



Tarleton Holy Trinity C of E Primary School

Inspection Report

Better
education
and care

Unique Reference Number 119573
LEA Lancashire
Inspection number 280597
Inspection dates 6 July 2006 to 6 July 2006
Reporting inspector Mrs Jane Jones HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Church Road
School category	Voluntary aided		Tarleton
Age range of pupils	4 to 11		Preston, Lancashire
Gender of pupils	Mixed	Telephone number	01772 812662
Number on roll	200	Fax number	01772 815391
Appropriate authority	The governing body	Chair of governors	Mr Brian Butler
Date of previous inspection	1 May 2000	Headteacher	Mrs Jo Gray

Age group	Inspection dates	Inspection number
4 to 11	6 July 2006 - 6 July 2006	280597

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) in one day. She observed the school at work, met with various staff, pupils and governors, and considered a range of evidence presented by the school in support of its self-evaluation and following on from points raised in discussions. Parents' views were captured through the 136 completed questionnaires. An inspection of religious education was carried out on the same day by an inspector from the Diocese of Blackburn.

Description of the school

Tarleton Holy Trinity C of E Primary School is smaller than average with 200 pupils aged 4 to 11, and approximately equal numbers of boys and girls. The school is popular and consequently often oversubscribed. It serves a semi-rural village community of diverse social mix. While many families have resided in the village for generations, others have moved to the area, working in the local agricultural industry or commuting to nearby cities. The ward of Tarleton is relatively advantaged socially and economically; about six per cent of the pupils receive free school meals, which is much lower than the national average. Very few pupils are of minority ethnic heritage; two have home languages other than English and are at the early stages of learning to speak English. Sixteen pupils, which is a low proportion, have learning difficulties and/or disabilities; four of them have Statements of Special Educational Need. The school admits pupils of all abilities and varying pre-school experiences; many have attended local playgroups. With the exception of Year 6, few pupils have joined the school at times other than in the Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tarleton Holy Trinity is a good school where pupils are happy and confident, enjoy learning, and achieve well. Its caring Christian ethos underpins all that it does and ensures that every individual child and adult in the school matters. Parents are very positive about the school; one wrote 'we are proud that our daughter is at the school' and another, 'I am very pleased with my son's progress – he really enjoys school and has a lovely group of friends'. Good relationships are a hallmark of the school. The pupils are friendly, polite and caring; they are eager to please and keen to learn. Their behaviour is excellent and the school has had no cause to exclude any child, even for a day, for the last six years. Attendance is good.

Pupils' personal development is outstanding and is a strong factor in their good achievement. Pupils have a strong sense of right and wrong, and they seek and take their responsibilities seriously, for example in the way they raise funds for charities such as Christian Aid. Some pupils also represent their peers on the school council, or act as prefects and buddies. The well-established Eco Committee, whose membership includes some parents, has a history of effective work within this Fair Trade school and of contributing much to the wider community. At the committee meeting during the inspection, pupils discussed various eco-friendly ways of travel to school.

Pupils feel safe in school but also know what to do should someone feel worried or unhappy. The school's partnership with St Matthew's Primary School has given the pupils mature insight to how other pupils' circumstances, cultures and religions are different. One commented that 'it is important to understand these things because in the future we might have a job or live somewhere different'. The pupils show a good awareness of healthy lifestyles and they enjoy the new healthy salad bar at lunchtimes.

By the end of their time at the school, the pupils are achieving high standards in English, mathematics and science. The foundations for their success are laid in the reception class where pupils grow in confidence, and develop their skills well, particularly communication, personal and social education. They build on this good start in Key Stage 1, although the most able do not always achieve their fullest potential by the age of 7. In 2005, almost all of the pupils reached or exceeded the standard expected in reading, writing and mathematics, but relatively few attained the higher Levels 2A and 3. The school has been tackling this and the 2006 Key Stage 1 results show an improvement in the proportion achieving Level 2A.

The small size of the school means that standards can appear to fluctuate from year to year, but progress from pupils' individual and varied starting points has been consistently good in recent years. In the national Key Stage 2 tests in 2005, almost all of the pupils achieved the standard expected at age 11, Level 4, and about two thirds reached Level 5. This equipped them very well for their secondary school education. The provisional 2006 results in mathematics and science also represent good achievement.

The school does not have a precise picture of standards in the non-core subjects, such as history and geography, and consequently recent work on assessment portfolios is

a sensible development. While some cross-curricular project work is interesting, and of high calibre, pupils' exercise books generally reflect only average standards and do not mirror the talents they show, for example in English. Standards in information and communication technology (ICT) have risen since the last inspection; successive Year 6 cohorts have produced good multimedia projects that support other areas of the curriculum, such as French and science. The youngest pupils' project about themselves is well worth a view.

Teaching is good overall. The best is enthusiastic and lively: it has high expectation of pace but also makes time for thinking. Well planned and varied activities make learning fun, for example, using 'kung fu' to help remember punctuation. There is a real buzz when the pupils discuss ideas in pairs, but equally they work industriously on their own. Teamwork between adults is effective; teaching assistants make a good contribution to pupils' progress.

All staff know the pupils well: classroom routines are well established and set the scene for learning. Displays in corridors and classrooms are bright and informative but do not provide guidance on standards or how to reach them. Similarly, annual reports to parents do not include mention of the standard of pupils' work or of how well they are progressing towards targets, focusing instead on identifying what pupils can do in each subject. While some aspects of assessment have improved, such as the use of learning objectives, the quality of teachers' marking remains inconsistent. Early work on setting curricular targets is on the right track, and its purpose is understood by the pupils. However, the use of assessment on a day-to-day basis to promote learning remains an area for development for the school, as does ensuring that teachers provide appropriate challenge for pupils of different needs and ability in every subject.

The curriculum, combined with enrichment and extra-curricular activities, is good and has served the pupils well for many years, contributing significantly to their personal development and achievement in English, mathematics and science. In Key Stage 2, the addition of French to the curriculum has been a success. All pupils in Year 3 are taught the violin. Now is the time, as the school recognises, to review the curriculum and seek new ways of making it more creative and vibrant, focusing on pupils' enjoyment and achievement. During the inspection, some classes were working on cross-curricular projects that captured pupils' imagination; for example, a challenging Year 6 project, 'Operation St Lucia' was confidently planned and led by some of the pupils, assisted by their teacher. There are various clubs that pupils can join, including sports, drama, book club, and the choir. Visits, for example to the Houses of Parliament, or to a synagogue, enrich pupils' experiences and are appropriately linked to learning in school. The before and after-school clubs, inspected by Ofsted in November 2005, are enjoyed by the pupils and valued by their parents. The school cares for the pupils well, ensuring that all statutory requirements regarding their safety and well-being are met. Partnerships with external agencies are effective in meeting the needs of vulnerable pupils. Although the school has periodically surveyed pupils' views, a minority of the parents' questionnaires reflected uncertainty about this and about the extent to which pupils' views are taken into account.

The curriculum for the youngest pupils provides an appropriate balance of focused tasks where their learning is supported directly by adults and a range of other free-choice activities, such as role play and ICT. Planning is thorough. The area is well led: the Foundation Stage teacher and nursery nurse work as an effective team. The school has appropriate plans to extend this style of provision into Year 1. Facilities for the youngest pupils to learn outdoors, although better than previously, do not contribute in the rich way that they might.

Leadership and management are good: there is a focus on high standards and the development of the whole child, reflecting the school's mission to see the potential in everyone. Staff work effectively and closely as a team and there is a good level of professional dialogue which keeps senior managers informed about the quality of the school's work. Analysis of pupils' performance in tests has led to effective action, for example, on developing writing. Overall, the school's self-evaluation is accurate and appropriate areas for development have been identified. The school improvement plan for 2006-07 is of much better quality than in previous years.

Subject co-ordinators are knowledgeable about their subjects but are less secure about standards across the school and pupils' progress. They work constructively with their colleagues, and following formal monitoring, they provide some helpful feedback. However, there is a need at all levels of leadership to ensure that action points are followed up so that improvement is secured. The current structure of line management might usefully be reviewed to take account of school and national curricular developments. Most staff are keen to develop their professional skills and make the most of professional development opportunities. The school benefits from its membership of a networked learning community, and other local partnerships, and draws appropriately on the support of the Local Authority (LA).

The school has improved since it was last inspected, in particular by raising standards at Key Stage 2. Governance has improved. Governors show strong commitment to the school and value the training and support they have received from the LA. They are able to act as the school's 'critical friend'. Some improvements have been made to the accommodation and more are planned. Financial management is sound; the school provides good value for money. There is good capacity for building further upon the school's record of success.

Achievement and standards

Grade: 2

Pupils make good progress and achieve high standards in English, mathematics and science.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils are a credit to their parents, the school and local community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good.

Curriculum and other activities

Grade: 2

The curriculum and other activities that enrich pupils' experiences are good.

Care, guidance and support

Grade: 2

The school cares for, guides, and supports the pupils well.

Leadership and management

Grade: 2

Leadership and management are effective. The school's strong ethos, effective teamwork between staff, and understanding of what it needs to do next mean it is well placed to bring further improvement.

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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?	2	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	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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	Yes
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	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the pupils of:

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6 July 2006

Dear Pupils

Thank you for being so polite and friendly when I visited your school to inspect how well it is doing. I enjoyed visiting your lessons and was interested to hear about all the things you do in school and what you think about it.

There are many good things about your school. Here are some of the best that I found:

Your behaviour is excellent. Everyone is very proud of you. You care about other people and treat your classmates well. You take your responsibilities, such as being on the eco-committee or school council, seriously.

You try hard in lessons and do well, especially in English, mathematics and science. You are getting better at writing. Year 3 used lots of 'wow' words in their 'Big Write' lesson.

You enjoyed some really interesting projects during the inspection, such as Year 6's 'Operation St Lucia' and Year 2's work on making story books.

The teachers and other adults take good care of you, so that you feel safe.

The headteacher, staff and governors are keen to improve some things even more. Here are a couple:

You learn lots of different subjects; the teachers are thinking about how to fit them all together so that learning becomes even more fun.

Some of you showed me your new target cards. Your teachers could use things like these, as well as writing helpful comments in your books, to help you do even better and to tell your parents how well you are doing in each subject.

I am sure you will want to help. Why don't you give them your ideas too?

I look forward to hearing good things about you and your school in the future.

Yours sincerely

Jane Jones HMI