

Trinity CofE High School

Inspection report

Unique Reference Number	105578
Local Authority	Manchester
Inspection number	362170
Inspection dates	17–18 November 2010
Reporting inspector	Bernard Campbell 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	Mixed
Number of pupils on the school roll	1196
Appropriate authority	The governing body
Chair	Mr Peter Hilton
Headteacher	Mr David Ainsworth
Date of previous school inspection	15 November 2006
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspectors observed 38 teachers and 38 lessons, and held meetings with governors, staff, and groups of students. They observed the school's work, and looked at school improvement plans, monitoring records and safeguarding documentation. They also took account of questionnaires from 178 parents and carers, 150 students and 58 staff.

- How well teaching and assessment enable students to learn and make progress and whether progress is equally good for all groups of students.
- The particular features of the curriculum, and of care, guidance and support, that may be outstanding.
- The impact of leaders at all levels in using self-evaluation and precisely targeted actions to drive improvement in teaching, learning and student outcomes.

Information about the school

Trinity Church of England High School is a larger than average secondary school serving the Manchester Diocese. It is a multi-faith Anglican school which includes students from other Christian denominations and other religions. The majority of students are from minority ethnic groups, mainly Black British African and Caribbean or with a mixed background; this is well above the national average and has increased in recent years. A quarter of the students speak English as an additional language. Approximately one third of students are White British. A higher than average proportion of students is known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is below average although the proportion with a statement of special educational needs is above average. The school hosts a resource for visually impaired students. The school has specialist technology status. It achieved Healthy School status in 2010 and holds the Artsmark and Sportsmark awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

The headteacher provides strong direction and effectively communicates the school's distinctive mission as a multi-faith Anglican school. Parents and carers, members of the governing body, staff, students, and the wider community have strong pride in the school's positive, welcoming and outward-looking ethos.

Students enter the school with broadly average attainment and leave with above-average attainment. This represents good progress. White British students consistently make good progress. The progress made by minority ethnic groups is not as fast, though no group underachieves. Students make better than expected progress in gaining five GCSEs at grades A* to C, including English and mathematics. In 2010, there was some inconsistency in the performance across different subjects at GCSE.

Many aspects of students' personal development are outstanding, including their development of healthy lifestyles and their economic well-being. Their attendance is consistently high, which reflects their own and their parents' and carers' strong commitment and students' high level of enjoyment at school. They are keen to succeed and almost all go on to further education, training or employment. Students make an outstanding contribution to the life of the school and the wider community through their high levels of participation in an exceptionally wide range of activity. The high quality of relationships in the school and the energetic and positive promotion of the multi-faith and multi-ethnic nature of the school contribute strongly to students' outstanding spiritual, moral social and cultural development.

Teaching is good. Good use of assessment to support learning is strong in some subjects where the learning is linked to learning specific skills at different levels. Students are also given opportunities to assess themselves or each other. These practices are not yet embedded across all subjects. The curriculum has excellent provision which caters for the diverse needs of individuals and groups. Care, guidance and support are very well targeted and provide outstanding support for students.

Leadership and management are good. The outstanding governing body is very well informed about the strengths and weaknesses of the school and members of the governing body work alongside senior leaders to provide challenge and support in bringing about improvement in particular areas. Accountability is systematic and regular and the headteacher and senior leaders act promptly to identify and tackle weaker aspects of management and teaching. The use and analysis of data lacks consistency and sharpness in the assessment of student progress and is not used rigorously enough to set students' targets. Self-evaluation accurately identifies key areas for improvement but is over generous in some judgements and the evidence of impact is not always clearly presented. Self-evaluation by departments provides clear analysis of strengths and weaknesses and strategies for improvement. Plans and actions are carried out promptly and robustly but

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lack clear criteria to measure success. The school has been successful in making and sustaining improvements and has a good capacity to improve.

What does the school need to do to improve further?

- Ensure that all students make equally good progress by:
 - improving the consistency and sharpness in the use of data to assess students' progress and to set their targets
 - ensuring that good practice in the use of assessment is used consistently by teachers in all subjects
 - ensuring that all subjects perform equally well at GCSE.
- Strengthen the rigour and precision of self-evaluation by:
 - increasing the use of criteria to measure the success of school plans
 - highlighting the evidence which demonstrates the impact of key actions.

Outcomes for individuals and groups of pupils

2

Attainment is above average and has risen in line with national trends. There has been a year-on-year improvement in attainment in mathematics due to effective leadership and good teaching. Results in religious education, a subject taken by all students, are well above average. The more-able students in Year 11 are successful in gaining an AS-level qualification in mathematics and critical thinking. In 2010, there was a dip in science results. Sharper focus on the progress being made by students is having a positive impact in science this term. Results in food technology were lower in 2010 due to the quality of coursework. Prompt action has been taken to improve the curriculum and assessment in this area.

Students are keen and willing to learn in lessons. They are able to reflect well on their learning and to offer thoughtful comments. They enjoy the wide range of practical and project activities and the opportunities to learn independently. They work well together and have good attitudes to learning. Students behave well and are respectful and polite to adults and each other. Their good behaviour makes a strong contribution to good learning in most lessons. Occasionally, a few misbehave in lessons with a less-experienced teacher. They feel very safe with other students and have high levels of confidence in being able to report any concerns to staff.

The progress made by students with special educational needs and/or disabilities and for those who speak English as an additional language is similar to other students. Early identification of needs leads to targeted provision which enables good progress. Obstacles to learning are identified and students are helped to successfully overcome them and achieve well.

A high proportion of students enjoy physical activity, reflected in the high participation rates in after school sport. They value the innovative provision of free salad, fruit and bread with school meals which encourages their healthy eating. Individuals are very well supported in their mental health and well-being, for example, by having access to an art therapist to work with.

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Around 15% of students are involved in leadership and other areas of responsibility, for example, in the school council, in houses and as sports leaders. They are fully representative of the ethnic and gender mix of the school. They have a strong voice in discussing school changes, for example, the development of the new school building and the introduction of halal meat in school meals. They make a large contribution to charity fund-raising locally, nationally and internationally. They have many opportunities for thought and reflection which strengthens connections between those of different faiths and ethnicities. Students have exceptional opportunities to become involved in cultural activities in drama and music, including tours abroad, and to become involved in film and television.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is characterised by good relationships in the classroom. Lessons are well structured and build methodically on students' learning through a well-paced sequence of activity. Teachers use their knowledge well to provide expert commentary and to ask skilful questions. Work is well matched to students' needs. Students are provided with good opportunities for pair and group work and to work independently on their own projects. Teaching assistants are deployed well to support students with special educational needs and/or disabilities, including those with a visual impairment. Regular marking provides informative comments for students. In a few lessons, the pace of

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learning is slow or activities are too dominated by the teacher. On occasions, the plenary session at the end of the lesson is rushed and the opportunity to clarify what has been learnt is lost.

At Key Stage 3, well-tailored provision supports low-attaining students and those with particular behaviour and emotional problems. The 'enquiry skills' lessons effectively promote the development of students' personal learning and thinking skills and their skills in information and communication technology. At Key Stage 4, a wide range of vocational courses, including college and young apprenticeships, meet students' interests. The introduction of a music technology course and a vocational sports course has led to improved achievement by African-Caribbean students. Gifted and talented students are able to take AS-level courses in mathematics and critical thinking. The school has plans in place to ensure that all students at Key Stage 4 have the opportunity to gain a qualification in information and communication technology. The 'activities week' programme provides an excellent range of enrichment activity for all students to develop their experience of the arts, the outdoors, enterprise and the workplace.

Students enter the school in Year 7 from many different primary schools and they are guided through this process with sensitivity and care. Care and guidance are targeted very effectively to meet individual needs. For example, a looked after student was encouraged to attend regularly and is now making good progress. The learning support unit provides effective short-term support in tackling students' behaviour through restorative justice and counselling. A parent visiting the school during the inspection gave high praise for the impact of the support provided to help her child to manage his attention deficit hyperactivity disorder. The team of pastoral staff work very well together in tracking and monitoring the attendance, behaviour and learning of students. Pupils who are achieving below expected levels academically are identified early and have access to personalised or small group learning. Pastoral and senior staff work closely with families, other agencies and community organisations and meet the needs of vulnerable students, including looked after children.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 provides clear direction and strong leadership. The leadership of school improvement has been more widely shared among senior and middle leaders and an extended team is now leading effectively on initiatives and whole-school developments. High expectations are communicated through effective induction, training and development. Teaching is monitored and evaluated regularly, which results in tailored

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support for individuals. Teaching staff have created well produced in-house training resources to spread good practice and improve teaching and learning. A high proportion of staff is involved in professional development activity. A productive partnership with another school led by one of the school's specialist subjects has contributed to the improved use of assessment and tracking of student progress in certain subjects.

The governing body has an exceptional range of expert and highly committed governors, representative of the community, who make a strong contribution to the work and direction of the school. They have played a major role in the planning of the new school building. The school's outstanding procedures for safeguarding are focused, precise and well resourced. Site security for the old and new school buildings are managed with exemplary care and detail. The school is very thorough in identifying and pursuing any issues of student safety.

The school has a highly positive relationship with parents and carers from all backgrounds. The school achieves high levels of attendance at parents' consultation and information events including the popular 'scene setting' evenings held at the start of each school year. It makes extensive efforts to involve harder-to-reach parents and carers. Communication with parents and carers is frequent through the weekly newsletter, and the use of the website is developing. Partnerships with other schools, colleges, universities and businesses make a significant contribution to the quality of the curriculum and to the professional development of staff. Highly effective partnerships with other agencies contribute to the high quality of pastoral care.

Outstanding community cohesion is central to the mission and life of the school. The school has an excellent understanding of its own community which contributes to the high level of mutual acceptance between students of different cultures and religious beliefs. The school successfully involves parents and carers from all backgrounds and works closely with community organisations. It has a well-established partnership with a school in Namibia. The promotion of equal opportunities is embedded in the culture of the school and participation in school activity by all groups is high. It handles complaints from parents and carers well. All groups of young people are successful in developing their personal qualities and skills although there is a relative gap in the academic progress made by White British students compared with students from minority ethnic backgrounds.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The proportion of parents and carers that responded to the parental questionnaire was average. Their responses to most of the questions were more positive than is usual. Parents and carers express a very high level of confidence that their children enjoy school, that the teaching is good and that students are well prepared for the future. Their strongly expressed view that the school helps parents and carers to support their children's learning is telling evidence of the positive impact of the school's engagement with parents and carers. This strong set of positive responses from parents and carers endorses the inspectors' view that this is a good school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trinity CofE High 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 178 completed questionnaires by the end of the on-site inspection. In total, there are 1196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	55	74	42	5	3	0	0
The school keeps my child safe	87	49	85	48	5	3	0	0
My school informs me about my child's progress	112	63	61	34	5	3	0	0
My child is making enough progress at this school	87	49	82	46	8	4	1	1
The teaching is good at this school	77	43	97	54	3	2	0	0
The school helps me to support my child's learning	78	44	85	48	10	6	1	1
The school helps my child to have a healthy lifestyle	44	25	121	68	8	4	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)	75	42	94	53	1	1	1	1
The school meets my child's particular needs	66	37	96	54	8	4	1	1
The school deals effectively with unacceptable behaviour	72	40	91	51	10	6	1	1
The school takes account of my suggestions and concerns	38	21	118	66	7	4	0	0
The school is led and managed effectively	79	44	90	51	1	1	1	1
Overall, I am happy with my child's experience at this school	95	53	75	42	1	1	1	1

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



19 November 2010

Dear Students

Inspection of Trinity CofE High School, Manchester M15 6HP

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. We judged that yours is a good school. In the questionnaire that some of you completed most of you said that you are well prepared for the future, enjoy school, learn a lot and know how well you are doing.

These were the things we liked most about your school.

- Many aspects of your personal development are outstanding and you are very well prepared for the future. Your attendance is excellent.
- Your attainment is above average and you achieve well in school.
- Teaching is good and you enjoy learning.
- The curriculum provides you with an excellent choice of courses and sports and arts activities.
- Those of you with particular needs get outstanding support from staff.
- Relationships are excellent and you benefit greatly from the multi-ethnic and multi-faith nature of the school. You and your parents or carers are rightly very proud of your school.

To help the school to improve further, we have said that senior leaders should:

Ensure that all students make equally good progress by:

- improving the consistency and sharpness in the use of data to assess your progress and set your targets
- ensuring that good practice in the use of assessment is used consistently by teachers in all subjects
- ensuring that all subjects perform equally well at GCSE.

Strengthen the rigour and precision of self-evaluation by:

- increasing the use of criteria to measure the success of school plans
- highlighting the evidence which demonstrates the impact of key actions.

I wish you all the very best for the future.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector

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