

Holy Trinity Voluntary Controlled Primary School

Banks Top, Darwen, Lancashire, BB3 2RW.

Inspection dates

18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The views of pupils who say, 'It's like a second home to me,' encapsulate the high quality of relationships, care and support.
- Pupils' progress is improving rapidly in Key Stages 1 and 2 and pupils' achievement by the end of Year 6 is good because of improvements to the quality of teaching.
- Behaviour and safety are good and pupils say they feel safe and very well cared for.
- Pupils make at least good progress in the Early Years Foundation Stage.
- The quality of teaching is good. All staff really live out the school motto, 'no child left behind' in the dedication and commitment they provide.
- Leaders, managers and governors provide good leadership and management. They have ensured that the quality of teaching and pupils' achievement have improved rapidly since the last inspection.

It is not yet an outstanding school because

- Not all teachers consistently plan lessons which challenge pupils to make outstanding progress in their learning.
- Pupils do not have enough opportunities to apply their reading, writing and mathematical skills across all subjects of the curriculum.
- The monitoring of pupils' achievement across the curriculum by leaders, including subject leaders, is not as rigorous as it is in English and mathematics.

Information about this inspection

- The inspectors observed 14 lessons, two of which were joint observations with the headteacher, listened to individual pupils reading in Years 1, 2, 5 and 6 and scrutinised pupils' work.
- They held meetings with pupils, staff, members of the governing body and a representative of the local authority.
- They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance.
- The inspectors took account of the six responses from Parent View and the school's own parental survey.

Inspection team

Clare Henderson, Lead inspector	Additional inspector
Kathy Thompson	Additional inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported through school action is above average.
- The percentage of pupils supported by school action plus or with a statement of special educational needs is above average.
- The governing body manages breakfast and after-school clubs, which were observed during the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement to outstanding by:
 - ensuring all teachers consistently make full use of assessment information to plan lessons which challenge pupils to make outstanding progress in reading, writing and mathematics
 - providing more opportunities for pupils to apply their reading, writing and mathematical skills across all subjects of the curriculum.
- Improve the quality of leadership and management further by ensuring that:
 - leaders, including subject leaders, monitor more rigorously how well literacy and numeracy skills are taught across all subjects of the curriculum.

Inspection judgements

The achievement of pupils

is good

- Children in the Early Years Foundation Stage settle well into school routines and make good progress in their learning because of improved links with the wide range of nursery schools from which the children come. Home visits further ensure children get to know staff and consequently are more confident when they start school.
- Pupils' progress is improving rapidly in Key Stage 1 because of improvements to the quality of teaching. Most pupils make good progress to reach the level expected for their age in reading, writing and mathematics. This is helped by the strong focus given to regular reading sessions and daily phonics lessons (the links between letters and sounds).
- Rates of pupils' learning have risen significantly since the last inspection. Pupils' attainment by the end of Year 6 in 2012 was above average in reading, writing and mathematics. Inspection evidence indicates that this upward trend is being maintained and all pupils currently in Years 3 to 6 are making at least good progress.
- While pupils' progress in reading, writing and mathematics is good because of the quality of teaching in specific English and mathematics lessons, their progress in literacy and numeracy in other subjects is not as fast because they do not have enough opportunities to apply these skills across the curriculum.
- Learning in Years 1 to 6 is good with some examples of outstanding learning. It is particularly strong when learning is exciting and captures pupils' imaginations. For instance, in a Year 6 English lesson, pupils' learning was rapid and sustained as a video clip of Charlie Chaplin was successfully used, accompanied by searching questions and excellent modelling of high expectations from the teacher. This ensured pupils wrote high quality pieces of writing, entering imaginatively into the world of the characters.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs achieve well. This is because of an excellent range of interventions and nurture groups which meet their individual needs very effectively. This ensures they are successful learners because they are given equal opportunities to succeed.

The quality of teaching

is good

- Pupils' good achievement is attributable to the good, and often outstanding, teaching they receive. Among the positive features of teaching are the very good relationships, mutual respect and courtesy evident between adults, pupils and parents throughout the school.
- Well planned lessons model high expectations of behaviour and work. In the best lessons, pupils know clearly what is expected of them and how they can succeed in their learning as teachers check their understanding and adjust lessons to extend learning as the lesson unfolds.
- The use of drama in lessons excites and encourages pupils to share ideas through partner and group work and these ideas are subsequently transferred into high quality writing. This was evident in a Year 5 English lesson, as pupils explored the feeling and emotions of different characters. This informed their thinking and resulted in the production of deep and meaningful pieces of highly creative writing.
- Detailed marking and regular homework are used very effectively to direct pupils' next steps and to accelerate their learning. In the best lessons, time is provided for pupils to assess their own learning and follow up on teachers' comments.
- Occasionally, the pace of learning slows in lessons and pupils do not learn as rapidly as they could. This is because teachers have not used prior knowledge of what the pupil understands to plan lessons which are sufficiently challenging.
- The teaching of pupils who are eligible for the pupil premium funding is effectively managed with well-planned and exciting resources available which ensure all pupils achieve well.

- The teaching of disabled pupils and those with special educational needs is good because all adults and, particularly skilled teaching assistants, ensure pupils receive interventions specific to their needs. As a result, all pupils have equal opportunities and potential discrimination is tackled effectively.
- Teachers make a strong contribution to the good provision for spiritual, moral, social and cultural development. Links with pupils from a wide range of different cultures and religions and good quality teaching of drama, music and sports promote enjoyment of learning and give pupils a good range of experiences which prepare them well for their future lives.

The behaviour and safety of pupils are good

- Pupils show very positive attitudes to learning. They love school and this is reflected in the high proportion attending the breakfast and after-school clubs and in the above average rates of attendance.
- Pupils feel strongly that the school belongs to them and enthusiastically grasp the numerous responsibilities given to them, such as being reading rangers, subject ambassadors or peer mentors. Such roles enable them to learn to act justly and with kindness.
- Inspectors' observations and school records show that behaviour is typically good in classes, around the school and over time. Pupils enjoy school and say that bad behaviour rarely spoils lessons. Behaviour observed by inspectors in lessons was good and sometimes exemplary. This has a positive effect on pupils' good achievement
- Parents and carers correctly believe that behaviour is good. They are very supportive of the school and no concerns were raised concerning their children's well-being or safety.
- Clear expectations of behaviour and the consistent delivery of rewards and sanctions ensure pupils know and follow schools rules effectively. Behaviour is good rather than outstanding because very occasionally, when teaching is less strong, pupils lose interest and their concentration wanes.
- Systems for recording and for following up behavioural incidents are consistent and secure. Strong links with social services and other educational partners ensure all pupils and their families are given appropriate support and guidance. A very effective nurture group and sensory room help pupils to develop their self-esteem and confidence effectively.
- Pupils say they feel safe in school and understand how to keep safe. They say teachers and support staff have helped them to understanding the dangers of social networking and how to take care when using the internet.
- A strong sense of social justice, fairness and morality pervades the school. Treating each other fairly and with respect is evident. Pupils have a good understanding of the different types of bullying and say staff deal swiftly and effectively with any incidents that arise.
- In the Early Years Foundation Stage, care and welfare are very good. The children share equipment well, take turns and are happy to talk about their learning.

The leadership and management are good

- A concerted focus on successful school improvement by senior leaders, governors and strong leadership from the headteacher has ensured the school has improved rapidly since its last inspection.
- Senior leaders, in close partnership with all staff, identify clear and appropriate priorities for improving the school further. However, opportunities for senior leaders to monitor how well literacy and numeracy skills are taught across all subjects of the curriculum are required to bring about outstanding achievement.
- Staff say how much they value the support they receive and how their planned professional

development and opportunities to review this helps them address the school's priorities. Staff work closely with each other to review and monitor pupils' progress. However, subject leaders do not have enough opportunities to monitor the quality of pupils' achievement in all subjects of the curriculum.

- Good progress has been made in response to the school's identification of its weaker areas. This is shown by the improvement in the quality of teaching and the rise in achievement throughout the school. This demonstrates the school's clear vision and relentless drive to improve further. Senior leaders and staff work effectively to ensure all pupils have every opportunity to learn without discrimination. The school promotes pupils' spiritual, moral, social, and cultural development well. Good opportunities for pupils to reflect on their work, relationships and behaviour are woven effectively into learning within a highly creative curriculum.
 - Parents say they are well-informed about the work of the school because of the regular newsletters, parent meetings and through information they receive on the school website. Safeguarding procedures meet statutory requirements.
 - The local authority provides effective support and challenge and has contributed to improving the quality of pupils' achievement.
 - **The governance of the school:**
 - The governing body is well-informed and fully engaged in monitoring the work of the school. It has a wide range of expertise that enables it to give school leaders good support and challenge. It is fully involved in reviewing staff performance and ensures relevant professional development is available for all staff.
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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 pupils' 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 pupils' 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

Unique reference number	119357
Local authority	Blackburn with Darwen
Inspection number	405855

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair	Elizabeth Beaumont
Headteacher	Mark Standen
Date of previous school inspection	15 February 2011
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Fax number	01254 702815
Email address	holy.trinity@blackburn.gov.uk

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