

# Holy Trinity Church of England Primary School

Manchester Road, Southport, Merseyside, PR9 9AZ

**Inspection dates** 29–30 April 2014

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well, very often from exceptionally low starting points. They make good progress and reach average standards in reading, writing and mathematics by the end of Year 6.
- The many pupils who join the school with little or no understanding of English achieve well because of the effective individual support provided for them.
- Teaching is mostly good and some teaching is outstanding.
- The Early Years Foundation Stage gives children an excellent start and helps them develop very positive attitudes to school.
- Pupils behave well and they are proud of their school and their achievements. They feel very safe, happy and secure, ready to learn and progress. Parents agree that the school looks after their children extremely well.
- The headteacher is a strong and clear-sighted leader, supported by effective, well-informed governors and able senior and middle leaders. Staff morale is high and everyone shares the headteacher's ambitious vision for the pupils and the school. The school is well placed to continue to improve.
- The school keeps its curriculum under ongoing review to ensure that it is meeting pupils' needs. Improvements in mathematics teaching, for example, have raised standards in mathematics across the school.
- Leaders make regular checks on teaching and teachers work together well to share the best practice.
- Pupils' progress is checked regularly to ensure that everyone is given the levels of support or challenge they need.

### It is not yet an outstanding school because

- Not all teaching is good.
- Not enough pupils in Key Stage 1 reach the expected standard for their age in reading and writing.

## Information about this inspection

- The inspectors observed 12 lessons. They listened to pupils read in Years 2 and 6 and discussed with them the books they have enjoyed and those they are currently reading.
- The inspectors met with five members of the governing body, with senior and middle leaders, with a group of pupils and with a representative of the local authority.
- The inspectors took into account 10 responses to the online questionnaire (Parent View). They took account of the school's most recent survey of parents' views. An inspector also met with a group of seven parents during the inspection to hear their views about the school.
- The inspectors took into account the views that staff expressed in the questionnaires they returned.
- The inspectors observed the school's work. They looked at the work in pupils' books and also reviewed a wide range of documentation, including safeguarding documents, the school development plan, records of pupils' attainment and progress and documents related to pupils' behaviour and attendance.

## Inspection team

Diane Auton, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most primary schools.
- Around half of the pupils in school are White British with English as their home language and around half are from a wide range of other ethnic and cultural backgrounds and traditions. Over 20 different languages are spoken by pupils at home, including Portuguese and a range of Eastern European and Asian languages. The proportion of pupils at an early stage of learning to speak English is well above average.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- An above average proportion of pupils are eligible for support through the pupil premium funding. This additional government funding is provided for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who join or leave the school at times other than the usual transition points has increased and is now above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' achievement in reading, writing and mathematics by the end of Year 6.

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

- Ensure that teaching is consistently good or better across the school, by further rigorous implementation of the school's systems for checking on and improving teaching.
- Enable more pupils to reach nationally expected standards in reading and writing by the end of Key Stage 1 by ensuring that the curriculum in Year 1 builds effectively on the early literacy skills children learn in the Reception class.

## Inspection judgements

### The achievement of pupils is good

- Most children start in the Reception class with skills and knowledge that are well below those typical for their age; children from all backgrounds often have immature speech and language skills and those who are newly arrived in the country often have no knowledge of English.
- By the time they leave the Reception class, around one-third of children have reached the expected level of development for their age and all of the children have made very good gains and become enthusiastic learners. This represents excellent progress from their exceptionally low starting points.
- Standards in Key Stage 1 have been low for some time, but are starting to rise. At the end of Year 2 in 2013, standards in mathematics were in line with the national average, but they were below average in reading and writing. In the current year, the school's records show that progress has been rapid in response to very effective teaching in Year 2 and that pupils are on track to reach broadly average standards in all three subjects by the end of the year, although standards are still a little higher in mathematics than in reading and writing.
- Actions to address achievement in Year 1, where the school has correctly identified a need to accelerate progress and raise standards, especially in literacy, are currently under way.
- Pupils reached broadly average standards in reading, writing and mathematics at the end of Key Stage 2 in 2013; the proportion of pupils reaching the higher Level 5 in all three subjects was in line with the national average, showing that the school's most able pupils achieved well.
- The national test results in Year 6 also confirmed that pupils had made good progress in Key Stage 2. In all three subjects, nearly all pupils made the progress expected of them and the proportion of pupils who did better than expected was greater than the national proportion.
- Evidence from lessons, from pupils' books and from the school's progress tracking all show that pupils across all of the classes in Key Stage 2 are making good progress in reading, writing and mathematics in the current year.
- The most able pupils are doing increasingly well across the school in response to the good provision the school makes for them, with a rising number on track for higher level achievement by the end of Year 6 this year.
- The school provides effective support for pupils with special educational needs; these pupils learn well and make good progress.
- Letters and sounds are taught effectively in the Reception class and Key Stage 1. Pupils' performance in the Year 1 screening check of their reading skills was below average but shows an improving trend over the last two years. In 2013, most of those who had not met the standard in Year 1 did so successfully in Year 2.
- Pupils of all ages show a genuine interest in books and an enjoyment of reading. By the time they leave the school in Year 6, most can read at the typical level for their age, with an increasing number of mature and capable readers.
- Pupils who speak English as an additional language make good progress overall in relation to their individual starting points and they achieve well.
- In Year 6 in 2013, the attainment of pupils supported by the pupil premium, including those known to be eligible for free school meals, was about two terms behind that of the other pupils in reading and writing and about a term behind in mathematics. However, they had made good progress from their starting points, especially in writing.
- In all year groups in the current school year, gaps between the attainment of those supported by the pupil premium and that of other pupils are small and are closing rapidly because progress is consistently good across classes. This reflects the school's strong commitment to ensuring equality of opportunity for every pupil.
- Pupils who join the school at times other than the usual starting times during the key stages are helped to settle in quickly. A considerable proportion of the new arrivals have additional learning or language needs and many are newly-arrived in the country, but the school ensures that they

make good progress from their varying starting points.

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

- Good teaching in literacy and mathematics is enabling pupils to learn and progress well across the school.
- A lively curriculum and excellent teaching in the Early Years Foundation Stage make learning fun for the children and they do very well in the Reception class as a result.
- Teaching and learning in Year 1 are less successful than in the other classes and this has meant that, in recent times, pupils' progress has not been rapid enough to get them to the average standard for their age by the end of the year. The school is currently in the process of overhauling and refreshing its curriculum and teaching in Year 1, to address the complex challenges it faces in meeting the wide range of needs of its pupils as they move up into Key Stage 1.
- There is good teaching across the school. Work is planned that interests and motivates pupils. For example, children in the Reception class were captivated by the story of Jack and the Beanstalk; with skilful guidance from their teacher they re-told the story in words and pictures and then in writing, building their sentences successfully and putting the events in the correct order. One boy had been so enthralled that he went off to make his own model castle for the giant, using an egg-box and other scrap materials, and was able to demonstrate that it was complete with a working drawbridge 'for when the giant didn't want people to come in'.
- The school uses many strategies to enable its pupils who are learning English as an additional language to get as much enjoyment and interest from lessons as everyone else. For example, small group 'Leaping into Language' sessions with the Parent Support Adviser introduce any content or vocabulary that might be unfamiliar; this helps to prepare pupils ready for the activities that will follow in class.
- Teaching and achievement in mathematics has improved because pupils are helped to build securely on what they already know and can do. Pupils have individual learning targets in mathematics and in literacy that are used well to help them to see what they have achieved and what the next steps in their learning will be.
- Marking is used very well to guide pupils in improving their work and their books show that they are learning to evaluate their own work with increasing accuracy.
- Positive relationships between pupils and adults in the classroom contribute well to pupils' good learning and progress.
- Teaching assistants support the quality of teaching well and help pupils of all abilities to learn and make good progress. The school uses a wide range of effective additional strategies, including teaching pupils in small groups and providing individual support, for those pupils who need extra help.

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

- The behaviour of pupils is good.
- Pupils enjoy coming to school and they are caring and polite. They are rightly proud of their school and their achievements.
- Pupils' positive attitudes in lessons contribute strongly to their good learning and progress. They are alert and responsive to their teacher's instructions and they work well and cooperatively with a partner or in a group. They present their work neatly in their books, showing how hard they try to do their best. However, when the quality of teaching falls short of good, pupils sometimes lose concentration and so their learning slows.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils say staff look after them very well, describing trusting relationships with the adults in school. Parents express great confidence in the care the school provides for their children.

- Pupils have an impressive understanding of different types of bullying, including cyber-bullying and prejudice-based bullying. They say that any cases of bullying are very rare and are always dealt with quickly by staff.
- Pupils with additional learning, language, health, social, emotional or medical needs are included in everything on offer and are supported extremely well. The school provides sensitive and caring support for pupils and families whose circumstances might make them vulnerable. Staff work very well with a wide range of agencies to ensure that support is targeted appropriately.
- Pupils enjoy many opportunities to contribute to making the school a happy place for everyone, including acting as school councillors and play leaders. Younger pupils thoroughly enjoy sessions with their older 'reading buddies' each week, saying how much they help them with their reading.
- Attendance has continued to improve. It is now above the national average, illustrating the school's strong and successful partnership with parents.

### **The leadership and management are good**

- The last inspection report identified the positive impact of the headteacher's leadership. This is a consistent element in the school. Despite additional challenges, including an increase in the proportions of pupils who are at an early stage of learning English and an increase in the proportions of pupils who join and leave the school at various points during the year, pupils' good achievement has been sustained and standards in mathematics have risen across the school. Morale is high and the school continues to strive for excellence in all aspects of its work.
- The school's senior and middle leaders demonstrate effective leadership skills and work together as a strong and united team to drive improvements forward; they are positive role models, leading by example.
- The Early Years Foundation Stage and the school's work with pupils who have special educational needs and with pupils who are at an early stage of learning English are all very well led and managed.
- Thorough systems are in place for checking on pupils' progress, so that leaders and staff have clear information about how well every pupil is doing and so that any underachievement can be spotted and addressed.
- Senior and middle leaders check teaching quality regularly and systematically. They have accurately identified the need to improve the effect of teaching in Year 1 and staff are working together to achieve this. An ongoing programme of training is keeping staff skills sharp and up to date.
- The well-crafted school development plan identifies well-chosen actions to help pupils' achievement to continue to improve.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural development. It provides opportunities for pupils to practise and develop their writing and mathematical skills in their work across other subjects; this is contributing well to raising standards. Work is under way to link the curriculum in Year 1 more closely to that of the Early Years Foundation Stage to enable pupils to make more rapid progress from their starting points when they enter Key Stage 1. Visiting experts and visits to places of interest plus a wide range of popular after-school activities, most of which give pupils opportunities to gain Children's University credits, all provide valuable experiences for pupils. The school is well prepared to meet the requirements of the new 2014 National Curriculum.
- The primary school sports funding is used well to provide an improved range of additional sporting activities, specialist teaching and staff training. Pupils of all ages enjoy good quality sport and physical education activities, including competitive events, in lessons and after school.
- The local authority provides regular advisory and consultant support for this good school.
- **The governance of the school:**
  - Regular reviews of the school's and national data about pupils' progress give governors a clear overview of pupils' performance and of the quality and effect of teaching. This means that

they are well informed and able to hold the school to account. They ensure that performance management systems are thorough and that leaders and staff are set challenging targets linked to pupils' progress and school priorities. Governors are fully aware of the link between the achievement of these targets and salary progression.

- Governors are effective in making sure that safeguarding policies and procedures are fully in place. They are fully informed on how the pupil premium funding is spent and the difference it is making to this group of pupils.

## 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

<b>Unique reference number</b>	104901
<b>Local authority</b>	Sefton
<b>Inspection number</b>	444143

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	R Garner
<b>Headteacher</b>	Sue Mawdsley
<b>Date of previous school inspection</b>	18 May 2010
<b>Telephone number</b>	01704 538366
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