

INSPECTION REPORT

TRINITY CE HIGH SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 105578

Head Teacher: Michael Evans

Reporting inspector: John Dixon
13155

Dates of inspection: 6 to 8 June 2000

Inspection number: 185267

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Voluntary aided

Age range of pupils: 11 to 16

Gender of pupils: Mixed

School address: Cambridge Street
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Manchester

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Appropriate authority: Governing Body

Name of chair of governors: The Reverend A Johnson

Date of previous inspection: 13 March 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils:	1,084	Slightly above average
Pupils with English as an additional language:	121 (11.2%)	Well above average
Pupils entitled to free school meals:	248 (22.9%)	Above average
Pupils on the register of special educational needs:	140 (12.9%)	Well above average
Average number of pupils per teacher:	15.0:1	Below average

Trinity Church of England High School is a large, inner-city comprehensive school which receives pupils from over 90 different primary schools. The attainment on entry of pupils in the core subjects of English, mathematics and science is improving steadily, and that of the current Year 7 pupils is slightly above average, although overall ability, as shown by the cognitive ability tests which pupils take when they arrive at the school, is broadly average. Twenty-seven pupils have statements of special educational need, slightly below the national average. There is special provision for 15 pupils with visual impairment.

HOW GOOD THE SCHOOL IS

This is a very effective school which is heavily over-subscribed. It has technology college status and has recently been designated a Beacon School. Teaching is good and pupils make good progress throughout the school in the majority of subjects, including the core subjects of English, mathematics and science, where attainment at 14 and at 16 is well above the national average. The strong family feeling in the school and excellent relationships at all levels produce a community which has a shared sense of purpose and the will to succeed. The management of the school is effective, and the school gives good value for money.

WHAT THE SCHOOL DOES WELL

- ◆ Standards in English, mathematics and science, and in the majority of other subjects, are above average in both key stages; most pupils make good progress
- ◆ Pupils' attitudes and behaviour throughout the school are very good, and their willingness to learn is exceptional
- ◆ There is a high proportion of good teaching in the majority of subjects
- ◆ The school makes very good provision for pupils' personal development through its strong ethos and the learning opportunities it provides

WHAT COULD BE IMPROVED

- ◆ The impact and effectiveness which the school gains from its technology college status
- ◆ The consistency and rigour of the school's procedures for evaluating its own performance

Areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in March 1995, the school has maintained its high standards. The performance of both boys and girls in GCSE examinations remains well above the

national average, and has improved year on year at the same rate as the national trend. A greater proportion of good and very good teaching was seen in the current inspection than in 1995. Attendance has remained above the national average. Most of the issues raised in the previous inspection have been satisfactorily addressed: the enquiry skills course now makes a more positive contribution to pupils' learning; facilities for physical education are now excellent; there have been adjustments to the curriculum and to registration procedures. Arrangements for a daily act of collective worship have been improved, but the school still does not fully comply with statutory requirements. There are still deficiencies in the consistency of marking pupils' work and in the school's procedures for evaluating its own performance.

STANDARDS

The table shows the standards achieved by 16 year olds based on average point scores in GCSE examinations.

Performance in GCSE examinations:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
	A	A	B	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests which pupils take at age 14 results at Trinity CE High School in 1999 were well above the national average in English and above the national average in mathematics and science. Over the past four years pupils' attainment in English has remained well above the national average and above the national average in science. Results in mathematics have been close to the national average during this period. Compared with similar schools, results at Trinity were very high in English and mathematics in 1999, and well above average in science. Both boys and girls attained high standards compared with pupils nation-wide. Most pupils make good progress in the core subjects of English, mathematics and science, and in most other subjects of the curriculum during their first three years in the school. Good progress is made by higher attaining pupils and pupils of average attainment. Lower attainers and pupils with special needs make satisfactory progress. Pupils with statements of special educational need progress well. Attainment overall of most 14 year-olds is at least in line with what is expected nationally and in a significant number of cases it is good or very good.

In the 1999 GCSE examinations pupils' attainment at Trinity was above the national average. Boys did particularly well and performed well above the average for the country as a whole. Over the last three years both boys and girls have achieved standards well above the national average. Attainment in GCSE examinations in 1999 was very high compared with similar schools across the country. The proportion of passes at grades A* and A was particularly high – over one in five of all GCSE grades recorded. Boys' results were outstanding: they exceeded the national average in grades A* to C by considerable margins in English, English literature, science, mathematics, French, history and geography. The good progress which most pupils make in the lower school is continued in Years 10 and 11, and again it is the higher and average attainers who make the best progress. The range of attainment between the highest and lowest attaining pupils in the upper school is greater than in Years 7 to 9, but nevertheless two-thirds of the pupils reach at least satisfactory standards, and some reach high standards of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils have very mature attitudes, both socially and towards their learning. Most enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour in the majority of lessons and about the school is generally very good.
Personal development and relationships	Pupils are well adjusted, and relationships between pupils – including those from different ethnic and faith backgrounds and with special needs or visual impairment – are very good.
Attendance	Attendance is good. It is significantly above the average for schools of this type.

Most pupils in all age groups at Trinity have remarkably positive attitudes towards the school and the work they do. This is seen in their behaviour in lessons and at other times of the school day and in their willingness to learn and desire to make progress. The school has a clear set of aims which are based on tolerance and respect for others, and these are seen throughout the school in the way pupils, teachers and other members of the school community relate to one another. The strength of inter-personal relationships, between pupils from the complete range of ethnic and cultural backgrounds and between pupils and their teachers is a unique quality of the school which makes a major contribution to its effectiveness and success.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	very good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching in the majority of subjects is characterised by teachers' high levels of subject expertise and their high expectations of pupils, and this is matched by the pupils' high expectations of themselves. Good relationships between pupils and staff and pupils' ability to concentrate and collaborate are major factors in the high standards reached by the school. Of the 58 lessons seen during the inspection, teaching was considered to be good or very good in almost three-quarters, and only in a very small proportion was the teaching unsatisfactory. Teaching was better in the lower school, where four out of five lessons were good or very good, than with older pupils. Teaching of basic skills is effective. Although most lessons seen had pace and variety which sustained the interest of the pupils and encouraged them to work together and to share experiences, there was a small number of lessons where the teaching was generally satisfactory but too teacher-led and failed to excite pupils' enthusiasm and curiosity. Teachers in most subjects do not make sufficient use of information and communications technology (ICT) to improve the quality of learning in their classes. This is especially marked in those subjects where consistent use of ICT might be expected. The quality of marking in pupils' books was in some cases unsatisfactory, and varied between and across subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum satisfies legal requirements, and all pupils have full access to it. There is good provision for the teaching of literacy and the enquiry skills course in the lower school is effective in advancing pupils' ability to learn. Good opportunities are provided for pupils to follow courses of study in the performing arts, but there are limited opportunities for older pupils to follow work-related courses of study. The very wide range of cultural and sporting opportunities available to pupils outside the normal school day enhances the quality of the curriculum and makes a strong contribution to pupils' personal development.
Provision for pupils with special educational needs	The school makes satisfactory provision overall for pupils with special needs. Visually impaired pupils have full access to the curriculum and are well integrated into the school. Individual education plans are in place for pupils with learning difficulties but are not precise enough for subject teachers to set clear targets for these pupils. Provision for developing pupils' literacy skills in Year 7 is good, and withdrawal groups for pupils who need support are well managed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. Good opportunities are provided for pupils to explore issues about life and to learn what constitutes right and wrong. There is a caring, supportive climate in the school which encourages sound personal relationships. The cultural and religious diversity of the school community is recognised and understood in all aspects of the school's life.
How well the school cares for its pupils	The school has a caring, family atmosphere which contributes greatly to the way pupils learn and behave. There is strong pastoral support in which form tutors and year heads play a significant role. Procedures for ensuring good attendance and good behaviour are strong. Procedures for child protection are insufficiently clear.

The school provides a curriculum which is relevant to all pupils and which contributes to their academic success and their personal development. Both the subject-based curriculum, which caters well for pupils of all levels of attainment, and the provision of a wide range of extra-curricular activities make effective contributions to pupils' sense of achievement and self-confidence. However, the school's technology college status does not have a full impact on the learning opportunities available to pupils, and there is insufficient provision for a work-related curriculum. Strong provision for pupils' welfare produces the caring atmosphere which prevails in all aspects of the school and which makes pupils feel valued and secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	There is effective leadership at all levels. The school's aims are clearly stated and are reflected in all that it does. The head teacher has a clear view of the strategic development of the school, and middle managers interpret this into the day-to-day practicalities. Heads of subject departments and heads of year provide clear and effective leadership, although the monitoring of teaching quality in most departments is unsatisfactory.
How well the governors fulfil their responsibilities	Governors take a keen interest in the school and the quality of education which it provides. They have a strategic view of where the school is going and keep a tight control of the budget. Some members of the governing body sample the work of the school at first hand by attending lessons.
The school's evaluation of its performance	Whilst there is some monitoring of the school's effectiveness by governors, head teacher and senior staff, this is insufficiently rigorous to ensure that full impact is achieved from the school's technology status, or to secure consistency of quality in teaching and learning provision across the school.
The strategic use of resources	Financial planning is efficient. A considerable financial deficit has been eliminated and the school is now in a sound financial state. The head teacher and governors have been highly successful in recent years in acquiring external funding to develop the school and to help it play a stronger role in the local community. The school gives good value for money.

Effective leadership at all levels ensures that the school is constantly moving forward. There is clear strategic vision at senior level and through the governing body, and strong middle management which is effective in maintaining standards and taking the school forward. This clarity of purpose and strength of provision is sustained more by a shared feeling at all levels of management and amongst the teaching staff for what is best for the pupils rather than springing from a regular objective analysis and evaluation of how the school performs, and where its major strengths and weaknesses lie. Such an evaluation would bring even greater clarity to the school's purpose.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Over 90% of parents agree that:</p> <ul style="list-style-type: none"> ◆ Teaching is good ◆ Children are expected to work hard and to achieve their best ◆ Children make good progress ◆ The school is approachable about problems 	<p>A minority of parents do not agree that:</p> <ul style="list-style-type: none"> ◆ Their children like school ◆ Behaviour in school is good ◆ Children get the right amount of work to do at home

Inspectors' findings are in agreement with those parents who make positive judgements about the school. In their discussions with pupils during the inspection, inspectors found that pupils generally enjoyed coming to school. Behaviour both in and around the school was found by inspectors to be very good, although there was a very small minority of cases where inappropriate behaviour of individual pupils or groups of pupils interrupted lessons for the rest. The setting of homework was found to be variable from subject to subject, in both frequency and the amount of homework set. In some subjects and by some teachers homework seems to be regularly set, but in a minority of cases it was found that homework was either not set or pupils were asked simply to complete the work started in class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science, and in the majority of other subjects, are above average in both key stages; most pupils make good progress throughout

1. Pupils' attainment on entry, as judged from their scores in the national tests which they took at primary school, is rising gradually, and the attainment of the current Year 7 pupils as they left their primary schools was slightly above the national average. Slightly more than average numbers of pupils achieved the national expectation of level 4 or above in English, mathematics and science, and the proportion of pupils achieving level 5 or above was also slightly above average. The results of the cognitive abilities tests and other tests administered in their first term at Trinity, however, indicate that the ability of pupils overall is about average.
2. In the national tests taken by 14 year-olds in 1999 – starting from a lower level of attainment on entry than the current Year 7 - the proportion of pupils achieving the national expectation of level 5 or above in English was well above average, average in mathematics and average in science. A considerably higher than average proportion of pupils achieved level 6 or above in each of the three core subjects. In English pupils were on average between three and five terms ahead of the standards which they might be expected to achieve. In all three core subjects pupils have made good progress over the three years.
3. In English and mathematics both boys and girls achieved standards which are higher than average. In science boys' performance was in line with the national average, but girls exceeded it by a significant margin. When compared with the attainment of pupils in similar schools, the attainment of pupils at Trinity in 1999 was very high in English and mathematics, and well above average in science.
4. The high standards achieved by 14 year-olds in the national tests continue a pattern of high attainment which pupils in the school have sustained over a number of years. In English, mathematics and science both boys and girls have been consistently above the national average in the past four years.
5. There is clear evidence from their work that most pupils at present in Year 9 have made good progress in the majority of subjects since they came to the school. Higher and average attainers make the best progress, although the lower attaining pupils and those with special educational need make satisfactory progress overall. Attainment in English is above average and reflects consistently good teaching based on a coherent and systematic scheme of work. In mathematics the attainment in Year 9 is also above average overall and reflects good progress from Year 7 in all four attainment targets. This is also the case in science. In both mathematics and science most higher and average attainers make good progress in the investigative aspects of the subjects. The enquiry skills course which pupils follow in their first three years at the school helps them to make good progress and to become confident in using information technology. It also helps them to develop the way in which they organise themselves to learn, and many pupils are applying these skills in other subjects of the curriculum. Pupils who begin Spanish at the start of Year 9 make rapid progress: by the end of the year some pupils are approaching the levels of attainment normally expected after a three-year course. There is a clear progression to be seen in the work pupils are doing in art and design and technology, although in the latter subject more could be achieved through a more consistent and imaginative use of computers in design work and by a planned development of control technology.

6. Pupils' performance in GCSE examinations over the past three years has been well above the national average, and continues to rise at the same rate as the national trend. At the time of the last inspection, girls' achievement was significantly higher than boys', but the school has been remarkably successful in improving the achievement of boys. In English, English literature, science, mathematics, French, history and geography, the percentage of boys achieving grades A* to C exceeded the national average by a considerable margin. Girls' results were at least in line with the national average and above it in most subjects, but not to the same degree as boys.
7. The proportion of pupils achieving five or more grades A* to C (54.9%) in 1999 was above the national average by 8.3%, and this gap has been sustained over the last three years. 96.6% of pupils achieved five or more A* to G grades last year, 5.7% above the national average, although the three-year average is 6.3% above the national figure. Pupils of all levels of attainment in the school perform year on year well above the national average.
8. The proportion of pupils gaining the higher grades in GCSE examinations is very high compared with similar schools – over one in five of the grades recorded in the 1999 examination was at A* or A. There were significantly high proportions of the highest grades in English, English literature, science, French, geography and drama. The overall performance of pupils based on the average total points score is also very high compared with that of similar schools, which indicates that pupils of all levels of attainment achieve higher grades than would normally be expected.
9. Scrutiny of the current Year 11 pupils' work shows that most make good progress in their final two years at the school. The pattern is generally similar to that found in Years 7 to 9: lower attainers and pupils with special educational need make satisfactory progress, but good rates of progress are made by pupils of average or higher levels of attainment.
10. In English, the work of Year 11 pupils reflects teachers' high expectations. The most able pupils produce sustained high quality work which reveals intelligent analysis, clear and precise writing and often flair and originality. The middle range of pupils produce work which is consistently above average. Lower attaining pupils are achieving standards in line with or slightly below the national expectation for pupils at age 16, and their work shows evidence of sustained effort.
11. In mathematics the higher attaining pupils achieve standards which are well above average. They apply their knowledge and enquiry skills with confidence to unfamiliar problems. They deduce general patterns from complex information, expressing these in symbolic and written form with precision, and extending their findings to make predictions of results in other problems. Their skill with number, shape and space is of a very high standard, as is their proficiency with the collection, organisation and analysis of data. The work of the pupils in the middle range of attainment is at or just above the national expectation, although they are less accomplished and assured in tackling investigations or in making generalisations, such as identifying a general formula which could describe a pattern of numbers. Pupils of lower attainment or with special educational needs achieve below national expectations. Their skill with number, shape and measurement is of a higher order than with algebra or the application of mathematics to unfamiliar situations.
12. In science, the work of the higher attaining pupils is consistent with strong independent learning and analytical thought, which is supported by their ability to write fluently using the terminology and principles of the subject. They apply very good laboratory skills to

undertake systematically planned experimental investigations, drawing the evidence from a range of sources and coming to well reasoned conclusions which are soundly based on precise data and on scientific laws. The middle range of pupils achieve these qualities in more modest measure and with less independence of learning, but nevertheless at a standard which is above the national expectations. The lower attaining pupils and pupils with special educational needs can, with assistance, organise experiments, make measurements appropriately and present their data in tables and graphs. They can recall and apply scientific knowledge to a limited extent to explain the effects which they observe.

13. Higher attainers in French produce extended written work which is well above average for their age. They are confident in the use of a range of tenses and write with few errors. In design and technology the most able pupils have produced some outstanding design briefs which show work of effort, originality and imagination, some of which crosses cultural boundaries and extends knowledge and understanding into other areas.

Pupils' attitudes and behaviour throughout the school are very good, and their willingness to learn is exceptional

14. The attitudes of pupils to their learning, to one another and to the school in general are outstanding, and clearly a strength of the school. In most subjects, inspectors commented on the exceptionally mature approach which pupils of all ages have to their work.
15. In practically all the lessons seen during the inspection, pupils were eager to learn. They were keen to take part in the lesson and to co-operate with the teacher and with one another. In only a very small minority of cases was there any evidence of unsatisfactory behaviour or of poor attitudes towards learning. Most pupils take a pride in their work and make great efforts to present it well and to get it right. In class they listen carefully to the teacher and to one another, and respect one another's views. They are eager to answer questions, and indeed occasionally show disappointment when they are not asked to demonstrate their knowledge. They come to school smartly dressed and well equipped to start the school day. Most are conscientious about doing their homework and handing it in on time.
16. Pupils with visual impairment or other disabilities are determined and independent, and have the will to succeed. Even in physical education and in design and technology – highly practical subjects requiring co-ordination and muscular control – pupils with physical disabilities work independently and at the level of their peer group. During the inspection, a girl with behavioural difficulties was being supported in class at her own request by a youth tutor in order to help her to modify her behaviour.
17. In the majority of subjects, pupils are well motivated and show high levels of concentration. In English, history and geography they take an active part in class discussions and are courteous and articulate in conversation. They give sensible and mature comments in evaluating one another's performance in drama or in physical education and listen attentively and politely when others are speaking. The positive relationships between teachers and pupils allow for good-humoured, relaxed sharing of views.
18. In many lessons in science there is a high, often outstanding level of scientific enquiry and curiosity, and pupils are eager to draw their evidence together to explain phenomena. Where opportunities are given to write with feeling on scientific topics which relate to contemporary or contentious issues, pupils' writing shows a remarkable

maturity. In science and in design and technology pupils co-operate well when sharing equipment or working on tasks together. They help each other willingly and without fuss in mathematics and ICT when there are problems to solve or when difficulties are experienced in computer work.

19. Participation in practical lessons such as music, modern languages and physical education is high: pupils try hard to improve their performance and are patient while the teacher is helping individuals over difficulties.
20. In the small minority of lessons where the teaching is not well organised, undemanding or uninspiring, pupils naturally get bored. This occasionally gives rise to some unsatisfactory behaviour as they drift off task or lose interest, but in the majority of cases most pupils remain remarkably well behaved and involved in the lesson.
21. Despite the cramped nature of some of the circulation areas, pupils move around the school in a mature and controlled manner, and very few instances of inappropriate behaviour were observed in the corridors at lesson changeover or at lunchtimes. Indeed, before and after school, and during the breaks when all of the pupils are out of class, pupils are happy to chat and play games together without the rowdiness associated with these times of the day in some schools, especially those on confined sites such as Trinity High School. Before and after school pupils avail themselves enthusiastically and in large numbers of the study facilities and the wide-ranging extra-curricular activities organised by teaching staff and youth tutors.

There is a high proportion of good teaching in the majority of subjects

22. The last inspection report commented on the dedication of the staff being a strength of the school: this was found still to be the case. The majority of teachers have the confidence which springs from sound subject knowledge, and are committed to providing a high quality education for all their pupils. They have high expectations, and these are matched by the expectations which most pupils have of themselves. There is a singleness of purpose abroad in the school which leads to the dynamic atmosphere and to high levels of success. Teaching and support staff work effectively and unobtrusively together to ensure that visually impaired pupils and other pupils with statements of special educational need are able to work to their full potential.
23. However, in most subjects there is insufficient use of ICT to support learning – in a technology college its use should be embedded in every aspect of the school's activity and technology should be an integral part of every pupil's learning experience in all subjects of the curriculum.
24. The proportion of good teaching has increased since the last inspection, when almost half of the teaching was good or very good. Almost three-quarters of the teaching observed during this inspection was good or very good, and one lesson in five was very good or outstanding. Teaching was rather better overall in the lower school in the sample of lessons observed, but this may be due to the smaller sample of lessons observed in the upper school. Good lessons were seen in all subjects of the curriculum. The most effective lessons were seen in English, mathematics, science, history, modern foreign languages, drama and physical education.
25. Lessons in English are characterised by the thoroughness of their planning and preparation and by the teaching techniques employed, which are well focused and clearly suited to the level of the class. Teachers have high expectations of their pupils, and lessons proceed at a good pace. Clear questioning and direct, clear and supportive teaching ensure that all pupils are challenged at their own level, and

encouraged to make progress. The intervention teaching in Year 7 for pupils who have difficulties with literacy is effective and well planned to match pupils' individual needs.

26. Most lessons in mathematics are well planned and sequenced to ensure that pupils progress at an appropriate pace. Resources are well organised and teachers insist on measuring instruments being used with precision. Questioning is good to ensure understanding, and lesson content is well matched to pupils' attainment. Pupils' mathematical interest is engaged to best effect when mathematical problems are related to situations in real life. A minority of mathematics lessons, however, lack pace and challenge and are not sufficiently geared to pupils' attainment. One teacher was not fully familiar with the levels of attainment which pupils were expected to achieve.
27. In the majority of science lessons the teaching challenges pupils' curiosity about scientific matters and has high expectations of the pupils. There is an unrelenting insistence on the use of correct scientific terminology and the correct use of language, and on the application of scientific principles. Most teachers employ from Year 7 an excellent research style in their teaching. Lessons are well planned to provide continuity and to relate where appropriate to learning in other subjects. Classroom management is good in the majority of cases, although a minority of lessons was seen where this was not the case, and where the insistence on scientific correctness was allowed to slip. In these lessons, questioning was undemanding, there was insufficient matching of tasks to pupils' potential attainment level and insufficient regard for safe working practices.
28. Good basic teaching skills were observed in the majority of subjects of the curriculum. The use of skilful questioning and clear presentation of the work to be completed is a feature of teaching in history, geography and ICT. In drama teachers' specialist expertise is used to very good effect: there is a highly effective use of a range of strategies and techniques which help pupils to refine skills and which make a significant contribution to the mature attitudes of pupils in other areas of their school life. In music, the teachers' knowledge, enthusiasm and practical participation encourage the lively involvement of pupils. Modern languages teaching is demanding of high standards of linguistic knowledge and understanding from pupils of all ages, but pupils need more opportunities to use the language actively in conversation. In design and technology there is an emphasis on pupils' developing the confidence to work independently and co-operatively without the constant intervention of the teacher, whereas in art there is much more of a teacher-directed approach to the development of skills. Physical education lessons are typified by the way in which all pupils are included irrespective of their skills or ability and by the teachers' encouragement of pupils and attention to detail.
29. There are some weaknesses in most subjects of the curriculum in the consistency and quality of marking pupils' written work. The quality of the marking – the extent to which it contributes to pupils' learning by indicating ways in which their work might be improved or by giving encouragement and engaging in dialogue with pupils' about how their work is progressing – is very variable, not only between subjects but within subject areas themselves. It ranges from the good practice outlined above to unhelpful ticks and crosses and, in some cases, marking which has not been done with due attention because it fails to pick up on obvious and serious errors. In some instances where teachers ask pupils to make further corrections to work which has serious errors, this is not followed up.

The school makes very good provision for pupils' personal development through its strong ethos and the learning opportunities it provides

30. Good opportunities are offered in many areas of the curriculum for pupils to explore their own values. They are encouraged to reflect on their personal response to issues concerning right and wrong, and to the dilemmas which face them as individuals and citizens of the global village.
31. The stated aims of the school are very clear about where the school stands relative to the community it serves and what it seeks to provide for its pupils. The aims to overcome all forms of stereotyping and prejudice, to encourage tolerance and respect for the beliefs of others and to ensure equality of esteem for all pupils are seen to be pursued at all levels of the school's activity.
32. The whole ethos of the school is built around the quality of its social interaction and personal relationships. The importance it attaches to how well people get on together is seen in all aspects of the school's day-to-day life. Relationships between pupils and between staff and pupils are exceptionally good - relaxed, caring and supportive. On extremely few occasions during the time of the inspection were raised voices heard in classrooms or on the corridors of the school. Pupils are able to feel valued because they are treated as responsible people - as one pupil put it: 'We are allowed to be ourselves'. The feeling that everyone is a valued member of the school community enables teachers and pupils to smile at one another, be at ease in one another's company, and creates a positive and collaborative working atmosphere. This encourages pupils to work and try hard and to work independently irrespective of whether they are being closely supervised or not.
33. In the same way, the way in which the school recognises and values the cultural and religious diversity of its immediate and wider community creates a bond between all members of that community irrespective of their ethnic or cultural background. This genuine valuing of all elements of the Trinity High School community is reflected in every aspect of the school's daily life, from the freedom of expression implicit in the relaxed code for pupils' personal appearance to the opportunities provided in the school curriculum to explore and understand a wide range of world cultures.
34. Pupils' cultural development is strong and continues to move forward through the school's involvement with the Manchester Dance Centre and the Royal Northern College of Music and other cultural opportunities afforded by its position near to the city centre and to the universities. Pupils from Trinity High School have justifiably acquired a high reputation both locally and further afield for the quality of their public performances in music, dance and drama.
35. The wide range of cultural, sporting and other extra-curricular learning opportunities provided for pupils contributes considerably to their personal development and to the corporate sense of purpose and success. The school's 'eight till late' policy means that pupils are often in school very early in the morning and do not leave until five o'clock in the evening. The learning resource area is well used by pupils from all year groups both before and after school. They use the library and computer facilities to research or to complete homework, or to pursue personal interests.
36. A number of sporting teams and activities are available to pupils outside school hours, and participation in competitive sport is high. The wider community makes good use of the school's excellent sports facilities which have recently been provided through the National Lottery Sports Fund. The school organises a wide range of foreign holidays

and visits, including its exchange and developing e-mail link with a school in northern France.

WHAT COULD BE IMPROVED

The impact and effectiveness which the school gains from its technology college status

37. The school is well into its second phase as a technology college, having first achieved its status in 1995. As part of its original bid to become a technology college, the school has made provision for the training of all its staff in the use of ICT with a view to see the expansion of new technology to enhance the range and quality of pupils' learning in all curriculum areas. Generous timetable provision continues to be made for teachers to take part in internal secondments to the ICT area in order to develop programmes of study and teaching and learning materials for other areas of the curriculum.
38. Whereas the school is achieving many of its targets in terms of its involvement with the local community and with other schools to enhance familiarity and confidence with new technology, developments in-house have been slow to materialise. The use of ICT is not securely embedded in all aspects of the taught curriculum. In the majority of subject areas, it remains peripheral to pupils' learning experiences and opportunities. Additionally, five years on, the networked computer hardware provided at the outset is now beginning to show its age and lacks the power to carry some of the applications which could be used.
39. The enquiry skills course which all pupils follow in Years 7 to 9 is based on the use of ICT to develop and enhance the quality of learning, and has had considerable success in ensuring that pupils become familiar with and competent in a range of computer applications. Teaching staff have worked hard to ensure that pupils can access information from a range of sources and process it in such a way as to be able to compare and evaluate data and to draw conclusions, but outside the learning resources base and ICT areas inspectors found that the application of ICT skills was not an integral part of the pupils' learning experience.
40. In a number of subjects pupils have produced some well-designed and attractive written work using the computer as a word-processor, and there have been some tentative beginnings in the use of e-mail to develop communication skills, but despite the fact that there is ease of access to computers in most areas, subject departments have not espoused new technology as an integral part of what they do. In modern foreign languages, for example, no use is made of the newer interactive languages programs which would do much to enhance pupils' ability to use foreign languages for real purposes of communication. In design and technology, there is insufficient opportunity for pupils to integrate ICT and control technology into their project work. There is some use of computer controlled equipment to aid production of artefacts, but less use of computers to aid design, either in art or design and technology. Where some progress has been made towards a greater integration of ICT into the work of the school, as in the plans to develop data logging in science, this has slowed to a standstill because of the deficiencies of the computer hardware.

The consistency and rigour of the school's procedures for evaluating its own performance

41. The head teacher and senior staff are quite clear and refreshingly open about where the school is and where it needs to develop. There is no doubt that the head and his senior colleagues have their finger on the pulse of the school. They make and share

professional judgements about the school's performance and where it could be improved, and some of the judgements they make are based upon objective data obtained through statistical evaluations of examination results and pupil attainment. However, in order to move forward on a broader front, there are areas of the school's performance which require more precise and rigorous evaluation based on a clearer and more comprehensive base of objective information than is currently used. For example, there needs to be a whole-school objective evaluation of the progress made by lower-attaining pupils and those with special educational needs with a view to identifying measures to ensure that they progress at least as well as other pupils.

42. There is clearly a greater need for regular objective assessment of the impact of financial initiatives which the school has thus far been so successful in achieving. For example, a regular evaluation of the impact of the school's technology college status would have revealed where the managerial energies would best be spent, and ensured that appropriate efforts were made to develop the use of technology on a much wider front.
43. There is a school policy for subject heads of department to monitor the quality of teaching in their departments, but there is little evidence of this taking place on a consistent and rigorous basis. Staff in some departments have watched one another teach, but there is no formal reporting system which would identify areas of strength and weakness and ensure that they form part of development plans for the future. There is a need for further professional development of the middle managers, including the sharing of good practice, to equip them with the monitoring and feedback skills which they will need to carry forward the school's vision for the highest quality teaching.
44. School policies for ensuring that pupils' work is properly marked and assessed by all teachers are not closely followed in all parts of the school or by all staff. The lack of consistent departmental self-evaluation has led to the situation where there is a confused set of principles applied teacher by teacher and department by department to the marking and assessment of work, and this cannot help pupils to have a clear idea of how they are progressing and what they need to do to improve. Managers need to be much clearer about the quality of marking which is required and the precision of records which are kept, so that pupils' progress can be effectively tracked and appropriate targets for the future can be set.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. In order to increase still further the effectiveness of Trinity CE High School, the head teacher and governors should:

Seek to achieve greater impact and effectiveness from the school's technology college status by:

- ◆ ensuring that the use of technology is firmly embedded in pupils' learning in all subjects of the curriculum;
- ◆ increasing the opportunities provided in design and technology to integrate ICT and control technology into project work.

Develop more consistent procedures to monitor and evaluate its own performance through:

- ◆ developing a whole-school framework for measuring and evaluating performance, including that which relates to the requirements of specific funded initiatives;

- ◆ developing structures and procedures at departmental level to ensure that the quality of teaching is consistently monitored, and that teaching takes place in all departments which will contribute to the sustained progress of all pupils;
- ◆ ensuring that policies for the marking and assessment of pupils' work are consistently applied within and across subject departments and that departmental targets are soundly based on real assessment information.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	17	53	22	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons

Information about the school's pupils

Pupils on the school's roll

Number of pupils on the school's roll	1084
Number of full-time pupils eligible for free school meals	248

Special educational needs

Number of pupils with statements of special educational needs	27
Number of pupils on the school's special educational needs register	140

English as an additional language

Number of pupils with English as an additional language	201
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Pupil mobility in the last school year

Number of pupils who joined the school other than at the usual time of first admission	28
Number of pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	7.0
National comparative data	7.9

Unauthorised absence

	%
School data	0.5
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year

Attainment at the end of Key Stage 3

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	1999	115	115	230

National Curriculum test/task results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	82	80	62
	Girls	105	77	72
	Total	187	157	134
Percentage of pupils at NC level 5 or above	School	82 (73)	69 (64)	59 (51)
	National	63 (65)	62 (60)	55 (56)
Percentage of pupils at NC level 6 or above	School	36 (35)	43 (45)	27 (22)
	National	28 (35)	38 (36)	23 (27)

Teachers' assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	81	79	57
	Girls	100	84	69
	Total	181	163	126
Percentage of pupils at NC level 5 or above	School	79 (72)	71 (57)	55 (57)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC level 6 or above	School	36 (37)	43 (36)	30 (24)
	National	31(31)	37 (37)	28 (31)

Percentages in brackets refer to the year before the latest reporting year

Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	1999	105	99	204

GCSE results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Numbers of pupils achieving the standard specified	Boys	55	104	104
	Girls	57	93	96
	Total	112	197	200
Percentage of pupils achieving the standard specified	School	55 (48)	97 (94)	98 (95)
	National	46.6 (44.6)	90.9 (89.8)	95.8 (95.2)

Percentages in brackets refer to the year before the latest reporting year

GCSE results		GCSE point score
Average point score per pupil	School	43 (41)
	National	38.0 (37.0)

Figures in brackets refer to the year before the latest reporting year

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	31
Black – African heritage	35
Black – other	229
Indian	20
Pakistani	25
Bangladeshi	23
Chinese	21
White	668
Any other minority ethnic group	12

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	20	1
Indian	0	0
Pakistani	2	0
Bangladeshi	0	0
Chinese	1	0
White	13	1
Other minority ethnic groups	2	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

Total number of qualified teachers (FTE)	72.2
Number of pupils per qualified teacher	15

FTE means full-time equivalent.

Education support staff:

Total number of education support staff	20
Total aggregate hours worked per week	623

Deployment of teachers:

Percentage of time teachers spend in contact with classes	73.4%
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Average teaching group size:

Key Stage 3	20.9
Key Stage 4	19.9

Financial information

Financial year	1998/99
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	£
Total income	2518450
Total expenditure	2453823
Expenditure per pupil	2253
Balance brought forward from previous year	-64627
Balance carried forward to next year	30020

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	1070
Number of questionnaires returned	248

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	41	48	7	3	1
My child is making good progress in school	48	44	4	1	2
Behaviour in the school is good	31	51	10	2	4
My child gets the right amount of work to do at home	25	58	12	3	2
The teaching is good	40	53	3	0	2
I am kept well informed about how my child is getting on	51	39	7	2	0
I would feel comfortable about approaching the school with questions or a problem	56	35	2	3	1
The school expects my child to work hard and achieve his or her best	69	25	4	0	0
The school works closely with parents	46	41	8	4	0
The school is well led and managed	57	31	5	3	3
The school is helping my child become mature and responsible	44	44	5	1	5
The school provides an interesting range of activities outside lessons	51	37	4	1	4