

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	105814
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	287339
<b>Inspection date</b>	6 June 2007
<b>Reporting inspector</b>	Marie Cordey

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	122
<b>School</b>	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Windslow
<b>Headteacher</b>	Mr D Hargreaves
<b>Date of previous school inspection</b>	18 November 2002
<b>School address</b>	Victoria Street Littleborough Lancashire OL15 9DB
<b>Telephone number</b>	01706 378061
<b>Fax number</b>	01706 378061

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a small school set in a village close to the town of Rochdale. The vast majority of pupils are of White British heritage. The number of pupils who have learning difficulties and/or disabilities is below average, while an above average number of pupils have a statement of special educational need. The number of pupils who are eligible for free school meals is below average. The school holds 'Healthy School' status and the Basic Skills 'Quality Mark'. The school has also been awarded a Leading Edge aspect award for its work in the Foundation Stage.

## 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 and some features of it are outstanding. There has been marked improvement since the previous inspection because of inspirational and well-focused leadership from the headteacher. From average standards on entry to the school, pupils make good progress and they reach above average standards by the time they leave. Teaching is good, resulting in dynamic and challenging learning. There is a strong atmosphere of calm and purpose in the school. Music and opportunities for reflection are used thoughtfully in assemblies and lessons to provoke contemplation and celebration. Pupils' personal development and well-being are good and their spiritual, moral, social and cultural development is outstanding. They are very keen to welcome visitors and readily share their thoughts and feelings about the school. Behaviour and relationships are good. Both teachers and pupils talk about how they work together as a team. This was most eloquently expressed by a female pupil who said that pupils' improvement in football was because of team respect leading to better passing skills. The good curriculum provides a wide variety of enriching activities that are relished by the pupils. The care, guidance and support provided for pupils are good. Pupils are valued and feel secure and this helps them perform well. Provision for vulnerable pupils is exemplary and they are very well looked after and nurtured. Academic guidance is inconsistent and some pupils are not sure how well they are doing in their work or exactly what they can do to make it better.

The school is clear about what it wants to do to improve. Nonetheless, its judgements of itself as having outstanding leadership and management, and care guidance and support are overgenerous for two reasons. The school underestimated the importance of academic guidance and the fact that pupils are not involved enough in evaluating their progress and setting targets for their work. In addition, not all senior leaders are yet using a comprehensive range of leadership skills in their work. Nevertheless, the outstanding headteacher's vision and positive management skills have ensured the school has made systematic improvement, despite some staffing problems. The increasingly effective governing body supports the school well. The school gives good value for money. It has good capacity to improve as shown by the rate of progress made since the previous inspection.

### What the school should do to improve further

- Ensure that pupils are aware of the standards they are reaching in their work and are fully involved in setting targets for improvement.
- Develop the leadership skills of senior leaders so they are able to make a more effective contribution to school improvement.

## Achievement and standards

### Grade: 2

Children join the Reception class with broadly average skills, although the abilities of individual children vary considerably and a significant number have statements of special educational need. Children settle in quickly and happily and make good progress in their personal and social development because they are well cared for and are made to feel welcome and secure. They make good progress in other aspects of their work due to effective teaching and planning which helps to compensate for a small classroom and limited outdoor accommodation. Pupils continue to make good progress across the school. Standards are broadly average at the end of Year 2 and are above average overall at the end of Year 6. Progress in mathematics is a strength for

pupils of all ages. Pupils' performance in writing is a relative weakness, especially at Key Stage 1. Action has been taken to tackle this, with some success and standards in writing are now average at the end of Year 6. Indeed, some poetry written by Year 5 and 6 pupils is powerful and evocative. Close attention is paid to the planning, teaching and support of pupils who have learning difficulties and/or disabilities. Consequently, these pupils make good progress throughout the school.

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

### **Grade: 2**

Pupils adopt healthy lifestyles through eating healthily and exercising regularly. Their physical skills have improved because physical education is taught for longer periods and is well-planned. Pupils thoroughly enjoy the opportunities provided for them and they take part in nearly all the borough's sporting competitions with significant success. Despite the size of the school, the football team came second in the Littleborough league and the cricket team won the inter-schools tournament. Pupils are respected and in turn, learn to respect and value others. Their spiritual development is exemplary because of the positive way pupils respond to the encouragement they receive to think and reflect deeply on a wide range of issues and to listen carefully to views of others. Older pupils enthusiastically help and support younger pupils. The school council is composed of articulate and vibrant pupils who are keen to contribute to the school. Pupils enjoy school and their attendance is average and improving. They are actively involved in their community and are eager fund-raisers. They have a good understanding of a range of faiths and cultures. Pupils have positive attitudes to learning. Behaviour is good in lessons, but is not quite as good at lunchtimes, largely because there is insufficient playground equipment or organised activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school. Well-focused planning in the Foundation Stage keeps the children active and involved, although their learning experiences are restricted by the lack of suitable accommodation. In Years 1 and 2, pupils continue to develop their skills through a range of challenging activities. They improve their number skills in particular through a well taught programme linked to the use of the new interactive whiteboards. In Years 3 to 6, pupils make good progress because of a sharp focus on improving standards and the positive attitudes to learning demonstrated by most pupils. Improvements in information and communication technology resources make teaching and learning more effective and interesting for all pupils. A small number of parents are concerned about mixed age classes and large numbers in one class, although the pupils feel this is 'cosy'. However, good planning, which takes into account the needs of individuals, means that pupils are not adversely affected by these factors. Not all pupils are sure of how they are doing in their work. Their work is marked regularly but it does not consistently provide clear guidance on how to improve it.

### **Curriculum and other activities**

#### **Grade: 2**

The range of indoor activities in the Reception class provides the children with effective opportunities for learning and enjoyment. Inadequacies in accommodation and resources restrict

the curriculum provided for outdoor play but staff work hard to compensate for these and building work is in hand to improve the situation. Across the school, the sharp focus on promoting achievement and standards has a positive impact on pupils' progress. Work is planned to match all pupils' needs and pupils with learning difficulties and/or disabilities are well supported and provided for. A wide range of visits and visitors broaden the pupils' experiences and learning. Dance and drama excite the pupils' interest and develop their confidence. Music is a strength both in taught lessons and in the variety of extra-curricular activities provided. A large number of the pupils play a musical instrument and are very active in the choir. There are many, well-attended enrichment activities particularly in physical education.

## **Care, guidance and support**

### **Grade: 2**

Well planned provision for pupils with learning difficulties and/or disabilities is in place. Teaching assistants plan work with teachers so that each pupil's needs are matched to the work provided. Liaison with outside agencies is very effective in providing support to vulnerable pupils. Arrangements for the safeguarding of pupils are thorough and good provision is made to ensure pupils' safety. Care at lunchtimes is generally good, although pupils have limited opportunity and space to be involved in team games. The provision for academic guidance is inconsistent and some pupils are not involved enough in setting their own targets for improvement.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall, although the headteacher's leadership is outstanding. He is relentless in his desire to improve the school and his very effective leadership and management have ensured ongoing developments and improvements despite staffing turbulence amongst the senior team.

Nonetheless, other senior staff have developed good skills in monitoring and evaluating the school's performance. They are ready to take it a step further in more rigorous analysis of the pupils' work and tighter target-setting to involve the pupils.

Links with other agencies and parents are well used to support the school. Parents rate the school highly and are mostly very positive about its strengths. The school takes their views seriously. It recognises that parental involvement is occasionally not as strong as it could be and that some parents would like to be more involved and action is planned to tackle this. The governing body has a number of new members who take their roles seriously and have attended many training events. It is equipped to take on the role of 'critical friend' and is increasingly asking challenging questions of the school.

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## Annex A

## Inspection judgements

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



## Annex A

**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	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**

Inspection of Holy Trinity Church of England Primary School, Littleborough OL15 9DB

Thank you for the warm welcome you gave to me when I visited your school. You are very friendly, polite and keen to share your opinions.

Yours is a good school and some things are outstanding. Your work is good and you make good progress. You are looked after well and in turn, you look after others. You clearly know right from wrong and are very good members of your school and your community. You value your headteacher very highly and so do I. As you said he wants you to get good results and he is fair. You enjoy being at school and your parents are pleased with your progress. Pupils who have special learning needs are very well looked after. You are exceptionally confident as well as thoughtful and kind.

Some of you are not sure about how you are doing in your work or how to improve it and I have asked the school to give you more information about these aspects. I have also asked all the school's leaders to get together to share all the important jobs they want to do to improve the school further. You could help by being as involved as you can in your lessons and letting the school know what you think about it.

It was very good to see you.