

Burnley Holy Trinity Church of England Primary School

Raglan Road, Burnley, Lancashire, BB11 4LB

Inspection dates

13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- This is very caring school that is highly valued by parents and the community.
- Pupils reach average standards which, given their below average starting points, represents good achievement.
- Almost all pupils make good progress. For some pupils, with disabilities and special educational needs the progress is excellent.
- Good teaching, with outstanding features, provides interesting lessons. Pupils enjoy learning and their behaviour and safety are good.
- Teaching assistants work effectively with teachers to support all pupils, but particularly those vulnerable due to their circumstances.
- Pupils' spiritual, moral, social and cultural development is promoted successfully. They know right from wrong and say they are safe at all times.
- Extremely well managed provision for disabled pupils and those with special educational needs secures their excellent involvement in all aspects of school life.
- The leadership of the headteacher is strong. Effective management of the performance of teachers and teaching assistants has improved achievement since the last inspection.
- Good governance supports well the school and keeps a close eye on its performance.
- The school is well placed to continue to improve in future.

It is not yet an outstanding school because

- Pupils could do better in writing. They do not always write enough, particularly in subjects other than English.
- In mathematics, pupils lack confidence to solve problems in different subjects.
- The targets for pupils' improvement tend to be too general and not targeted precisely enough to meet individual needs.
- Not enough teaching is yet outstanding. At times pupils are over-directed, which hinders their independence in learning.
- In some lessons, the more-able pupils are not stretched enough.
- The performance of pupils compared to the expectations for their age are not used enough to set targets for their achievement.

Information about this inspection

- The inspectors observed 15 lessons or part lessons.
- Meetings were conducted with governors, staff, senior leaders, a group of parents, a representative from the local authority and three groups of pupils. An inspector observed a whole-school assembly.
- Evaluations of a range of school documentation contributed to the inspection judgements. These included the documents relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' attainment and progress.
- Pupils read to inspectors and samples of their class work were analysed.
- A check was made of any responses by parents to the on-line questionnaire (Parent View) but, at the time of the inspection, insufficient responses were registered to be accessible.
- The parent's views were evaluated using the outcomes from a recent survey conducted by the school. This represented the opinions of just under 60% of families.
- An evaluation was made of the views of staff expressed in nine questionnaires.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school with seven classes. Pupils are taught in single-age classes. There is one Reception class and one class for each year group.
- The large majority of pupils are of White British heritage.
- The proportion of pupils from minority ethnic backgrounds is well below average as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs at school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs, are well above average.
- The proportion of pupils eligible for the pupil premium funding, which in this school provides additional government funding for those known to be eligible for free school meals, is high and well above the national average.
- Since the previous inspection, there has been significant remodelling of the accommodation provision for the Early Years Foundation Stage.
- In 2012, the school did not meet the government's floor standards, which set out the minimum expectations of pupils' attainment and progress.
- The school has gained a number of awards including being a Healthy School and the coveted Inclusion Mark.

What does the school need to do to improve further?

- Further improve progress and raise attainment in writing and mathematics by:
 - implementing a whole-school policy that fully develops the debating and discussion skills of pupils across the school in order to improve writing further
 - providing more opportunities for pupils to write at length during English lessons and in other subjects
 - raising expectations for pupils to apply their basic skills in mathematics to solve problems in different subjects and contexts
 - refining pupils' targets so they are more relevant to the needs of the individual.
- Increase the proportion of good and outstanding teaching by:
 - developing the skills of staff to provide pupils with more responsibility for their learning
 - providing regular opportunities for pupils to learn independently
 - ensuring that in lessons work set for the more-able pupils is always hard enough to ensure they make as much progress as possible
 - checking more closely the attainment of learners in relation to the expectations for their age in order to set even higher targets for their achievement.
 - sharing the outstanding practice within the school and collaborating with other schools so staff can reflect on their own practice and improve it where possible.

Inspection judgements

The achievement of pupils

is good

- Children begin school in the Reception class with skills and abilities that are well below typical for their age. Since the last inspection, improvements to the accommodation for the Early Years Foundation Stage have improved teaching and learning. Children now make good progress and, currently, pupils start Year 1 with average standards.
- The improved achievement in the Early Years Foundation Stage has a positive impact on standards in Key Stage 1. Progress in Key Stage 1 is good and at the end of Year 2 attainment is currently broadly average with a relative weakness in writing.
- In Year 6, there was a significant dip in attainment and progress in 2012. Standards were average in reading and writing but low in mathematics. This was due to very unusual factors that affected the performance of many pupils in that year group. This contributed to the school missing floor standards for the first time in 2012. The issues affecting that class have now been resolved and standards restored.
- Evidence from the school's assessment data, lesson observations and scrutiny of pupils' books confirms that pupils in Key Stage 2 make good progress. Attainment in English and mathematics are close to the expectations for their age. Predictions indicate that the school will meet floor standards this year.
- Higher expectations made of pupils across the school are reflected in an increase in the proportion of pupils reaching above the standards expected for their age, although in lessons these pupils are not always making as much progress as possible.
- Support for disabled pupils and those with special educational needs is most effective. A wide range of intervention programmes meets the needs of these pupils extremely well. Consequently, such pupils make good and in some cases, outstanding progress.
- Pupils known to be eligible for pupil premium, in this school those known to be eligible for free school meals, make good progress the same as other pupils because of regular and well targeted support. Their standards in English and mathematics are lower than pupils who do not receive the grant. However, the gap between the two groups is narrowing quickly.
- Reading has a high priority across the school. Good teaching of phonics (the sounds that letters make) has lifted the standards of pupils in reading. At Year 1, standards are just above average in the national screening tests for reading. Across the school, most pupils read enthusiastically and standards are broadly average.
- Improving writing is a focus for the school. Although most pupils make expected progress, the variability in the quality and quantity of written work over time is preventing some pupils achieving higher levels. Not all pupils write enough in subjects other than English. In mathematics, while standards are average and improving, pupils do not consistently transfer their mathematical skills to solve problems in different contexts.

The quality of teaching

is good

- Teaching is good with some that is outstanding. Teaching is good in reading and mathematics although some variations remain between classes.
- In the best lessons, teachers make tasks interesting and pupils enjoy the challenge of work that makes them think for themselves. Pupils discuss their ideas together and very skilled questioning deepens their knowledge and understanding.
- This quality of teaching is not evident in all lessons. From the Early Years Foundation Stage to Year 6, there are times when children and pupils are over-directed by adults. This prevents learners, particularly the more able, from taking an active enough part in their learning and reduces their confidence to be independent.

- Disabled pupils and those with special educational needs benefit from very well managed intervention sessions. Highly skilled teachers and teaching assistants support such pupils and enable them to make rapid progress and be fully included in all aspects of school life.
- Most teachers mark pupils' work to a good standard, providing helpful comments to help pupils improve their work. Some targets are too general and not matched closely enough to individual needs.
- The staff's knowledge of the achievement of pupils has improved. Pupils at risk of falling behind are identified at an early stage and get suitable intervention support. There is too much emphasis, however, on checking pupil progress and not enough on comparing their attainment to the national expectations for their age. As a result, the targets set for some pupils do not maximise their progress. This is noticeable for the more-able writers and mathematicians.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school; they are polite and well mannered. The vast majority are keen to learn and display positive attitudes to one another and to adults. Virtually all parents who responded to the school's recent questionnaire say that pupils are well behaved and that staff deal effectively with bullying.
- Pupils are aware of different types of bullying and support the view that it is rare and is not a problem for them. They act safely in and around school. Pupils are aware of how to stay safe near roads, understand the choices required on how to eat healthily and are very aware of how to avoid risk when using the internet.
- Pupils are happy and have good opportunities to develop spiritually, morally, socially and culturally. They enjoy thoughtful school assemblies and celebrate the success of individual pupils who produce good work and behave well. The experience of working with a local theatre to participate in a version of *Midsummer's Night Dream* widens pupils' social and cultural experiences. In addition, the choir sings in collaboration with Blackburn Cathedral and are soon to perform at King George's Hall, Blackburn.
- Senior leaders work very effectively with parents and specialist agencies to provide high quality support for pupils who have behavioural, emotional or social difficulties. The recently appointed pupil mentors have a significant impact on assisting pupils in need of support. They discuss strategies for managing behaviour with pupils and help individuals to become strong enough to deal with their problems.
- Pupils are keen to help others and relish opportunities to take responsibility, for example, as school councillors or working to save the planet as eco councillors. Pupils do not, however, work closely enough with teachers to refine how they are taught or what they learn.
- Staff work hard to improve pupils' enjoyment of school and to involve parents in their child's learning. Increased support for families has reduced absence and attendance has risen to average.

The leadership and management are good

- The headteacher is very caring and astute and offers the school a strong sense of purpose. Strong teamwork is promoted amongst staff who are determined to secure the best possible good outcomes for pupils. There is shared understanding of the school's strengths and weaknesses and a willingness to improve to make it even better. All staff who completed the questionnaire during the inspection agree that the school is well led and managed.
- The headteacher manages teachers' performance well. Lessons are regularly observed and checks made of pupils' work to check on the quality of learning. Teachers receive a good evaluation of strengths and weaknesses and these are linked to effective professional training. Although variations in the quality of teaching remain it has improved since the previous

inspection resulting in better achievement for pupils.

- Leaders successfully ensure that discrimination is tackled and pupils have an equal opportunity to do well.
- The school has recently refined its system to track and monitor the progress of pupils across the school. Information is used well to spot underachievement and where support is needed. Success is evident in the good progress of disabled pupils and those with special educational needs. However, in lessons there are times when work could be more closely matched to individual needs.
- The school provides an interesting and well balanced curriculum, with a wide range of visits and visitors to enhance pupils' learning experiences and develop good levels of their spiritual, moral, social and cultural awareness.
- A very productive partnership with the local authority has bolstered the actions taken by the school to improve since the last inspection. It has enabled significant improvement to the quality of teaching, increased the accuracy of assessment and has helped senior leaders and governors to create a very effective strategy for future improvement.
- **The governance of the school:**
 - Following the last inspection, members of the governing body have undertaken a range of training to sharpen their skills. It ensures all statutory requirements are met including the procedures for securing safeguarding and health and safety. Governors understand the strengths and weaknesses of the school. Their increased understanding of the data linked to pupils' achievement enables them to interrogate the information and raise questions relating to the progress of pupils. Governors have a good understanding of how pupil premium funding is used, for example, for additional staff to boost attendance and to help pupils needing additional support. The governing body recognises the quality of teaching and ensures systems to check on the performance of staff, including the headteacher, are in place and effective.

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	119485
Local authority	Lancashire
Inspection number	401846

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Ian Bannister
Headteacher	Catherine Braithwaite
Date of previous school inspection	1 December 2009
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