

Hoylake Holy Trinity CE Primary School

Market Street, Hoylake, Wirral, Merseyside CH47 3BH

Inspection dates	25–26 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, leaders and governors have brought about many improvements to the school since the last inspection.
- The quality of teaching is now consistently strong across the school. As a result, pupils make good progress and achieve well.
- Pupils' behaviour is exemplary. They show maturity in managing their own behaviour and apply themselves in lessons extremely well.
- Pupils' personal development is excellent. Pupils support each other and show respect towards the views and opinions of others.
- Governors are highly skilled and provide very effective challenge and support for the school's leaders.
- The school offers a calm, purposeful and safe environment in which pupils can flourish. Pupils feel safe and show an excellent understanding of how to keep themselves safe.
- Children get off to an excellent start in the early years. They thrive in the stimulating environment provided and make rapid progress in their learning.
- Pupils' spiritual, moral, social and cultural development is a strength of the school and is at the heart of everything the school does.

It is not yet an outstanding school because

- Pupils' progress in reading is not as strong in key stage 2 as it is in the rest of the school.
- The progress of middle-attaining pupils is not as good as that of other groups of pupils in the school.
- Systems to assess pupils' progress are still developing and do not give leaders a consistently accurate picture of progress in all subjects and year groups.

Full report

What does the school need to do to improve further?

- Further raise the quality of teaching and outcomes, particularly in key stage 2, by improving the use of assessment to:
 - provide more effective support to develop reading skills, particularly of the least able pupils,
 - ensure that activities provided for middle-attaining pupils are more closely matched to their skills and abilities, to enable them to make the same rate of progress and achieve as well as other pupils.
- Further improve the quality of leadership and management by refining systems to assess pupils' learning to ensure that they give a more accurate picture of progress across year groups and subjects.

Inspection judgements

Effectiveness of leadership and management is good

- Determined and effective leadership has ensured that, since the last inspection, all aspects of the school's work are now good, with examples of outstanding practice. Leaders have successfully created a culture where pupils are expected to achieve their very best.
- The headteacher, leaders and governors have high expectations and are ambitious for the school. Since the last inspection, the headteacher has led a drive for improvement which has raised the quality of provision and outcomes effectively for pupils.
- Leaders have ensured that the monitoring of the quality of teaching is robust. Staff have attended relevant training to develop their skills in checking teachers' work and providing feedback. This has been effective in raising the quality of teaching and outcomes so that they are now generally good, although progress in reading is not as strong for pupils in key stage 2 and for middle-attaining pupils.
- Leaders' focus on improving pupils' behaviour and attitudes to learning has had a significant impact on promoting pupils' exemplary behaviour, self-discipline and self-assurance as learners.
- Leadership of English, mathematics and special educational needs is well established. Leaders are passionate about their roles and have contributed well to the improvements in progress and attainment in their subjects.
- The roles of subject leaders have developed considerably. Leaders of a range of subjects now monitor progress and the quality of teaching in their subjects. This has led to improvements in progress in subjects such as PE, science, history and geography.
- Leaders and governors have a good understanding of the strengths and weaknesses of the school. They acknowledge that assessment systems are still developing and do not always give the most accurate picture of pupils' progress across the school. There are some inconsistencies in the assessment of pupils' attainment on entry to year 1 and in their progress in reading and writing, which the school is keen to address.
- The curriculum provides a broad range of interesting experiences which promote much effective learning. It provides opportunities for pupils to apply their reading, writing and mathematical skills in other subjects. Extra-curricular activities such as German, cheerleading and rounders clubs further broaden pupils' experiences.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is embedded throughout this well-planned curriculum. For example, pupils learn about other faiths and cultures, and have links with a school in Sri Lanka and with their local church. Pupils develop an understanding of British values through democratic elections to the school council, and through learning the importance of respect for others.
- Leaders and governors make effective use of the pupil premium funding to accelerate progress for disadvantaged pupils across the school. As a result, current records show that any remaining gaps are closing between disadvantaged pupils in the school and their peers.
- The additional primary schools sports funding is used well to improve the teaching of physical education and to support pupils' participation at sports clubs held at lunchtime and after school. This has resulted in a high number of pupils enjoying additional healthy exercise.
- Parents are very supportive of the school. They praise the positive communication with staff and are happy with their children's progress. The vast majority would recommend the school to another parent.
- **The governance of the school**
 - The skills of the governing body have developed since the last inspection. Governors bring a wide range of skills and experiences in areas such as education, finance and human resources. They are an ambitious governing body that is very well informed about the school's strengths and areas requiring further development. Governors hold school leaders to account and closely monitor the impact of initiatives, visiting the school and scrutinising leaders' reports and school achievement information.
 - Governors are very knowledgeable about pupils' outcomes and the quality of teaching. They help ensure performance management arrangements lead to improved provision and outcomes.
 - Governors regularly check the impact that additional funding has on pupils' outcomes and carefully evaluate whether any new developments will provide value for money when making funding decisions.
- The arrangements for safeguarding are effective. Leaders and staff are vigilant to ensure that pupils are kept safe. The school makes sure that all staff are trained and kept up to date. Staff have had training about the 'Prevent' duty and are familiar with measures to combat radicalisation and exploitation. Staff work well with families to support pupils with particular difficulties.

Quality of teaching, learning and assessment is good

- Teaching has improved securely since the last inspection so that it ensures pupils make good progress from their different starting points. Lessons get off to a prompt start and staff ensure that pupils are clear about what they are expected to learn. This helps to ensure that pupils are interested and motivated to participate.
- Staff establish positive relationships with pupils and have high expectations of their behaviour. Pupils respond well to this and show a high level of engagement in their learning.
- Teachers use their knowledge of pupils' abilities and their recent work to plan tasks that interest pupils, and challenge them well. Pupils are familiar with their 'light bulb challenge' activities, which they enthusiastically complete.
- On occasion, the tasks provided and level of challenge are not as closely matched to the needs of the middle-attaining pupils, and at these times their progress is not as strong as that of other pupils.
- Staff question pupils well to extend their learning and deepen their understanding. Year 5 and 6 pupils were questioned effectively to explain their ideas as they solved number problems rounding whole numbers and decimals.
- Early reading skills are taught well. Pupils learn to recognise letter sounds and apply this knowledge in their reading and writing. In key stage 2 these skills are not always developed well and, at times, pupils lack the support they need to accelerate their progress.
- Staff are skilled in promoting pupils' mathematical skills. They ensure that pupils' understanding is developed and embedded by providing tasks which require them to solve problems and apply their skills. For example, pupils in Years 1 and 2 applied their knowledge of addition and subtraction well to work out problems comparing temperatures in different countries.
- The teaching of writing skills has improved. Imaginative tasks in topic work, linked to other subjects, give pupils opportunities to write for a wider range of relevant and interesting purposes. Pupils in Years 3 and 4 were very motivated and engaged as they identified different features of a poem and suggested their own ideas.
- Teaching assistants are deployed well to work with small groups of pupils and individuals. They question and support pupils well to develop learning.
- Staff have improved their use of feedback and marking in line with school policy. Pupils are very clear about what they have done well and what their next steps are in learning. They are building confidence in assessing their own progress and learning.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils show pride in their school, and relish their responsibilities as school councillors, prefects and play buddies. Year 5 pupils are trained to act as play leaders, taking responsibility for the care of younger pupils and actively encouraging them to play sensibly.
- Pupils understand that their responsibilities are important for their own personal development and in helping them to prepare for later life. For example, they know that holding responsibilities in school, such as being a prefect, may help them in the future when they apply for work.
- Pupils learn to develop highly responsible attitudes and contribute to the local community as they take part in planting in the local area and singing at a local care home.
- Pupils develop a strong understanding of how to keep healthy. The school council has played an active part in fostering positive attitudes to healthy eating. They have worked with school staff to redesign school lunch menus to include healthier options.
- Pupils show an excellent awareness of safety. They know about the dangers of using the internet and dangers from the nearby railway line.
- Pupils clearly understand the different types of bullying and say that bullying is rare in the school. If it does happen they are confident that staff members will deal with it.

Behaviour

- The behaviour of pupils is outstanding.
- Since the last inspection, school leaders have worked highly successfully to help pupils to develop excellent attitudes to learning. Staff create a positive climate where pupils become confident and thrive.
- Pupils' behaviour around the school and in lessons is exemplary. They are polite and welcoming; they show consideration and respect for adults and each other.
- Pupils show a high level of engagement in their learning. They listen attentively, cooperate extremely well with other pupils to share ideas, and persevere to complete tasks. Pupils happily select further tasks to extend their learning.
- Classroom learning is rarely disturbed by lapses in behaviour. Pupils show self-discipline, as they remain focused on their learning without promptings from adults.
- Pupils' attendance has risen since the last inspection to be just above average and pupils typically arrive on time and are eager to start the day. Persistent absence has reduced significantly as a result of the school's effective work with families.

Outcomes for pupils

are good

- Outcomes for pupils have improved since the last inspection to be good. Outcomes for children in the early years are outstanding. Pupils are well prepared for the next stage of their education.
- From starting points that are broadly in line with expectation, pupils make good progress and at the end of key stage 1 in 2015 their attainment was significantly above national average. This represented a marked improvement from 2014, where attainment was significantly below the national average.
- The proportion of pupils attaining the expected standard in the year 1 phonics check shows a rising trend and has been consistently above the national average since the last inspection. (Phonics refers to letters and the sounds that they make.)
- In 2014 and 2015 pupils' attainment was significantly above the national average by the end of key stage 2. The proportions of pupils making expected and more than expected progress compared favourably with national averages, although reading progress dipped in 2015.
- Work in pupils' books and learning observed in lessons show that pupils are currently making good progress in reading, writing, mathematics and a range of other subjects. From their different starting points, pupils make good progress during their time at the school.
- Although progress is good overall, progress for middle-attaining pupils is not as strong as for other pupils, and progress in reading in key stage 2 is not as rapid as in other subjects.
- The most able pupils make good progress. In 2015 the proportions of pupils attaining the higher levels at the end of key stage 1 and key stage 2 were above average levels in reading, writing and mathematics.
- Pupils with special educational needs or disability make good progress due to the positive level of support they receive.
- The school's effective support for disadvantaged pupils ensures that they make at least good progress, and some make more progress than this. As a result, gaps are narrowing quickly.

Early years provision

is outstanding

- From their starting points, children in the early years make rapid progress, with the result that most achieve a good level of development by the end of Reception Year. They are well prepared for their transfer to year 1.
- The leadership of the early years is outstanding. The early years leader and staff team pay a high level of attention to monitoring children's progress in learning. They have an in-depth understanding of children's individual needs and ways of learning, which is expertly used to provide a broad range of activities which promote learning extremely well.
- The indoor and outdoor space has been significantly developed to provide a highly stimulating environment in which children can engage. Children thoroughly enjoy using the broad range of stimulating resources, skilfully provided to encourage independence and further learning.
- Teaching is of high quality. Staff adapt their questioning and activities skilfully to ensure that children's learning is rapidly developed. Children enthusiastically measure objects using plastic cubes, or a ruler.

They are challenged to apply this learning by making a 'monster' which is the same length as a tower of cubes.

- Children show extremely positive relationships as they offer to show each other how to complete tasks. They behave extremely well and are very secure in the routines of Reception class.
- Children are highly motivated and engaged in their learning. They enthusiastically use adjectives to describe the monster pictures they have made and measure monster footprints on the indoor floor. They talk excitedly about their 'learning challenges', explaining that they are about to be involved in a challenge and saying, 'we are going to label our models next'.
- Children show rapid progress in learning about phonics as they use magnetic letters to make simple words. In another activity using word cards, they correctly identify which are real words and which are nonsense words by sounding them out.
- Parents speak highly of the early years provision and are happy with their children's progress. They are very well informed and encouraged to be involved in their child's learning through attendance at regular workshops about, for example, phonics.
- Parents contribute regularly to observations of their children's learning and this positive partnership helps to promote excellent progress.
- Children learn to be safe when using tools and equipment. Staff are vigilant to ensure children's safety and that welfare requirements are met.

School details

Unique reference number	105063
Local authority	Wirral
Inspection number	10012090

This inspection 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	256
Appropriate authority	The governing body
Chair	Abi Benton
Headteacher	Catherine O'Neill Edwards
Telephone number	0151 632 4153
Website	www.hoylakeholyltrinity.wirral.sch.uk/
Email address	schooloffice@hoylakeholyltrinity.wirral.sch.uk
Date of previous inspection	23–24 January 2014

Information about this school

- This is an average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of disadvantaged pupils eligible for the pupil premium is below the national average. Pupil premium is the additional government funding used to support pupils who are eligible for free school meals or who are looked after.
- The proportion of pupils with special educational needs or disability is below average.
- In 2015 the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been several staff changes and a new deputy headteacher and a new assistant headteacher have been appointed.
- The school meets the requirements for publishing information on its website.

Information about this inspection

- The inspectors observed learning throughout the school. Two observations were carried out jointly with the headteacher. In addition, inspectors scrutinised pupils' workbooks and listened to them read.
- Meetings were held with pupils, the chair of the governing body and four other governors, the headteacher and other senior leaders. The inspectors also held a meeting with a representative from the local authority.
- Inspectors looked at a range of information produced by the school, including information on pupils' progress and attainment, behaviour and attendance, procedures for safeguarding and the school's own evaluation of its work. They considered reports to the governing body, minutes of their meetings and the school's plans for further improvement.
- Inspectors considered the 68 responses to the online questionnaire, Parent View, and the 48 parents who expressed their views via text message to Ofsted.
- Inspectors also took account of the 12 responses to Ofsted's staff questionnaire and the nine responses to the online pupils questionnaire.

Inspection team

Elaine White, lead inspector	Ofsted Inspector
Maggie Parker	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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