

Holy Trinity CofE Primary School

Inspection report

Unique Reference Number	105488
Local authority	Manchester
Inspection number	377251
Inspection dates	19–20 March 2012
Lead inspector	Nigel Cromey-Hawke

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Father P Stamp
Headteacher	Mrs J Jeffrey
Date of previous school inspection	12 December 2006
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Introduction

Inspection team

Nigel Cromey-Hawke
Philip Choi

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 16 lessons, including joint observations with the headteacher, observing 11 teachers and 13 classes. The inspectors also held meetings with members of the governing body, staff, parents and carers, and groups of pupils. The inspectors observed the school's work, and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. No responses to the online questionnaire (Parent View) were available to assist in planning the inspection. The inspectors scrutinised paper questionnaires from 79 parents and carers, 29 staff and 164 pupils.

Information about the school

This is an average-sized primary school. A minority of pupils are of White British heritage, with significant groups of Black African, Asian, Chinese and White Other than British pupils. Approximately a third of all pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well-above average. The number of disabled pupils and those with special educational needs is average. A higher than average number of pupils than is usual leaves or joins the school partway through each key stage. The school has exceeded the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. The school has gained Healthy School status and the Bronze Eco Award. The school operates its own breakfast club and there is an independently managed after-school club, which is subject to a separate inspection. The report for the after-school club can be found on the Ofsted website.

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

- This is a good school. Pupils and parents and carers are very positive about the school and the way it prepares the pupils for the next stage in their learning. While teaching is good overall, it is inconsistent and this is why the school is judged good rather than outstanding.
- Achievement is good. Attainment on leaving the school in Year 6 is average. Pupils’ progress from their low starting points in the Nursery class to when they leave in Year 6 is good. Attainment in reading throughout the school matches national expectations. The progress of pupils who are disabled and those with special educational needs, those who speak English as an additional language and those who join the school at times other than is usual is good. The progress of Black African pupils is outstanding.
- Teaching is good overall. There is some that is outstanding but also some that is satisfactory. The best teaching is characterised by good pace and challenge, the good use of assessment to help pupils improve their own work and the effective use of paired pupils to help each other’s learning. When teaching is less effective there is insufficient pace, a poor match of activities to pupils’ needs, notably the more-able, limited opportunities to work independently and weaker speaking and listening skills.
- The behaviour and safety of pupils are good. The vast majority of pupils say they feel safe and enjoy their time in school. Behaviour is good in most lessons. Bullying is of a low level and dealt with well. Pupils’ spiritual, moral, social and cultural development is strong.
- Leadership and management are good. The school knows its strengths and weaknesses well. Aspects of the school’s development planning, however, lack a sharpness of focus in order to bring about improvement and allow for effective evaluation of impact. Achievement has been improved steadily since the previous inspection, but not rapidly. As a result, the school’s capacity for sustained improvement is good.

What does the school need to do to improve further?

- Ensure all teaching is at least good or better by:
 - providing more pace in lessons
 - improving pupils' speaking and listening skills so that they learn more effectively from adults within lessons and from each other
 - getting a better match of activities to pupils' needs and interests in lessons, especially for more-able pupils
 - extending the good practice seen in English and mathematics in the use of assessment guidelines to help pupils improve their own work across all classes and subjects.

- Improve leadership and management by ensuring that all development plans include a sharp focus so that it is easier to evaluate accurately the impact of actions on outcomes.

Main Report

Achievement of pupils

The achievement of pupils is good, as the school's self-evaluation shows. Children enter the Early Years Foundation Stage with skills and abilities that are low compared to those typical for their age, especially in language and personal development. Progress through the Nursery and Reception classes is good because the teachers provide children with a wide range of stimulating activities within the bright and attractive setting. Adults have high expectations, teaching is good, especially in the nursery, and the children are happy to learn. Particularly effective arrangements are made to develop children's reading and writing skills, especially those in the early stages of learning English. These are built upon well in Key Stages 1 and 2 so that, typically, attainment in reading reaches national expectations at the end of Years 2 and 6.

Attainment in English and mathematics by the time pupils leave in Year 6 is average. Across the school, pupils are therefore making better progress than similar pupils nationally, given their starting points. This is because of the good teaching and stimulating learning environment. Consequently, in most lessons, pupils acquire knowledge quickly and securely across different subjects. In lessons and during other activities, pupils develop and apply a good range of skills well, including the use of information and communication technology (ICT). As a result, they are prepared well for the next stage in their learning.

Parents and carers are highly supportive of the way the school meets the needs of the wide range of groups of pupils within it. The inspection endorses their views. Pupils who are disabled and those with special educational needs make good progress because of the additional support they receive. All groups of pupils who speak English as an additional language make good progress, with Black African pupils making outstanding progress, helped by the highly skilled multilingual teaching assistants. Pupils entering the school partway through a year have their needs

assessed rapidly and they are integrated well into school life and achieve well. The school identified recently that White British pupils, boys and some lower-ability pupils were making no better than satisfactory progress. Changes to the curriculum were introduced and together with targeted support, the attainment gaps for these groups compared with those seen nationally have been closed successfully. These groups now make good progress in line with others.

Quality of teaching

Teaching and learning across the school are good. Some teaching is outstanding, but there is also a small amount that is satisfactory. Almost all parents and carers are very appreciative of the quality of teaching within the school, with one typically commenting upon the variety of teaching approaches used to bring interest to lessons.

In the best lessons, teachers use their good subject knowledge to plan the curriculum effectively and provide stimulating activities, often based upon real life situations that meet the needs of pupils well. Regular assessments of pupils' progress are used well in these lessons to provide appropriate challenge and help pupils move on in their learning. All pupils have individual learning targets and in the best lessons are often given assessment guidelines in English and mathematics to help them improve their work without adult support. This practice is not followed consistently in other subjects, however. The school has adopted a teaching approach that makes use of a pupil pairing arrangement in all lessons. This means that pupils help each other out in their learning by sharing ideas and assessing each others' work. In the better lessons, this proves highly effective in supporting their progress and also in building personal qualities of tolerance and cooperation. In one outstanding Key Stage 1 science lesson, for example, these pupil pairs engaged enthusiastically in lively experiments with toys in the playground. This very effectively tested their understanding of speed, distance and force and high quality learning resulted. Good teaching therefore deepens pupils' knowledge and understanding. It teaches them a range of skills in reading, writing, communication and mathematics that contributes well to their spiritual, moral, social and cultural development.

The best lessons are characterised by good levels of pace that maintain pupils' interest. In satisfactory lessons this element is, however, often lacking. The match of activities to pupils' needs is also not as good as it should be in these cases, with the result that progress and engagement with learning are no better than satisfactory in less effective lessons. This is especially the case for the more-able pupils. Occasionally, poor speaking and listening routines mean that not all pupils benefit from listening to the contributions of adults or other pupils within the lesson and the paired learning arrangement is not as effective as it could be.

Behaviour and safety of pupils

The behaviour and safety of pupils within classes and around the school are good, as they were at the time of the previous inspection. Any incidents of poor behaviour, of which there are few, are dealt with effectively. Pupils are, typically, considerate, respectful and courteous to staff and to each other and most of them meet the school's expectations consistently. Almost all parents and carers consider that

behaviour is good and the vast majority of pupils agree with this and say they feel safe in school. Discussions with pupils revealed that they have a good understanding of different forms of bullying and they consider that it is of a low level and well dealt with by the school. This includes cyber-bullying, incidents of racial abuse, bullying of pupils with special educational needs and bullying by or of minority groups. Staff effectively operate a comprehensive system of rewards and consequences, and often involve the school and eco-council in discussions about the implications of any incidents that occur. Consequently, the school is a warm, harmonious community in which different groups are integrated well and willing to learn. The school has made good use of partnership working, including the public services, to develop pupils' understanding of the dangers of strangers, behaviour in public and safe or unsafe situations. Many pupils take advantage of the breakfast club provided by the school and get a healthy start to their day, reflecting the school's award in this area. Many also stay after school to enjoy extra-curricular activities, which have a strong focus upon sport, dance and the arts. This contributes well to pupils' personal development. The attendance of pupils over time is above average and improving and punctuality is good.

Leadership and management

The experienced headteacher consistently communicates high expectations and ambition for the school and is driving improvement forward with energy and skill. She is ably supported by the senior leadership team and together they model good practice and exemplify the values of the school. Staff morale is high. The school clearly demonstrates good capacity for sustained improvement. This is shown by enhancements in the quality of teaching through the schools' involvement in the 'learning pairs' initiative and a steady rise in attainment at both Key Stage 1 and 2. The teaching of science has improved since the previous inspection, as was evidenced by lesson observations during the inspection.

The school has established effective links with the local Communication Academy and has this year benefited from visiting specialist teachers in ICT, modern foreign languages, history and art. The role of teaching assistants has been enhanced significantly over recent years, with one teaching assistant now able to greet parents and carers arriving at the school in most of the 19 languages spoken collectively by them. Self-evaluation is good, with well-established monitoring practices at both senior and subject leader levels. The quality of school development planning is satisfactory, however, as it lacks a sharpness of focus about what exactly needs to be improved. This means that evaluation of the impact of improvement actions upon outcomes is not as clear as it could be.

The curriculum is good and contributes to good achievement. It has a strong focus upon building pupils' literacy skills so that they can access other areas of learning. The school recognises, rightly, that the range of subjects provided, however, is in need of review and arrangements are already in hand for overhauling the curriculum. The school engages well with parents and carers and many of them help the school to celebrate its ethnic diversity through demonstrations of their own cultural traditions, costumes and dance. Links with the local community and parish are strong, reflecting the school's positive ethos. As a result, pupils' spiritual, moral, social and cultural understanding is developed well.

Leaders and managers ensure that safeguarding arrangements are met and the school demonstrates good practice in the vetting and checking of staff and in site security. The promotion of equal opportunities is good, with instances of discrimination rare and, if encountered, dealt with well. Members of the governing body are closely linked to year groups within the school and have a good understanding of its strengths and weaknesses. They are active in supporting its work and provide good levels of challenge in its drive for further improvement.

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.



21 March 2012

Dear Pupils

Inspection of Holy Trinity CofE Primary School, Manchester, M9 4DU

Thank you for the warm reception you gave my colleague and me when we inspected your school recently. You were very friendly and polite, and enthusiastic about what you do.

Holy Trinity is a good school. You get a good start to your learning in the Nursery and Reception classes and make good progress there. This continues throughout the rest of the school so that by the time you leave in Year 6 you have reached broadly average levels of attainment in English and mathematics. Those of you who find learning difficult and those of you learning English for the first time also make good progress because of the extra support you receive. Teaching across the school is good, with some that is outstanding but also some that is satisfactory. The school looks after you well and you obviously enjoy being there. You particularly like the opportunities provided in sport, music, dancing and the arts. These contribute much to your personal confidence and prepare you well for the next stage in your learning. Your behaviour is good and your attendance is above average. Well done! Senior leaders manage the school well.

To make your school even better, I have asked the headteacher, staff and governors to:

- make sure that all your lessons are at least good or better
- provide more detail within some parts of school planning to help the school improve further.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke
Lead inspector

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