



Trinity CofE High School

Inspection Report

Unique Reference Number 105578
Local Authority Manchester
Inspection number 287272
Inspection date 15 November 2006
Reporting inspector Julie Price Grimshaw HMI

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

Type of school	Secondary	School address	Cambridge Street
School category	Voluntary aided		Hulme, Manchester
Age range of pupils	11–16		Lancashire M15 6HP
Gender of pupils	Mixed	Telephone number	0161 2262272
Number on roll (school)	1191	Fax number	0161 2279691
Appropriate authority	The governing body	Chair	Mr Peter Hilton
		Headteacher	Mr D Ainsworth
Date of previous school inspection	6 June 2000		

Age group	Inspection date	Inspection number
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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

Trinity Church of England High School is a larger than average comprehensive school situated close to central Manchester. Students come from over 90 primary schools, some in neighbouring local authorities. Although this is a Church of England school students include those from a variety of other faiths. Over half of students come from minority ethnic backgrounds: this is well above the national average. The number of pupils with learning difficulties and/or disabilities is below the national average. The school has been a specialist Technology College since 1995 and has been awarded the Artsmark Gold and Sportsmark Gold standards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trinity Church of England High School is a good school with several outstanding features. Overall, inspectors agree with the school's self-evaluation and believe that the school has an accurate view of its main strengths and weaknesses. This is a popular and over-subscribed school, which maintains a good reputation in the local community. Standards are well above the national average and students make good progress during their time at school. They enjoy coming to school and are enthusiastic about their learning: attendance is higher than the national average. They make an excellent contribution to the community, for example, through their charity work, and the school works exceptionally well in partnership with other agencies in order to enhance students' learning. For instance, the school has formed effective links with the Royal Northern College of Music, the University of Manchester and the Contact Theatre Company, as well as a local further education college and a neighbouring secondary school.

Students have a secure awareness of health and social issue, and the school encourages them to adopt healthy lifestyles. Behaviour, both in lessons and around the school, is good. The school deals effectively with any reported incidents of bullying, but a minority of students say that they lack the confidence to report such incidents. Although there is a school council, a significant number of students and parents feel that the school does not take sufficient account of students' views. There is limited evidence of the impact of the school council's work.

Overall, the quality of teaching and learning is good, typified by effective working relationships between teachers and students. The curriculum has undergone extensive recent development and is now outstanding.

The school is a thriving multicultural community in which students are cared for exceptionally well. Pastoral staff are extremely committed and provide high quality support, which is much appreciated by students and parents. Academic guidance is also of particularly good quality and the school's effective tracking system helps students to understand what they need to do in order to improve their work. Equality of opportunity is promoted very effectively and discrimination is tackled well.

The school is well led by a committed team of senior managers. They share a strong corporate vision for the future of the school. Improvement planning at all levels is of good quality and monitoring of developments is effective. Governance is good. The use of resources, including staff, is extremely good and consequently the school provides very good value for money. Procedures for safeguarding learners meet current requirements. A number of improvements have been made since the previous inspection and the school demonstrates good capacity to improve further.

Specialist college status has had a positive impact on the work of the school.

What the school should do to improve further

- Take greater account of students' views.

- Explore ways of improving the confidence of all students to report any incidents of bullying that occur.

Achievement and standards

Grade: 2

In 2005 and 2006, examination results at the end of Key Stage 4 were well above the national average and the school exceeded its targets. Overall, across both key stages students make good progress and those with learning difficulties and/or disabilities achieve particularly well. Although the achievement of black boys is at a higher level than the local authority average, the school is, commendably, working to raise further the attainment of this group of students. The school uses data very effectively in order to identify underachievement of individual students. Specialist college status has had a positive impact on achievement and standards across the school, especially in recent years, and the school has exceeded its specialist college targets.

Personal development and well-being

Grade: 2

The school accurately judges personal development and well-being as good. The multicultural and multi-faith nature of the school community is a strength. There are good opportunities for students' social, moral, cultural and spiritual development, mainly through collective worship and religious education. Students are strongly committed to charity work and make a positive contribution to the local community. Healthy eating options are provided by the school and students are allowed to drink water in most lessons. The school fulfils its responsibilities for safeguarding all children well.

There are effective arrangements for students' work placements and opportunities for students to engage with work-related and enterprise activities are expanding.

Quality of provision

Teaching and learning

Grade: 2

The majority of teaching and learning is of good quality. Lessons typically include a variety of activities designed to engage students and pace is brisk. Teachers have high expectations of students and, in the best lessons, there is very effective modelling of good quality work by teachers. In most lessons objectives are clear and students have a good understanding of the tasks set.

Curriculum and other activities

Grade: 1

There have been significant recent improvements to the curriculum, which is now outstanding. The development of vocational pathways, combined with curricular provision for the most able students, means that the curriculum is extremely effective in meeting the needs of all. There is a very wide range of extra-curricular activities enjoyed by many of the students.

Care, guidance and support

Grade: 1

The work of the pastoral team, including pastoral tutors and an art therapist, is outstanding. Students are very well cared for and take advantage of the high quality support offered. They clearly appreciate the friendly and sensitive approach of the pastoral staff. The work of the learning support unit has developed recently and has had an impact in reducing the number of exclusions. The school provides excellent support for all vulnerable groups, including 14 visually impaired students. Academic support is of high quality and there are sophisticated and very effective systems for tracking students' progress.

Leadership and management

Grade: 2

Leadership and management at all levels are good. The senior leadership team work effectively together and all members are strongly committed to improving the school further. There are well-established and secure procedures for monitoring the quality of teaching and learning across the school and there is much emphasis on staff development. Middle managers are well supported in their roles and all staff are encouraged to develop skills and take on responsibilities. Members of the governing body are committed to the school and carry out their statutory responsibilities effectively: they assist school managers by exploring issues in detail. The school maintains good links with parents and outside agencies.

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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?	1
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

How well do learners achieve?	2
The standards ¹ reached by learners	1
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	1

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	2
The attendance of learners	2
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	1
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?	1
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	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	1
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

Following our visit to your school we would like to thank you for making us feel welcome and for sharing your views with us. We would like to tell you what we found out about your school.

We believe that Trinity Church of England High is a good school with some outstanding features. Examination results are very good indeed and most of you make at least good progress during your time at the school. Most of the teaching is good: your teachers have high expectations of you and you respond well to this. The school tracks your progress carefully and because of this you know what level you are working at in each subject and what you need to do to improve further. Recently, some improvements have been made to the curriculum and we think that this is now outstanding: there is a very good range of subject choices to suit everyone. You told us that you were very pleased with the range of extra-curricular activities and we agree that there is something for everyone to enjoy.

So many of you said that one of the best things about your school is that it is a thriving multicultural community and we agree with you. We also agree that the pastoral care at the school is excellent: you told us that you really appreciate the fact that there is always someone that you can talk to about any concerns or worries you may have. Although you are satisfied that the school deals effectively with any reported incidents of bullying, some of you were concerned that incidents might go unreported, as not everyone feels confident in informing staff about bullying. We've asked the school to think about ways in which this might be improved.

The staff at the school are strongly committed to their work and want all of you to do as well as you possibly can. They are keen to improve the school further and you have a part to play in this process. Although you have a school council some of you felt that your views were not always fully considered. Again, we have asked school managers to consider ways in which this could be improved.

We were very pleased that so many of you are proud to be students at Trinity Church of England High School. We hope that you continue to work hard so that all of you can fulfil your potential and we wish you all the best for the future.