

Holy Trinity Rosehill CofE Voluntary Aided Primary School

Upsall Grove, Fairfield, Stockton-on-Tees, County Durham, TS19 7QU

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- The headteacher, ably supported by other leaders and managers, has re-energized the staff in a short space of time. A strong staff team share her high ambitions and sense of purpose.
- Pupils make good progress and achieve well. Attainment at the end of Year 6 is above average. Pupils with special educational needs achieve as well as their classmates, because they are given the right kind of help.
- Teaching is good and occasionally inspiring.
- The warm, nurturing school atmosphere fosters good and sometimes exemplary behaviour in lessons. Pupils feel safe, are keen to learn and are prepared to work hard. Almost all parents feel that their children are kept safe.
- The good curriculum provides a rich and varied range of interesting activities which pupils enjoy. All pupils are encouraged to participate in sport and excellent provision is made for pupils' personal development and well-being.
- High-quality care and effective partnership working, such as with local authority specialists, ensure that pupils, including the potentially vulnerable, can thrive and achieve well.
- Reflective and self-critical governors share the headteacher's pursuit of excellence.
- Senior leaders have an accurate view of school performance and ensure that teaching is good. They know precisely what to do to sustain a pattern of at least good achievement.

It is not yet an outstanding school because

- In a few lessons, teaching does not always inspire pupils or stretch their thinking enough, particularly in their writing.
- Sometimes pupils are unclear about exactly how they can improve their work quickly.
- Opportunities are sometimes missed to enable younger children in the Nursery and Reception classes to investigate and explore when outside.

Information about this inspection

- Inspectors observed 19 lessons including three paired observations and paired pupil work scrutinies with the headteacher. In addition, inspectors made a number of short visits to lessons and walks around both school sites to check the quality of what is provided for pupils.
- They held discussions with pupils, parents, eight members of the governing body, school staff, including those with responsibilities for subjects, and the local authority school improvement adviser.
- Inspectors took account of the 92 responses to the online questionnaire (Parent View).
- Inspectors observed the work of the school and examined a range of documentation including the school's own records of pupils' current progress, records from the observation of lessons, pupils' books and school improvement planning. They also considered documentation in relation to behaviour, attendance, child protection and safeguarding.

Inspection team

Clive Petts, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Peter William Harrison

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school which operates across two sites.
- The proportion of pupils supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is well-below average.
- Currently, a well-below average proportion of pupils are known to be eligible for pupil premium funding. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children who are looked after by the local authority and children from service families.
- Most pupils are from White British communities with a few pupils from minority ethnic groups. A very few speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The inspection was carried out in response to two complaints made to Ofsted which raised serious concerns. The complaints were deemed to be qualifying complaints and Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues that were raised. Inspectors sought to establish whether:
 - safeguarding procedures are adequate, including the response to pupils presenting challenging behaviour
 - suitable adjustments are made to behaviour-management procedures according to the pupils' needs and disabilities
 - staff are suitably trained and able to seek advice and support when required
 - leaders and the governing body are effective in monitoring and evaluating policy and practice for behaviour management and safeguarding within the school.
- The headteacher took up the full-time appointment in September 2013, but worked on a regular weekly basis with the school from April 2013.
- Rosehill Pre School Playgroup is a privately run pre-school provision located on the site, but is not managed by the governing body, and is subject to a separate inspection.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching that is inspiring and exciting by:
 - making teaching even more imaginative, challenging and thought-provoking so that all pupils in Years 1 to 6 make better than expected progress, especially in their writing
 - ensuring there are sharper checks on pupils' understanding of their work
 - making certain that all work given to pupils in lessons ensures that they all achieve as well as they can
 - ensuring that teachers' written comments in their marking of books provide well-defined steps and guidance for pupils to make improvements.
- Maximise the opportunities that are available for the Nursery and Reception children to investigate and explore when learning and playing outdoors.

Inspection judgements

The achievement of pupils is good

- When children start in the nursery, their skills and knowledge are broadly typical for their age, although speech and language are occasionally underdeveloped. Children settle quickly and happily, including those learning English as an additional language, in the friendly and supportive atmosphere. Children's well-being and skills are developed well in both the Nursery and Reception classes. By the time that they reach Year 1, a large majority have achieved the goals expected of them for their age.
- Good progress continues in English and mathematics through Years 1 to 6, although there is a more consistent pattern of fast progress in mathematics than in English over time. Despite current rapid progress in developing pupils' writing skills, it has occasionally been uneven.
- The current Year 6 pupils are predicted to achieve above-average standards in English and mathematics. Higher-than-average proportions of pupils are on target to exceed what is expected of them. Most-able pupils are achieving well with an above-average proportion of pupils on course to exceed what is expected of them in both English and mathematics. This is confirmed by inspection evidence and is the result of decisive school action to improve pupils' skills, especially in writing. This has swiftly and successfully reversed the slip that was apparent in Year 6 tests in 2013, returning to the earlier pattern of at least good achievement in all subjects.
- The systematic teaching of blending letters and sounds together to form words (phonics) is increasing the fluency of pupils' early reading and adding to their enjoyment. This includes pupils from minority ethnic groups. The phonics Year 1 and 2 test results confirm the pupils' overall good progress in developing reading skills. At age six, skills are broadly average but improving steadily. Older pupils speak enthusiastically when discussing their favourite authors and themes which capture and hold their interest. Higher-order reading skills are often well developed.
- Pupils' writing skills, especially those of the boys, have improved considerably. Even so, opportunities are sometimes missed to create even richer and more thought-provoking activities to add that extra spark for creative and imaginative writing.
- Pupils eligible for pupil premium funding make similar progress to their classmates, although their rates of progress can be a little variable. At present, the attainment gap between eligible pupils and their peers by the end of Year 6 in reading and writing is less than one term and less than this in mathematics, but are narrowing quickly. Up-to-date pupils' progress information and work scrutiny indicates that all attainment gaps in English will be eradicated by the end of the current Year 6 to match the current stronger position in mathematics.
- Disabled pupils and those with special educational needs make good progress. They achieve well because their needs are quickly and precisely pinpointed and additional support is carefully matched to their needs. Methodical checking of their progress in lessons ensures that any slips or misconceptions are promptly addressed. Pupils from minority ethnic groups, including those learning English as an additional language, also make good progress.

The quality of teaching is good

- Teaching is typically good and occasionally outstanding. Previous weaknesses in teaching, especially in the accuracy of assessment at the end of Year 2 and expectations of what the most able pupils can achieve, have been eliminated. Senior leaders have worked tirelessly to make sure that learning stretches and challenges pupils' thinking. Increasingly, teachers are ensuring effective learning, although a few inconsistencies remain.
- The relationship between staff and pupils is excellent. Staff understand the needs of pupils well, and are increasingly skilful in encouraging pupils to think critically, explain their thinking, give reasons and make decisions. This helps to hold interest really well.

- When progress is fastest and achievement high, teachers:
 - set high expectations for what each pupil can achieve
 - use pupils’ assessment information to set tasks that meet pupils’ needs well and motivate them to learn
 - sharply check pupils’ knowledge and understanding, stretch their thinking and deepen their understanding
 - ensure that pupils possess the confidence and skills to work things out for themselves and justify their ideas and solutions.
- When pupils’ progress is occasionally less than good and teaching requires improvement:
 - not enough demands are made of pupils and tasks are not closely enough matched to their needs, interests and talents
 - teachers do not sufficiently extend pupils’ thinking nor challenge their understanding teachers do not check on and extend pupils’ understanding well enough
 - teachers do not provide concise guidance for improvement when they mark pupils’ work.
- In the Early Years Foundation Stage, adults provide high-quality care and support. As a result, children quickly and confidently gain early independence. They are encouraged to pursue their curiosity and find things out for themselves, but opportunities to extend their experiences and deepen their understanding are sometimes limited when learning outdoors.
- When progress is most rapid and achievement highest, such as when writing about what exactly to put into their magic bag, pupils become totally absorbed in writing imaginatively, expressing their feelings and emotions. Nevertheless, this inspiring and thought-provoking practice is not fully evident in all classes.

The behaviour and safety of pupils are good

- Pupils’ good behaviour at social times and sometimes exemplary behaviour in classrooms helps to create a happy, calm and busy atmosphere. Most parents agree. Staff provide excellent role models and make certain that pupils are fully aware of the boundaries that are set for their conduct.
- Pupils are polite, considerate and helpful. They report that they work and play happily together and that inappropriate behaviour, such as any robust play in the yard at break time, is promptly tackled and resolved by staff. Pupils appreciate the recent school action to ensure that their views and ideas are listened to and acted upon by staff.
- Conversations with pupils reveal that they are well informed about bullying in its different forms. Pupils are confident that staff will listen to any concerns or worries they may have and take swift and firm action. They are knowledgeable about how to avoid risk and danger, including when using the internet or mobile phone technology. Discussions with parents, their online feedback and the school’s own records of behaviour and incident logs confirm this to be the case.
- The school has effective systems and routines in place to promote and manage pupils’ attendance and punctuality. Consequently, attendance is at least average with clear signs of improvement, reflecting pupils’ positive attitudes and pride in their school.

The leadership and management are good

- The headteacher, capable subject leaders and an increasingly proactive governing body are driving school improvement effectively. The resolute approach of the headteacher has transformed expectations of just how successful the school can be. The relentless focus on continually improving the quality of teaching is paying dividends, as inconsistencies in pupils’ achievement are systematically and quickly eliminated.
- Senior leaders have an accurate grasp of the school’s performance, because robust checking

systems are searching and accurate. Consequently, areas that require improvement are correctly identified and positive action taken, such as quickly reversing the dip in pupils' writing standards and ensuring teachers' assessments are accurate.

- Lesson quality is frequently checked, including by members of the governing body. Increasingly confident subject leaders use their leadership skills incisively to judge performance in their areas. Effective use is made of local authority specialists to add to the rigour of performance checking and the quality of staff training. Performance management is effective and is closely linked to the quality of pupils' outcomes.
- The curriculum provides a broad and diverse range of interesting activities, thoughtfully tailored to meet the needs and interests of pupils. Themes link subjects together well, although opportunities are occasionally missed to fully capture and hold pupils' interest. The promotion of pupils' personal development and well-being is really well organised and supported by good spiritual, moral, social and cultural development.
- The new sport funding is used effectively to increase rates of participation, promote healthy lifestyles and foster higher skills, such as in gymnastics.
- Leaders and managers display much determination, ensuring that all pupils have an equal chance to achieve highly. Discrimination in any form is not tolerated. Any evidence which points to variations in pupils' performance is quickly responded to, such as ensuring that the needs of the most able pupils are fully met.
- The local authority and the diocese have an accurate view of school performance over time and have responded speedily to any performance slips or requests for external checks, support and staff and governor training.
- Safeguarding meets requirements. Procedures are clearly established and much best practice adopted in day-to-day working. When appropriate, effective use is made of local authority specialists to complete external reviews of procedures and practice.
- **The governance of the school:**
 - The governing body displays an accurate view of current school performance. They recognise that in the past they have been insufficiently challenging. Following completion of an effective training programme, members of the governing body now display greater confidence in challenging and holding the school to account in effective ways. They analyse school performance evidence carefully, including checking the impact of pupil premium funding. They regularly check the effectiveness of teaching and have an accurate view of its quality. They make sure that staff are held to account for the pupils' performance. They make certain teachers' rewards and career progression is closely matched to classroom performance. Members of the governing body have worked hard to ensure safeguarding arrangements are robust and that pupils are kept safe. They are clear about the key priorities for continued improvement and the action required to sustain a pattern of rapid progress and high achievement.

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	131251
Local authority	Stockton-on-Tees
Inspection number	433322

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 of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Malcolm Robinson
Headteacher	Rachel Orr
Date of previous school inspection	23 November 2006
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