

# Holy Trinity Primary School

## Inspection report

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<b>Unique Reference Number</b>	105331
<b>Local authority</b>	Bury
<b>Inspection number</b>	377226
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	Kathleen McArthur

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Doreen Johnson
<b>Headteacher</b>	Simon Paine
<b>Date of previous school inspection</b>	20 September 2006
<b>School address</b>	Cecil Street Bury BL9 0SB
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## Introduction

Inspection team

Kathleen McArthur  
Gillian Burrow

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons taught by eight teachers and held meetings with groups of pupils, members of the governing body and staff. They took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documents; including improvement plans, school and national data, pupils' progress tracking, the school's self-evaluation and professional development procedures. They also analysed responses in the 76 questionnaires received from parents and carers and those completed by pupils and staff.

## Information about the school

The school is smaller than the average sized primary school. Numbers on roll have increased steadily and most classes have two age groups. Most pupils are of Pakistani heritage and speak English as an additional language. Others are from different minority ethnic groups and 16 languages are spoken in the school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those with special educational needs is higher than average. The school meets the current floor standard. The school has Healthy School status.

A new Early Years Foundation Stage classroom and dedicated outdoor learning area is under construction.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It successfully fulfils its mission to provide ‘a happy, caring and sharing atmosphere’ so pupils of different ages and cultures learn harmoniously together. Caring relationships between staff and pupils and well-promoted spiritual, moral, social and cultural development are particular strengths. Responses in parents and carers’ questionnaires were overwhelmingly positive, and all agreed the school keeps their children safe; ‘My children love school’ was a typical comment.
- Achievement is good and attainment is average. Children progress well in the Early Years Foundation Stage. All groups of pupils, including disabled pupils and those who have special educational needs and those at an early stage of learning English, make good progress in relation to their starting points and capabilities. Reading skills are taught well and pupils say they enjoy reading.
- Good teaching ensures pupils progress well from starting points that are well below those expected. Teachers’ strong subject knowledge provides well-planned lessons, based on accurate assessment information to set challenging tasks. Pupils enjoy their lessons and build and develop their skills and knowledge across the interesting, relevant and enriched curriculum.
- Behaviour is good and pupils feel safe in school, saying ‘The teachers look after us well’. Their keen enthusiasm and very positive attitudes to learning show clearly, so they make good progress and are well prepared for the future. However, while improving rapidly, attendance is below average. Most pupils attend regularly and punctually but long periods of absence disrupt continuity of learning for others.
- Staff performance management and the sharing of good practice are given high priority. The school is not outstanding because the leadership of teaching and school improvement rests mainly with the most senior leaders; middle leaders

and the governing body share the vision but do not fully contribute to the ongoing drive for improvement.

## What does the school need to do to improve further?

- Extend the role of middle leaders and the governing body by ensuring they refine their skills to monitor and evaluate school performance and make a fully informed contribution to school improvement.
- Build on the good relationships with parents and carers to raise levels of attendance to meet or exceed the national average by December 2012.

## Main Report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills well below those typical for their age, especially in language and communication, many with very limited knowledge of English. They quickly become confident in the welcoming, safe environment, keen to investigate the stimulating activities, for example, rolling the play dough into long snakes or creating writing books. Skilled bi-lingual teaching supports language development well and staff take every opportunity to encourage children to talk about their activities. Progress is good in all areas of learning but children still enter Year 1 with skills below those expected.

Inspection findings confirm the view of parents and carers that pupils progress well. Observations show good progress in lessons; pupils tackle tasks eagerly, work hard and cooperate well with classmates and staff. Good behaviour, lively interest and enjoyment together with good teaching ensure that progress is good throughout the school, although persistent absence disrupts education for a small minority. Pupils' workbooks, school and national data show that attainment, although below average at the end of Key Stage 1, is rising securely. Particularly strong teaching for older pupils accelerates their progress so their attainment is broadly average by the end of Year 6. Disabled pupils and those with special educational needs receive well organised support and any potential barriers to their learning are minimised. Bi-lingual support for pupils who are still at an early stage of learning English ensures they progress at the same rate as their classmates.

Pupils use and develop their skills across the curriculum, for example, using literacy and numeracy skills to write about life in Victorian times or to calculate the longest rivers. Reading is taught well; nursery children made excellent progress in learning letter sounds when playing the 'silly soup' game, and pupils tackle new words confidently, sounding out the letters and blending them together. Pupils progress well in reading, but because many are not yet fully secure in their knowledge of English, attainment is below average by the end of Key Stage 1. As their language knowledge becomes more secure, progress accelerates strongly in Key Stage 2. Pupils' attainment in reading is average at the end of Year 6. Standards are average by Year 6, and in 2011, all pupils attained the expected level. Older pupils read

fluently but sometimes struggle to infer meaning from the text. They enjoy fiction and non-fiction books, and one said, 'reading helps us find words and phrases to use in our writing'.

### **Quality of teaching**

Parents and carers justifiably feel their children are taught well. Teaching is consistently good, and some outstanding examples were observed. Spiritual, moral, social and cultural development is promoted well through interesting lessons and varied activities. Imaginative activities, such as the Olympic dance day, capture pupils' attention and stimulate their interest to find out more. Consequently, pupils are cooperative, enthusiastic learners and know 'we have to do our best.' Lessons feature good subject knowledge, high quality relationships and good use of assessment information to match work appropriately and challenge pupils of all abilities. Lively pace and effective questioning keeps pupils on their toes and stimulates them to think hard. Skilled teaching assistants make a valuable contribution to pupils' progress. The welcoming environment and high quality care in the Early Years Foundation Stage ensure children quickly become eager learners. In Year 2, the traditional tale of 'Three Billy Goats Gruff' captured pupils' imagination. They wrote lively adaptations featuring an octopus, fierce dogs and hungry cows, and some then confidently read their stories to the whole class. All pupils agree that teachers' marking and feedback help them improve their work and move on to the next steps.

Good curriculum planning ensures that writing, mathematics and communication are taught effectively. In the younger classes, consistently taught letters and sounds, good teaching and effective bi-lingual support help pupils overcome initial language barriers and make good progress in reading. Homework extends classroom learning, for example, Year 6 pupils followed up their Victorian topic with research on water usage.

### **Behaviour and safety of pupils**

Pupils, staff, parents and carers say the school is a safe place where behaviour is typically good. Inspectors observed good behaviour in all situations, even though a few pupils feel behaviour could be even better. Pupils can be a little noisy when excited by a new activity, such as the Olympic dance day. Staff manage behaviour systematically and consistently and learning is never hindered. Pupils move around the school's narrow stairs and spaces with consideration for their own and others' safety. The curriculum ensures pupils learn about risks and how to care for their own safety on the roads, in water or around fire. They have a good understanding of different forms of bullying, for example, cyber or racist bullying. Pupils do not regard bullying as an issue and are sure staff will sort out any problems, saying, 'teachers listen to us', and there have been no exclusions.

Staff show respect for their pupils and this is reflected in pupils' polite, friendly manner towards everyone they meet. In lessons, pupils show positive attitudes and willingly tackle their tasks and work well with their classmates. Although there has been some improvement and most pupils attend well, attendance rates remain below average. This is because a few families take their children for extended visits abroad.

The school, together with the parent support adviser, is working diligently with families to reduce absence and incentives, such as class rewards, are beginning to have a positive impact.

### **Leadership and management**

The commitment and dedication of the headteacher and deputy headteacher ensure their visions and aspirations for ongoing improvements are fully shared by staff and the governing body. Staff morale is very high. Accurate self-evaluation leads to improvement plans with clear priorities supported by appropriate actions to realise them. Rigorous staff performance management and professional development strategies have resulted in rising attainment and consistently good quality teaching, demonstrating a strong capacity for further improvement. The governing body is supportive and knows exactly where improvements are needed, but its role in monitoring and evaluating school performance is at an early stage of development. Middle leaders produce action plans for their areas of responsibility but are only beginning to monitor attainment and progress.

The provision of equal opportunity is at the centre of the school's work and ensures there is no discrimination and each pupil's individual needs are met. For example, strategic use of bi-lingual support helps pupils with little knowledge of English overcome barriers to their learning. The curriculum is good because it provides all basic skills and promotes pupils' spiritual, moral, social and cultural development well. Close ties with a school in Pakistan, including teacher exchange visits and communication via the internet, links subjects meaningfully and extends pupils' knowledge of other cultures and ways of life in a particularly relevant way. Themed days, such as the Olympic dance and 'Sports Relief' days, and specialist teaching in French and music, build on pupils' enthusiasm and interests. These contribute effectively to pupils' good progress, enrich learning and widen their experiences beyond the classroom. Visits out of school are very popular and Year 6 pupils enjoy fortnightly visits to Bury Library. The school works well with parents and carers, for example, offering workshops to help them support learning at home. Responses in their questionnaires were extremely positive. Safeguarding arrangements meet all current requirements and give no cause for concern, and all staff training is up-to-date.

## 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](http://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.**



23 March 2012

Dear Pupils

**Inspection of Holy Trinity Primary School, Bury, BL9 0SB**

The inspectors would like to thank you for welcoming us to your school, for helping and telling us how much you enjoy school and feel safe there. Everyone we met was very polite, friendly and well behaved. You were all very busy with the 'Sports Relief' activities and we really enjoyed seeing you practising and performing the Olympic dances. Your parents and carers told us they are very happy with the school.

We found your school is good, with good leaders, managers and teachers who care for you well and make sure your lessons are interesting. The Early Years Foundation Stage gives you a good start in school, and the children are looking forward to their new classroom. You make good progress and reach the standards expected for your age when you leave the school, but a few of you do not attend regularly enough. You told us the staff will always listen and help you with any problems. There are different clubs after school and you told us how much you enjoy visits out of school, especially to the seaside.

We have agreed some areas of improvement with the senior school leaders:

- to enhance the skills of all leaders and the governing body so they can check more closely on the work of the school to help make it even better
- to work with your parents and carers to improve attendance even more.

We know you will do your very best to help them by attending regularly, continuing to work hard and enjoy school.

We send you our very best wishes for the future.

Yours sincerely

Kathleen McArthur  
Lead inspector

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