

# Holy Trinity Catholic Primary School

Banks Road, Liverpool, L19 8JY,

**Inspection dates** 2–3 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All adults have created a caring environment for children's learning and personal development.
- Pupils are well-prepared for their next stage in learning and by the end of Key Stage 2 the proportion of pupils making the progress expected compares favourably with national figures.
- Pupils read well and much has been done by the school to improve standards in reading, in particular the well-structured guided reading sessions and daily lessons about the links between letters and sounds (phonics).
- With strong support from other leaders and the governing body, the headteacher has been central to the sustained and improved performance of the school over many years.
- Teaching is good and pupils are very keen to learn. Lessons have a brisk pace and teachers use effective questions to help pupils make good progress.
- Pupils entitled to a free school meal do particularly well as a result of the pupil premium allocation being used effectively.
- The behaviour of pupils is exemplary and this has a significant impact on their achievement. Pupils display very good manners and show respect for adults and each other.
- Subject leaders are effective in improving achievement and the quality of teaching in English and mathematics.

### It is not yet an outstanding school because

- There is not yet enough outstanding teaching.
- Teachers do not make the fullest use of assessment data in order to increase the proportion of pupils making and exceeding expected progress.
- Marking does not consistently make clear to the pupils precisely what they need to do to improve.
- Teachers are not providing enough mathematical investigations to enable pupils to work more independently and gain a deeper understanding of mathematics.

## Information about this inspection

- The inspectors observed 18 lessons or parts of lessons taught by nine teachers. A joint observation was undertaken with the headteacher.
- Discussions were held with the Chair of the Governing Body, staff, pupils and a representative of the local authority.
- Inspectors looked at the school's self-evaluation, school development plan, safeguarding information, minutes of meetings of governing body, pupils' exercise books and displays around the school.
- Inspectors analysed nine responses to Parent View (on-line questionnaire) and the responses to a questionnaire sent to parents by the school.

## Inspection team

Desmond Stubbs lead inspector

Additional Inspector

Kathleen McArthur

Additional Inspector

## Full report

### Information about this school

- Holy Trinity is a smaller-than-average primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is average. The proportion of pupils supported through school action plus is lower than the national average.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress.

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

- Raise the quality of teaching so that it is all at least good and a greater proportion is outstanding by:
  - making even greater use of assessment information in lesson planning
  - ensuring that marking clearly states how well pupils have achieved and what they need to do next to improve
  - providing more opportunities for pupils to undertake mathematical investigations, enabling them to learn more independently and gain a deeper understanding of mathematical concepts
  - ensuring that teaching assistants are used more consistently to support learning throughout the whole lesson.

### Inspection judgements

#### The achievement of pupils is good

- Attainment on entry to the school is typically below that expected for children's age. By the end of Year 6 attainment meets age-related expectations and pupils are well-prepared for the next stage in their education.
- The Early Years Foundation Stage provides high quality care and a secure and happy environment. This leads to children becoming settled into school life very quickly and making good progress.
- Pupils make good progress throughout the school in both English and mathematics. The proportion of pupils making the expected progress is above average and the proportion making more than expected progress is increasing.
- New initiatives in the teaching of English in recent years and more opportunities for developing writing across the curriculum have brought about improvements in achievement.
- In mathematics, both lesson observations and pupils' work show that achievement is good. However, pupils' deep understanding of mathematical concepts is hampered by insufficient opportunities for them to carry out investigations.
- By the end of Key Stage 1 pupils read well. Reading is improving as the daily phonics lesson becomes more established. Attainment is broadly average in reading by the end of Year 6.
- Disabled pupils and those with special educational needs make good progress. These pupils benefit from early identification and appropriate intervention throughout the school.
- The school is successfully narrowing the gap between all pupils and those who are known to be eligible for a free school meal. The attainment of these pupils is higher than similar pupils nationally and this shows how well the pupil premium allocation has been used to increase staffing and give these pupils more support.

- Pupils say that they really enjoy their lessons. Parents also strongly agree that their children make good progress.

### **The quality of teaching is good**

- Pupils and parents are very positive about the quality of teaching. One parent wrote, 'Holy Trinity possesses a unique and tangible ethos which fosters a very positive climate for learning.'
- Throughout the school lessons have a brisk pace and are well-planned. Assessment information is generally used well to match work to pupils' needs. There are some missed opportunities to refine more precisely what pupils require when planning their next steps in learning.
- In the Early Years Foundation Stage there is a good balance of activities across the different areas of learning and all adults use questions well to promote learning. Adults model good behaviour and correct language. Pupils are already showing perseverance when undertaking tasks and are working well cooperatively.
- Pupils are organised into groups across the school dependent upon their understanding of letters and sounds. These phonics lessons are consistently well-planned. The guided reading lessons are also highly structured with a wide range of activities giving pupils opportunities to practise their reading and writing skills. These are bringing about further improvements in reading.
- The quality of teaching in mathematics is good. Pupils are encouraged to use the correct mathematical language. For example, in a Year 4 lesson pupils played a game where they had to guess the name of a two-dimensional shape by asking other pupils questions about the properties of the shape. However, opportunities for pupils to undertake investigations, work more independently and deepen their understanding of mathematical concepts are too limited.
- Pupils' exercise books show good quantities of work in all subjects. Marking is very positive but it is not consistent across the school. Pupils are not always informed whether they have achieved the objective of the lesson and what they need to do next to improve.
- Teaching assistants make a positive impact on learning especially when leading intervention strategies or small groups. Opportunities are missed however, for these adults to make a positive contribution to learning especially at times when the teacher is talking to the whole class.

### **The behaviour and safety of pupils are outstanding**

- Pupils are extremely well-behaved in lessons and around school. They are very polite and are always ready to open a door or step aside for an adult to pass. The excellent relationships between all members of the school community make a strong contribution to the calm and welcoming atmosphere that pervades the school. Records confirm that pupils' conduct is exceptional.
- Pupils demonstrate and express very positive attitudes to school and learning. They say that behaviour is good and that, 'teachers help and care for us'. They understand the school's mission statement and their contribution in, 'creating a safe and happy school'.
- Different types of bullying, such as cyber-bullying, are understood and are not seen as a problem. If pupils do have occasional concerns they use the 'worry box' and are confident that staff and in particular the learning mentor will get things sorted out properly.
- Pupils are extremely well aware of how to keep themselves safe and are very clear about potentially unsafe situations.
- Parents agree that school keeps their children safe and maintains high standards of behaviour.
- Attendance is above average with an upward trend. The school has very effective systems for rewarding high attendance. There are good follow-up procedures to promote regular attendance and pupils are consistently punctual.

**The leadership and management are good**

- School leaders have very high expectations in all areas of school life. This is particularly evident in the very challenging targets that pupils are set and the demands made of their progress.
  - Self-evaluation is rigorous and areas for development are clearly identified in well-focused action plans. Professional development is planned using the school's priorities and in recent years has had a positive impact on the teaching of English and the development of innovative strategies for improving oracy.
  - Much performance data are gathered enabling the school to have a very clear picture of its strengths and areas for development and to identify appropriate interventions for particular pupils.
  - Subject leaders in English and mathematics have a good knowledge of the issues in both subjects. They are leading the subjects well. Their self-evaluation and support for staff have helped the school to maintain good achievement over a long period.
  - Management of the provision for disabled pupils and those with special educational needs is good. Pupils are identified at an early age, progress is closely monitored and appropriate support helps these pupils make good progress.
  - Monitoring identifies clear areas for improving teachers' performance and these feed into effective professional development opportunities.
  - The curriculum is well-balanced. It provides a good focus on English and mathematics and pupils have many opportunities to extend their writing skills across the curriculum. Pupils go on an educational visit each term and they enjoy writing about these experiences in their English lessons. All Key Stage 2 pupils have the opportunity to attend a residential which they talk about enthusiastically. These experiences all contribute well to the spiritual, moral, social and cultural development of pupils. For example, social development is enhanced by activities in the community such as the 'Little Dibbers' who work on a local allotment.
  - The school works well with parents and they are overwhelmingly positive about the school.
  - The school has a wide range of partnerships. As a member of the South Liverpool Learning Network the school benefits from the sharing of best practice and opportunities for further training. The local high school provides good curricular support. These partnerships extend pupils' experiences and make a useful contribution to professional development.
  - The school's arrangements for safeguarding pupils meet statutory requirements.
  - The local authority provides light touch support in areas such as setting targets, self-evaluation and performance management.
  - **The governance of the school:**
    - is well organised and provides good levels of support and challenge
    - is well-informed, for instance through attendance at local authority training
    - understands the school's priorities and provides strong links with the local community.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	104635
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	42950

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Fagan
<b>Headteacher</b>	Mr L Mulcahy
<b>Date of previous school inspection</b>	7 April 2008
<b>Telephone number</b>	0151 4277466
<b>Fax number</b>	0151 4941946
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