



Hoylake Holy Trinity C of E Primary School

Inspection Report

Unique Reference Number 105063
Local Authority Wirral
Inspection number 287108
Inspection dates 27–28 September 2006
Reporting inspector Lesley Traves

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

Type of school	Primary	School address	Market Street
School category	Voluntary controlled		Hoylake, Wirral
Age range of pupils	4–11		Merseyside CH47 3BH
Gender of pupils	Mixed	Telephone number	0151 6324153
Number on roll (school)	186	Fax number	0151 3360886
Appropriate authority	The governing body	Chair	Mr Andrew Evans
		Headteacher	Mr I Thomson
Date of previous school inspection	4 June 2001		

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Introduction

The inspection was carried out by two Additional Inspectors and one Child Care Inspector.

Description of the school

Holy Trinity Church of England Primary is smaller than average. Until very recently pupil numbers fluctuated widely from year to year, proving challenging to the school in terms of class organisation. This has resulted in some classes being much bigger or smaller than others. An above average proportion of pupils join and leave the school other than at the normal starting time.

Numbers have stabilised in recent years as the school has become more popular. Pupils are currently taught in single age classes, although older pupils are grouped by ability for some literacy and numeracy sessions. Pupils come to the school from a wide range of social backgrounds. Most are of White British heritage. The proportion of pupils eligible for free school meals is above average, as is the proportion with statements of special educational need. The proportion with learning difficulties and/or disabilities is broadly average, but these numbers also fluctuate greatly from year to year. Some pupils have very complex needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, which provides outstanding care, guidance and support for its pupils. One of its main aims is 'Caring for All' which it fulfils exceptionally well. High on the school's agenda is the inclusion of all pupils in its work and meeting individual needs, whatever they may be. It is proving very successful in this. The view of one parent that, 'Holy Trinity is clearly a close-knit, happy school, with highly committed, energetic staff,' sums up the opinions of others and reflects the nature of the school very well indeed. Parents are overwhelmingly supportive of its work. Pupils enjoy school greatly and this is demonstrated in their positive attitudes to all aspects of school life. They are particularly pleased with the wide range of exciting activities provided for them in the many clubs on offer and love the residential visits. Their personal development is good. A strength is the way in which they show care and concern for others. They take pride in looking after younger pupils and helping the school by carrying out specific roles. Pupils learn the benefits of living a healthy lifestyle through the many sporting activities on offer to them. The school makes really good use of its partnerships with other organisations to support this aspect. They are becoming good citizens of their own community and the world through their work in recycling and their link with a school in Sri Lanka that suffered through the tsunami disaster. Pupils behave impeccably, both in lessons and around the school. This, coupled with the excellent relationships in evidence, has a strong impact on their learning.

Pupils achieve well because teaching is good. They get off to a strong start in the Foundation Stage and enjoy the stimulating, practical activities provided for them. Staff are continuing to develop these: they understand the need to provide better opportunities and activities for children to learn out of doors and to ensure they are of the same high quality as those provided in the classroom. Pupils make good progress through the school and reach above average standards by Year 6. Teachers set high expectations for the pupils and support them well in understanding what they are to learn and what they need to do to improve. Progress is accelerating in writing because staff are making lessons so enjoyable and stimulating for pupils. Initiatives that have been put in place to improve writing are working really well. The curriculum is good and meets the needs of most pupils effectively. The provision for pupils with learning difficulties and/or disabilities, particularly when they are taught in small groups and individually is exemplary. The curriculum in Year 1 does not provide some children with the opportunities for play and exploration that would help them build more firmly on their Reception class learning.

The school is well led and managed at all levels. A significant strength is the way in which the head teacher has created a highly effective team of staff who, ably supported by governors, have forged ahead with issues identified at the last inspection. Consequently, vital areas such as standards, assessment of pupils' progress and the quality of teaching are much better than they were then. The school evaluates itself rigorously and thoroughly and, as a result, knows its strengths and areas for development very well. All members of the school community have been included in evaluating its work and deciding on the direction it should take. This has underpinned

improvements very effectively. There is no complacency here, with a continuous drive to make things better. The school gives good value for money.

What the school should do to improve further

- Improve the opportunities for children in Year 1 to learn through exploration and play.
- Ensure reception pupils have access to as wide a range of experiences outdoors as they do in the classroom, to develop their skills across all areas of learning.

Achievement and standards

Grade: 2

Pupils make good progress at each stage of their development. They build well on their learning as they move through the school. When they enter Reception children's attainment is below that expected for their age, particularly in communication, language and literacy. They make good progress in the Reception class and reach standards that are broadly average in most areas of learning. In Year 1 some pupils could progress more rapidly from the start if they had greater opportunities for exploration and play. Standards are rising and pupils are achieving much more in writing because strategies introduced are accelerating progress. In the national tests for Year 6 in 2006 the school achieved its best ever results. The school exceeded the challenging targets it had set for these pupils. Almost half reached the higher level (level 5) in English and mathematics and two thirds achieved the higher level in science. All groups of pupils achieve as well as they should because teachers have high expectations of them and provide challenging work to match these.

Personal development and well-being

Grade: 2

Pupil's spiritual, moral, social and cultural development is good. It is nurtured through the school's strong Christian ethos which gives a high emphasis to social responsibility. The exciting project linking the school with a village in Sri Lanka soon after the tsunami disaster has captured pupils' interest and they show strong empathy for others through this work. Behaviour is outstanding. Pupils have helped set simple rules, which give clear guidance. Positive incentives reward their good behaviour. As a result, they know how to make the right choices. They work and play happily and sensibly together. Pupils understand about healthy living, ecology and keeping safe, choosing healthy meals and snacks and taking a lead in recycling activities. They play an active part in decision making through the school council and are confident that their views are taken seriously. The council is proud of its achievements, which include developments to play equipment. Attendance is satisfactory and the school's positive strategies are bringing about improvements.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Staff have high expectations of pupils' behaviour and work-rate. Pupils rise to this and consequently their behaviour is exemplary and learning progresses at a good rate. Relationships are very strong, which ensures a positive atmosphere in lessons: pupils work well together and support each other. Teachers plan lessons well and use questioning effectively to challenge pupils and help them build on previous learning. They are good at explaining exactly what it is they want them to achieve. Writing is taught particularly well throughout the school and this is accelerating progress. Good use is made of interactive whiteboards to demonstrate the writing process. In some lessons a few pupils lose concentration and their progress dips because they are sat listening for too long.

Curriculum and other activities

Grade: 2

A strong drive to improve provision for literacy, numeracy and science has had a significant impact on standards. All subjects are carefully planned to ensure that requirements are met and pupils build on their skills from year to year. Learning is greatly enriched through an excellent range of clubs, visitors to school, educational visits and productions. In the Foundation Stage the curriculum is based effectively on learning through play and discovery. Insufficient opportunities are provided for these pupils to access the same exciting learning experiences outdoors as they do in the classroom. In Key Stages 1 and 2 teachers are beginning to develop useful links between subjects, in order to increase pupils' enjoyment and give them maximum opportunity to develop their skills. This work is in its early stages and the school has clearly identified what needs to be done next. The curriculum for Year 1 could provide more opportunities for some pupils to learn through play, particularly in the early part of the school year. Pupils with learning difficulties and/or disabilities are catered for exceptionally well in the small group and individual sessions provided for them.

Care, guidance and support

Grade: 1

Care for pupils is outstanding. The commitment to Inclusion in all its work is strong and a school priority. Pupils are very secure in the knowledge that staff are there to listen and support them when problems arise. Parents are very confident that their children are well looked after. School leaders are extremely effective in removing barriers to learning and developing individual talents. As a result, children who are vulnerable and those with learning difficulties and/or disabilities are enabled to become successful learners. Skilled and well-trained support staff work in close partnership with teachers to provide high quality support for these pupils. Academic progress is tracked carefully so that accurate targets are set for each child and support or challenge

provided, according to need. The school keeps parents very well informed about their children's progress and gives ongoing support for them when difficulties occur. Pupils' emotional development is underpinned particularly well. Thorough and appropriate procedures are in place to ensure health and safety, good risk assessments and safe recruitment of staff.

Leadership and management

Grade: 2

The head teacher, along with key staff and governors, has set a very clear direction for the work of the school. As a result, all staff are passionate about improvement and work with dedication and skill to bring this about. High quality teamwork has resulted in the school moving forward at a very rapid rate since the last inspection. Improvement was further accelerated because all members of the school community, including parents and pupils, have been involved in direction setting. Standards have risen significantly, the quality of teaching is much improved and rigorous assessment procedures are now underpinning pupils good achievement. For these reasons, the school has excellent capacity for further improvement. A key strength is the school's commitment to the inclusion of all pupils in its work and the support provided for pupils and their families. The school has a very accurate view of its strengths and areas for improvement because the procedures for evaluating its work are extremely thorough. Subject coordinators are developing their areas well. Although some have recently taken over their roles, close teamwork is ensuring a smooth transition. The school knows that there is more to be done to link the Key Stage 1 curriculum to that of the Foundation Stage. To this end, the management of these areas has been linked together. As yet, it is too early to see the impact of this initiative. Governors give strong support and fulfil their responsibilities well. They are closely involved in planning future developments and act effectively as 'critical friends'.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

You may remember that I visited your school with Mrs Auton a little while ago to check on what it is like and how well all the staff are helping you to learn. Thank you for being so polite and friendly. We really enjoyed our time with you. The best part was talking to you and listening to what you had to say about your school and what you enjoy about it. I really loved taking part in Year 3's assembly and hearing about your link with the school in Sri Lanka. Holy Trinity is a good school.

The things that we think are really good about it are:

- the way in which all staff enable you to do well in your lessons
- your excellent behaviour and the way in which you all get on so well with each other
- your attitudes to lessons: you really enjoy them and work hard
- the way in which all the people in school care for you and help you in all you do.

We have asked your teachers to improve two things to make the school even better:

- we would like them to give the Reception children more opportunities to learn and do exciting things out of doors
- we would like them to provide more opportunities for children in Year 1 to learn through play and through exploring things for themselves.

Thank you very much for helping us with the inspection. We hope that you will keep on enjoying school and doing well. Most of all, we hope that you will carry on helping the staff to make your school an even better place to learn!