



Hull Trinity House School

Inspection Report

Unique Reference Number 118115
LEA Kingston-upon-Hull
Inspection number 280246
Inspection dates 21 September 2005 to 22 September 2005
Reporting inspector Cathryn Kirby

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Secondary	School address	Princes Dock Street
School category	Voluntary aided		Hull
Age range of pupils	11 to 16		East Riding of Yorkshire, HU1 2JX
Gender of pupils	Boys	Telephone number	01482 326421
Number on roll	297	Fax number	01482 324697
Appropriate authority	The governing body	Chair of governors	Stuart Ledger
Date of previous inspection	1 September 2000	Headteacher	Andrew Twaits

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Trinity House School is a popular, voluntary-aided school for boys, situated in Hull city centre. It is a small secondary school, with 297 pupils on roll. The school has strong nautical traditions and pupils come from a wide area in and around Hull. Few pupils are from minority ethnic backgrounds or have English as an additional language. The attainment of pupils entering the school in Year 7 is above average for children of this age, and the proportion of pupils with special educational needs is low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Trinity House School provides a sound education and gives satisfactory value for money. Pupils are happy and confident and parents are very satisfied with the quality of education and care provided. The pupils make good progress in their personal development. Attendance figures and the contribution pupils make to the community are outstanding. The curriculum is satisfactory. Leadership and management of the school are satisfactory overall. There are a number of good features about the school's management, particularly the caring ethos it has created and the guidance it provides for pupils. Senior leaders share a strong commitment to continuing school improvement, but there is scope to improve the planning for this. Standards are above average, but pupils make satisfactory overall progress in relation to their starting points. Teaching is satisfactory overall.

The school has dealt effectively with a number of issues raised in the last inspection report. However, some inconsistencies in subject performance at both key stages, and insufficient challenge for the more able pupils, remain as areas which have not been tackled adequately. The school recognises these weaknesses and has the capacity to deal with them and has formulated plans to do so.

What the school should do to improve further

- Improve the overall quality of teaching by providing more challenge for the more able pupils, improving the marking of work, and ensuring that assessment data is used consistently and effectively by all staff.
- Raise standards in mathematics and science in Key Stage 3 and also raise expectations of what pupils can achieve in the general certificate of secondary education (GCSE), aiming for more A*, A and B grades.
- Monitor more rigorously the progress and effectiveness of the school's planning for improvement so that the impact of the action taken can be evaluated and the accuracy of self evaluation improved.
- Implement safety procedures for car parking and vehicle movement in the playground and ensure this is supported by a policy which is shared and understood by all staff and visitors.

Achievement and standards

Grade: 3

Overall standards are above average. Pupils make satisfactory progress overall but, at both key stages, the amount of progress varies between subjects.

When pupils enter the school in Year 7, their standards are above average. In Key Stage 3 they make very good progress in English and satisfactory progress in mathematics. However, in science, pupils make less progress than they should, although

the proportion of pupils reaching the level expected for pupils at the end of this key stage increased in 2005.

At the end of Key Stage 4, the percentage of pupils attaining five or more A* to C grades at GCSE is well above the national average and year-on-year results have improved more quickly than is the case nationally. The overall progress pupils make in this stage is broadly satisfactory based on their previous performance. As in Key Stage 3, there is considerable variation in the pupils' progress between subjects. Pupils make particularly good progress in English and results are significantly above national averages in this subject. In some other subjects, for example, mathematics, their progress is satisfactory. However, in vocational studies and French, pupils' achievement could be better; in particular, too few pupils gain the higher grades A*, A, and B.

Personal development and well-being

Grade: 2

Pupils' personal development is good overall. Their spiritual awareness is well developed, for example, through regular church parades and assemblies. Pupils' social and moral development is good; they take responsibility and initiative in a number of ways, for example, as a mentor to other boys and through participation in civic duties. The pupils make an outstanding contribution to the life of the school and the local community, for example, by participating in the civic church parade and charitable events. Pupils' understanding and appreciation of the culturally diverse society of modern Britain is underdeveloped.

Attendance is outstandingly good; the school's attendance figures have been well above average for the last three years. The pupils' behaviour and attitudes to their work are good. They are polite and respectful to teachers, visitors and each other. They enjoy school, are conscious of the school's traditions and respect them. Relationships between all members of the school community are good. Pupils feel safe at school and know where to go to get help and advice, for example, if they are bullied.

Sports facilities on site are limited and the school has done well to find access to those elsewhere in the city in order to provide good opportunities for physical education. These activities help ensure that pupils stay active and healthy. The range of activities for pupils outside the school day has increased significantly since the last inspection.

Lunchtime choices for those pupils who wish to eat healthy food are limited and pupils receive little guidance on healthy eating.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, but this statement masks a considerable variability in quality, as was also the case at the time of the last inspection. Some good lessons, but also a small number of unsatisfactory lessons, were seen. In English, the

teaching is very good; the use of group work enables pupils to engage in effective discussion and the well planned timing of activities ensures a brisk pace. However, the school's management has done too little to identify, share and promote the best features of this teaching throughout the school. In a minority of lessons, the tasks fail to challenge the pupils sufficiently or hold their attention throughout the lesson. The new information and communication technology (ICT) facilities are used well by some teachers to engage pupils more actively in their learning. The quality of planning varies greatly between subjects and, in some lessons, does not meet the needs of all the pupils, particularly the more able boys.

Although the senior managers have done much to emphasise the link between assessment and lesson planning, the message has not been universally received by teachers. The quality of marking varies widely. The best marking shows pupils how well they are making progress and makes helpful comments about what they need to do to improve their work. The pupils themselves report that they would welcome more consistent marking of their books and coursework.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and pupils enjoy good opportunities to participate in enrichment activities. This is an improvement since the last inspection. Alternative pathways to GCSE for pupils aged 14 to 16 are developing well, partly in collaboration with other schools. The work-related curriculum has been broadened, with an emphasis on design and technology, and engineering. However, examination success rates on these courses are unsatisfactory. Pupils very much appreciate the opportunities the curriculum provides, though they also speak with feeling about the constraints imposed by the school site and some poor facilities.

Care, guidance and support

Grade: 2

Good quality care is a key feature of all aspects of the school's life and work. The vast majority of parents and carers agree that their children thrive in the school's caring environment. Effective support and guidance are rooted in the positive relationships between pupils and staff. The school works well with parents, communicating regularly and clearly. There are also effective links with outside agencies which complement the work done by the school. Pupils benefit from good quality guidance which helps them to make timely and well-informed choices in preparation for employment or to continue their education. The pupils themselves report a high degree of satisfaction with the care and support they receive.

Child protection procedures are up to date and all staff are aware of them. Pupils feel safe at school and know they can turn to staff for help with any problems they might face. Arrangements to safeguard pupils are carried out responsibly on the whole, but the safety of the playground in relation to vehicle movement and car parking, should be reviewed as a matter of urgency.

Leadership and management

Grade: 3

The school evaluated its leadership and management as good; however, the inspection shows that they are satisfactory. The headteacher has worked hard to secure funding for resources which are now much improved since the last inspection. Under his leadership, the inadequacies in the curriculum identified at the last inspection have been dealt with. His focus on improving performance in the core subjects has led to an overall increase in standards and some improvement in the pupils' progress. Managers at all levels are committed to the school, share a strong sense of common purpose and strive to seek further improvement. Although the school's self-evaluation demonstrates that the school broadly knows what it needs to do to improve, senior managers do not gather the information necessary to inform them of the school's progress systematically enough. Consequently, they have an overgenerous view of some aspects of the school's provision, for example, the quality of teaching and learning, the marking of pupils' work and the use of assessment data.

The school makes best use of its limited accommodation. Resources, including staffing, are good and considerable improvements have been made in the provision of ICT facilities and technical support since the last inspection. Nevertheless, the spaces available for the library, communal areas and outdoor recreation are inadequate.

The school demonstrates the capacity to improve because it has successfully tackled a number of issues identified at the last inspection. However, some weaknesses still remain which diminish the school's overall effectiveness.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	No
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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September 2005

Dear Pupils

Thank you for making us so welcome when we came to inspect your school. Those of you we met and talked to were very polite and helpful and are a credit to Hull Trinity House.

We were impressed by your good behaviour in lessons and around school. Your school is a friendly place. Most of you enjoy coming to school and take pride in its traditions. You receive good care, guidance and support from your teachers. In lessons you usually get on well with your work and are respectful to your teachers and one another. Computer facilities have been improved since the last time your school was inspected. Your teachers have made good links with sports facilities in and around Hull to make sure you have plenty of opportunity to play sport and remain active and healthy. The school lunch menu is popular with many of you, but it does not offer enough variety for pupils who want a more healthy diet.

Hull Trinity House School has good exam results, as would be expected, based on how well you did in primary school. To help you do even better in your GCSE exams we have asked your teachers to push you a little harder. Some of you could cope with more challenging work, as we think you are capable of getting more A*, A and B grades than has been the case in the last couple of years. Also, we think you would benefit from more detailed feedback comments on some of your work – that way you'll be clearer about what you need to do to improve your work and make even better progress in your subjects. We think school could make some of your lessons a little more interesting by adding more variety to the sorts of activities you do in class.

We wish all of you a happy and productive time at Trinity House School.

Yours sincerely

Cathryn Kirby

Lead Inspector

Annex B