



# Holy Trinity Church of England Primary School

## Inspection Report

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**Unique Reference Number** 104901  
**Local Authority** Sefton  
**Inspection number** 287059  
**Inspection dates** 6–7 December 2006  
**Reporting inspector** Eileen Mulgrew HMI

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

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|---|--------------------|-------------------------|--------------------|
| <b>Type of school</b>                     | Primary            | <b>School address</b>   | Manchester Road    |
| <b>School category</b>                    | Voluntary aided    |                         | Southport          |
| <b>Age range of pupils</b>                | 5–11               |                         | Merseyside PR9 9AZ |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01704 538366       |
| <b>Number on roll (school)</b>            | 196                | <b>Fax number</b>       | 01704 548232       |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Rev R Garner       |
|   |                    | <b>Headteacher</b>      | Mrs J Haines       |
| <b>Date of previous school inspection</b> | 13 January 2003    |                         |                    |

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|--------------------------|--|------------------------------------|
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## Introduction

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

## Description of the school

Holy Trinity is a smaller than average primary school serving an area of some economic and social disadvantage. The proportion of pupils eligible for free school meals is well above the national average. The number of pupils from minority ethnic groups is above the national average, with the number of those at an early stage of learning English also above the national average. The proportion of pupils with learning difficulties and/or disabilities is slightly below the national average. The percentage of pupils who join or leave the school other than at normal times is above the national average. At the time of the inspection the headteacher had been working as an adviser for the local authority, but returned to the school due to the illness of the acting headteacher.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Holy Trinity is a good school with some strong features. A major strength is the highly effective partnership between school, Church and community. Visitors to the school are made to feel very welcome; it is a happy place of enjoyment and learning. One parent summed up the view of many in saying, 'they actively encourage children from all walks of life to integrate together'.

The quality of provision in the Foundation Stage is good. Overall pupils make good progress during their time in the school and standards at the end of Key Stage 2 are consistently good. Recent test results indicate a dip in standards at the end of Key Stage 1. The school has accurately analysed the reasons for this and has taken appropriate action. However, it accepts that there is more to be done to raise standards at Key Stage 1.

In lessons pupils show good levels of concentration and interest. This is due to the overall good quality of teaching. Support staff are skilfully deployed to help meet the needs of individual and groups of pupils. The whole school approach to emotional intelligence helps to ensure that pupils acquire a range of important skills which contribute well to their personal development and encourage them to become independent learners. Pupils are well behaved due to the high expectations of all staff. Pupils show enthusiasm, tolerance and respect. They are keen to express their views through the school council and the newly established eco council.

This is a caring school where children feel safe and well supported. This support extends to the families of pupils. For example, those who have recently arrived in the area are given high quality advice and support to assist them in becoming more established in the community. Procedures for tracking pupil progress are well established and effective in Key Stage 2 but less so in Key Stage 1. The school is aware of this and has introduced strategies to deal with it. Although pupils' work is marked regularly, comments are not always specific enough to move pupils on in their learning.

Leadership and management at all levels, including governance, are good. The senior leadership team shares a corporate vision for the future of the school. The school has made good progress on all issues mentioned at the time of the last inspection and currently provides good value for money.

### **What the school should do to improve further**

- Raise standards at Key Stage 1.
- Improve marking of pupils' work so that all understand exactly what they need to do to make further progress.

## **Achievement and standards**

### **Grade: 2**

The majority of pupils enter Reception at the age of five with skills which are below those found nationally, especially in communication, language and literacy. In Reception they make satisfactory progress although by the end of the Reception year standards remain below expected levels.

Over the last few years pupils' progress in Key Stage 1 has been good and they have achieved standards broadly in line with the national average, as shown by national test results in Year 2. The results achieved in 2006 show a dip in this trend. The reasons for this have been identified by the school and action has now been taken to remedy this situation.

In Key Stage 2 pupils make good progress. Standards in English and science have remained above the national average, with mathematics remaining broadly in line. From a low starting point this represents good achievement.

All groups of pupils, including those with learning difficulties and disabilities, achieve equally well.

## **Personal development and well-being**

### **Grade: 2**

Overall personal development is good. Pupils concentrate well and cooperate with each other in a range of curriculum activities. For example, Year 1 pupils worked in pairs to solve mathematics problems and Year 5 pupils were involved productively in passing the ball to each other and modelling good practice in a games lesson.

Pupils and parents are clear that school and lessons are enjoyable and that children feel safe and secure. Children behave well and listen attentively in lessons. Relationships are good. The school enjoys close links with Holy Trinity playgroup and members of the Church often visit the school. Spiritual, moral and social development is good and pupils have a good understanding of other cultures through such events as the recent Culture Week.

Attendance has improved and is average. Pupils are asked their opinions through the school council and eco council and take their responsibilities seriously. They plan to further brighten the toilet areas where they have created and displayed advice posters.

The school has recently been awarded Healthy School status and pupils know how to keep fit and nourished.

A particular strength of the school is the emotional intelligence curriculum which enables children to acquire important skills that help them to deal with challenges which might occur in later life. A Year 4 boy commented that these lessons, 'will help me deal with problems when I am older'.

## Quality of provision

### Teaching and learning

#### Grade: 2

In the Reception class teaching is based upon a clear understanding of how young children learn best. In Key Stage 1 teaching is good, with a firm focus on providing differentiated activities based on regular teacher assessment. Good teaching in Key Stage 2 is due to high teacher expectations. Teachers demonstrate good subject knowledge and this is apparent in all curriculum areas: for example, during a singing session which included emphasis on breathing techniques and ensemble skills. The combination of precise teaching, pace and good behaviour results in pupils making use of all learning time. The good relationship between staff and pupils is a strength of the provision and pupils are keen to support each others' learning through supportive partnership work. An older boy stated that he was a 'talking buddy' to a pupil newly arrived to this country.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It is planned effectively and meets the needs of all pupils. Pupils with learning difficulties and/or disabilities as well as those who have English as an additional language receive good support so that they can take full part in the life of the school. The curriculum for all children ensures that there are good opportunities for practical activities. Throughout school the curriculum enables all children to be active, independent learners. Education for safety and health is good and the school's curriculum greatly enhances the children's learning opportunities. The curriculum is further enhanced by the provision of a wide range of visits and a variety of after school clubs, such as publishing and cross-stitch.

### Care, guidance and support

#### Grade: 2

The school is a welcoming place where all pupils feel safe and well cared for. There are appropriate child protection and health and safety procedures to safeguard children in school. The school promotes healthy living and encourages children to think for themselves and evaluate their own strengths. The school has a successful range of strategies to encourage good behaviour and perseverance. Children know their group targets and their knowledge of how to improve work is developing. However, teachers' marking is not always specific enough in providing guidance on how individuals can improve their work.

Children who join the school are well assessed on entry. The school works well with parents, educational and health personnel to enable children to develop to their maximum potential.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. Members of the senior leadership team work well together and provide very strong role models for other staff. Middle managers are fully involved in development planning, both at subject and whole school level, and collectively the school has an accurate view of its strengths and weaknesses. Much emphasis is placed on the professional development of staff and training issues are closely linked with the school's priorities for development. Governors fulfil all statutory responsibilities and show high levels of commitment to their work: they assist school leaders by exploring issues in detail during meetings. A number of governors are members of school staff and as a result have a good understanding of the day-to-day running of the school. There is a successful 'Governor of the Month' scheme. Governors get to know the pupils and the work they are doing.

Improvement planning is of good quality. Issues are prioritised and success criteria are identified. The school demonstrates a good capacity to improve further.

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## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### Overall effectiveness

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

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The behaviour of learners   | 2 |
| The attendance of learners  | 3 |
| How well learners enjoy their education   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

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

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us with our work when we visited your school. We enjoyed meeting and talking with you. You are right to be proud of your school and your parents are pleased that you go there. Everyone works together to give you a good start to your education.

These are the things that we found best about your school.

- You all work and play together very well.
- You are polite, friendly and well behaved.
- You have a lot of fun at school.
- Most of you attend regularly and arrive on time.
- In lessons you try hard and listen carefully.
- You have many interesting things to do in lessons. Your teachers teach you well.

Your teachers will be trying to make sure that.

- The younger pupils get better in reading, writing and mathematics.
- You all know exactly how to make your own work better.

We hope you continue to enjoy your learning at Holy Trinity.