teaching is good or better and is having a positive impact on students' achievements over time. No inadequate teaching was seen during this inspection.

Students have positive attitudes to learning and enjoy strong relationships with adults and each other. Students listen carefully, work well together and are keen to air their views and share what they are learning with their peers. Teachers have secure knowledge of their subjects and this helps them to plan an effective curriculum. The best lessons are well planned, and carefully managed to include all learners and use any support assistants wisely. A good variety of tasks is incorporated to capture students' interests and make learning relevant. There is a brisk pace and good quality questioning that challenges students, stimulates their broader thinking and creativity and provides ample opportunities to develop their communication skills. In an outstanding history lesson, for example, images of the evacuation of Dunkirk were shown and the students were asked: 'Was the evacuation of Dunkirk successful?' Students discussed the question in small groups and the teacher used well-timed and carefully judged questions to extend the students' thinking. This resulted in lively debate about propaganda, and helped the students come up with some well-considered musings of their own around wider moral, social and philosophical issues that they shared with the class. Students work is generally marked regularly and rigorously. The quality of teachers' feedback during lessons and marking in books is good because more often than not it provides constructive advice for students about how to improve their work further.

Notable differences observed by inspectors in less effective lessons included over-lengthy teacher input, similar work for students which did not take full account of their different ability levels, more limited use of questioning and missed opportunities to adapt lessons to students' responses.

Behaviour and safety of pupils

The overwhelming majority of parents who responded to the inspection questionnaire believe that the standards of behaviour at the school are good and their children are well cared for and safe. The large majority of students agree. Inspection evidence confirms these are accurate views. Students are very aware of the high expectations staff have for them. As a consequence, students set high expectations for themselves, too. Students are courteous and helpful to visitors and to each other. Behaviour observed around the school, while occasionally boisterous in narrow corridors and the cramped courtyard, was good overall. In the lessons inspectors observed, students were well behaved and displayed a willing readiness to take responsibility for their own learning. This is reflected in their high levels of attendance and punctuality.

Students are aware of risks in and outside of school and know how to manage their own safety, for example when using the equipment in the engineering workshop. The twice daily parade and muster ensures that students are kept well informed about activities taking place in the school which may affect their routines.

Students report that instances of bullying are rare and are confident that should bullying occur it will be dealt with effectively by staff. The full-time staffing of the student support centre, a highly visible staff presence around the school at breaks and lunchtimes and invitations to dine with senior staff at the 'captain's table' ensure that there are many opportunities for students to talk to staff about general matters and raise any concerns they may have. Students say they understand and appreciate the school's ambition to be a 'Telling School'. There is a strong focus on restorative practices, which successfully ensures that students accept responsibility for the consequences of their actions. Student 'restorative ambassadors' are available to assist in resolving issues between students; their contribution is increasingly effective and is valued by students and staff alike.

Leadership and management

Senior leaders provide a clear sense of direction and vision. The extension of the leadership team through the addition of middle leaders has played a crucial role in securing the continuous improvement seen since the previous inspection; as exemplified by the strong focus on raising students' achievements through well-designed strategies to improve teaching and learning and ensuring that students are well supported. There is a clear understanding of where further improvement is required. The school's assessment data and student tracking systems are first rate; providing an extremely accurate picture of each student's progress and capabilities. Leaders interrogate this information rigorously and use this very effectively to hold staff to account for students' outcomes. Planning is generally well considered and carefully implemented and actions are regularly monitored and reviewed.

The curriculum is good. There is a clear emphasis on meeting the needs and aspirations of the students through a strong vocational component in Key Stage 4. This reflects the school's maritime traditions and its engineering specialism. The school is also very successful in developing the important skills of reading, writing and communication. The school has been creative in finding ways around the shortcomings in the present accommodation, for example the lack of any playing fields, through partnership arrangements to educate students off-site. Students' good spiritual, moral, social and cultural development is a result

of the steps teachers take to promote it wherever possible in all subjects and the highly effective timetabled 'SMSC' lessons. All these factors make a very a positive contribution to students' broader development. As a result of the progress they make, the skills, knowledge and understanding they acquire, and their academic achievements, students are well prepared for the next steps in their lives and provided with equal opportunities to do well. Consequently, there is no significant difference in the achievement of different groups of students and virtually all students move on to employment, education or training.

A secure knowledge of teachers' capabilities ensures that training and support for teachers is focused accurately and results in improved practice. The impact of staff training and development activities shows in the high proportion of teaching judged as good. The staff as a whole form a cheerful, motivated and cohesive team and are eager to develop their skills further and share their expertise. Governing body members give generously of their time and are wholeheartedly committed to the life of the school and the students. Recent development activities have increased their ability to support school leaders and ask the right questions to hold school leaders to account. Safeguarding procedures meet current requirements and are regularly updated. Risk assessments and health and safety audits are robust. The school communicates effectively with parents and carers and inspection questionnaire returns show high satisfaction rates with much of the school's work.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 February 2012

Dear Students

Inspection of Hull Trinity House School, Hull, HU1 2JX

Thank you for the very warm welcome you gave when we came to inspect your school. We thoroughly enjoyed talking to you in lessons, meetings and social times. We took full account of your views and those of your parents and carers who had completed questionnaires when we made our judgements.

We have judged your school to be providing you with a good education. The quality of teaching is good overall and, as a result, almost all of you make good progress and achieve well. We were impressed by your exceptional reading, writing and communication skills and delighted to see that you are happy and enjoy coming to school. This is demonstrated by your punctuality, high attendance and your good behaviour in lessons and in the narrow corridors and the cramped parade ground. You told us that you understand why it is important to be a 'Telling School'. You feel safe in school and bullying is rare, but if it does happen it is dealt with well by staff and the students who are 'restorative ambassadors'.

Although Hull Trinity House is a good school, we know it wants to be even better. We think, and senior leaders agree, that the quality of lessons can improve further by ensuring you are asked the sorts of questions that really extend your thinking and build in more opportunities for you to be independent learners who have a bigger responsibility for your own learning. We have also asked the governing body and staff to make sure that they take more account of what you already know and can do so that lessons are planned to match your individual learning needs more closely and provide the right level of challenge for each of you.

We have every confidence that you will continue to do well and will find ways to contribute to school developments and help the staff make the school even better. Best wishes on behalf of the inspection team. We wish you all very happy and successful futures.

Yours sincerely

Wendy Ripley
Her Majesty's Inspector

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