

Inspection Report

Unique Reference Number 105331
Local Authority Bury
Inspection number 287198
Inspection dates 20–21 September 2006
Reporting inspector Jim Alexander

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	3–11
Gender of pupils	Mixed
Number on roll (school)	141
Appropriate authority	The governing body
Date of previous school inspection	24 February 2003
School address	Cecil Street Bury Lancashire BL9 0SB
Telephone number	0161 7642993
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Chair	Mrs D Johnson
Headteacher	Mr S Paine

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is situated in the town centre of Bury. The vast majority of pupils are of Asian Pakistani origin and a high percentage of pupils live in homes where English is not the mother tongue. The percentage of pupils who have free school meals is above average. A high number of pupils join or leave the school at times other than the usual admission or transfer to secondary school. When children start in the nursery, the majority have skills and knowledge that are well below national expectations for children of their age, many starting school with little or no spoken English.

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Parents feel that the school offers their children a good start in life. Indeed, it is a happy and vibrant place in which pupils' personal development flourishes and this is central to the heart of this school. Pupils do well in the work provided for them and grow up as confident young people who make the right choices about living healthy and active lives. Pupils are well looked after; they say that they enjoy school because 'everyone is kind, we have good friends and our teachers work hard for us.' This care starts when children join the school; here, good teaching means that the children play happily and work together well. Older pupils play an important part in shaping the life of the school because they have many opportunities to air their views and make a difference. The positive relationships that they have with their teachers are a strong feature of the school. The curriculum is satisfactory overall but has some good features. It is enhanced by plenty of clubs and activities outside normal lessons that contribute to pupils' enjoyment of school. The school organises trips for even the youngest children to enrich their experience well. Good teaching ensures that most pupils achieve well given their low starting point. Those with learning difficulties and/or disabilities have not been achieving as well as they might in recent years. The school has recognised this and the newly appointed leader responsible for developing this area is hard at work establishing stronger systems to ensure that individual needs will be more effectively met. The majority of children do not reach the nationally expected standards by the time they start in Year 1. However, given their exceptionally low starting point, this represents good progress in the Foundation Stage. Language and communication skills, as well as physical development, are particularly poor. Pupils continue to make good progress but the standards they reach by the time they are seven are still significantly below average. Although standards are still below average by the time pupils leave school, this represents good progress for pupils overall during their time at the school. However, the school does not make full use of assessments to adapt work for different abilities and push progress harder. Neither are pupils involved in assessing their own work or agreeing challenging targets to focus their learning. This slows the progress pupils make and the standards they reach. Leadership and management are good overall, with strengths in the area of pupils' personal development and well-being. The headteacher and deputy headteacher have created a common sense of purpose and strong ethos within a school where the whole child matters. The headteacher knows his staff well and deploys them to best effect. The positive relationships that exist between all staff and pupils underpin very positive behaviour in the school. However, the school has a limited view of its own effectiveness because the system in place for monitoring pupils' progress or tracking their attainment lacks cohesion and rigour. There is no system for leaders to monitor what the youngest children can do when they start school, and this limits how effectively the school can check their progress later on. There have been a number of well-judged initiatives introduced

recently; while some actions have had a positive effect, many have not yet had time to show their full potential. The school is monitoring these well. The work to transform the Foundation Stage, for example, demonstrates that there is a good capacity to improve further. The school therefore provides good value for money.

What the school should do to improve further

- Implement a rigorous system of monitoring progress and tracking pupils' attainment.
- Involve pupils in assessing their own work and agreeing challenging targets for them to reach.
- Ensure that pupils with learning difficulties and/or disabilities have their needs effectively met so they make good progress.

Achievement and standards

Grade: 2

Children enter the nursery with standards that are well below those typical for their age. Progress through the Foundation Stage is good, although the vast majority of children do not reach the goals set for children of their age. An additional number of children join the school as they enter Year 1 with limited prior experiences; consequently, attainment on entry to Key Stage 1 is well below average. This mobility of children who join or leave the school has a significant impact on the school's performance. By the end of Year 2, pupils' standards are still significantly below average but the majority continue to make the good progress started in the Foundation Stage. Those with learning difficulties make less progress than they might, as work is not always well matched to their individual abilities. Initially, progress slows for all pupils as they join Key Stage 2, but picks up again in Years 5 and 6. Pupils are not set challenging targets to help them improve their work; neither does the school have a system to rigorously track and monitor attainment. Consequently, standards reached as children leave the school are still below average, but given their very low starting point, many having little or no English when they start the school, this continues to represent good progress and good achievement.

Personal development and well-being

Grade: 2

The school rightly judges personal development as a strength and that pupils enjoy school. Their spiritual, moral, social and cultural development is good. They behave well around school and are courteous and friendly towards visitors. Pupils respect their teachers, want to please them, and understand that they are at school to learn. Attendance is broadly satisfactory, although far too many pupils take extended holidays: this adversely affects their learning. Teachers ensure that children work safely and healthy lifestyles are well promoted. Healthy snacks make a valuable contribution to supporting this, as does a good programme of sporting activities. Children contribute well to school life. Older pupils have responsibility for caring for the younger classes at break time; this helps to develop their social skills well.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and pupils make good progress overall. Teachers know the pupils in their class very well, understanding what steps are needed to ensure that good progress is made in the lessons. Positive relationships also ensure that pupils behave well and everyone can concentrate on their work. Provision in the well resourced Foundation Stage is buzzing with opportunities for children to learn inside as well as outdoors. This good practice is now being introduced into the Key Stage 1 unit, where good bilingual support further develops the pupils' language and communication skills. In some Key Stage 2 lessons, however, expectations and the level of challenge could be higher, particularly for those with learning difficulties. Well deployed teaching assistants offer a valuable contribution to the overall good quality of teaching and learning.

Curriculum and other activities

Grade: 3

The satisfactory curriculum has some good features. It is enriched by regular themed weeks and opportunities to learn the clarinet and flute, for example. Numerous visits take place for all children, even from the earliest age. The recent trip to the local shops inspired children in the Reception class to develop their own Strawberry Garden greengrocers in school. This helps to bring learning alive. The curriculum is effectively planned and organised. After recent weaknesses in provision for those with learning difficulties, the school is now taking good action to improve how the curriculum supports these pupils. The school makes good use of outside providers to support activities such as cricket, which further enhance the curriculum.

Care, guidance and support

Grade: 2

Good quality care, guidance and support are seen in the high levels of commitment staff have in promoting pupils' emotional well-being. Arrangements for the safeguarding of pupils are in place. Pupils say they feel safe and valued and can rely on adults to look after them. Pupils' self-esteem is positively nurtured and this directly impacts on the progress they make in their learning. Rare incidents of unacceptable behaviour are dealt with quickly. Guidance given to pupils on academic progress is satisfactory. The school is committed to fostering strong relationships with parents and involving them in school life; this is of great benefit to the pupils' sense of well-being.

Leadership and management

Grade: 2

The headteacher and deputy headteacher have worked effectively to create an ethos where the pupils' personal development is carefully nurtured and every child matters. Consequently relationships within the school are strong and this underpins the good progress the pupils make. The leadership and management have in recent years successfully focused on developing the Foundation Stage provision and are now extending this good practice into Key Stage 1. The newly appointed special needs coordinator has an effective view of the strengths and weaknesses of this area and is in a good position to make the necessary improvements. The leadership has a satisfactory view of the school's effectiveness but this is limited by the lack of a robust system for monitoring pupils' progress and tracking their attainment. The school does not have a clear system to actively engage learners in assessing their own work and agreeing targets for improvement. Governance of the school is satisfactory and ensures that statutory requirements are met. The governing body is informed about the school's strengths and weaknesses and recognises that it now needs to hold the school more rigorously to account for the standards reached by pupils.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate **School Overall**

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate **School Overall**

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

Thank you very much for being so welcoming when I recently visited your school. You were all polite and friendly and your good behaviour was impressive. I was particularly pleased to see how well all the adults and children got on together. This is a big help to you in your lessons.

Your teachers and other staff have worked well together recently to keep improving your work, as well as making many changes to the building. I particularly enjoyed visiting your Foundation Stage unit, which is a vibrant and exciting place in which to learn. Your teachers plan a lot of interesting things for you to do and make sure that you are safe and well cared for. You told me that your school was an enjoyable place to be, and I agree.

To help you to do even better, I have asked teachers to involve you more in assessing your own work and agreeing challenging targets. I have also asked your school to keep a careful check on how well you are doing, especially those who may need extra help, to ensure that Holy Trinity becomes an even better school.

You can also help more by ensuring that you go to school every day and ask your parents not to organise holidays during term time. That way you will really benefit from what the school has to offer.

I very much enjoyed talking with you and your teachers, and wish you and the school the very best for the future.

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