

# Halifax Holy Trinity CofE (VA) Primary School

## Inspection report

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<b>Unique Reference Number</b>	131176
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	315740
<b>Inspection date</b>	29 January 2008
<b>Reporting inspector</b>	Ann Sharpe

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	391
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mary Smith
<b>Headteacher</b>	Mr R Bateman
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	Savile Hall Savile Park Road Halifax West Yorkshire HX1 2ES
<b>Telephone number</b>	01422 367161
<b>Fax number</b>	01422 250113

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, the quality of teaching and learning, the curriculum, care, guidance and support for pupils, and leadership and management. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published assessment data and the school's own records of pupils' progress. Brief observations of lessons in all classes were undertaken. Discussions were held with staff, pupils and the chair of governors. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in as much detail. The inspector found evidence that the school's own assessments were occasionally rather modest.

## Description of the school

The pupils attending this large school are from a wide range of ethnic backgrounds, although just over half are White British and most other pupils are of Pakistani heritage. The proportion of pupils from minority ethnic backgrounds, particularly Pakistani, is increasing and a few are at an early stage of learning to speak English. The proportion of pupils entitled to free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is below average. As a result of a serious fire in 2003, pupils were all taught in temporary classrooms until September 2007, when the school moved into its new accommodation. The school holds the Basic Skills Quality Mark and the ICT (information and communication technology) Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school provides excellent value for money. Parents and carers think highly of the school and pupils are proud of it. As a result of outstanding leadership and management, the school has continued to improve since its previous inspection, despite a lengthy period of serious disruption while the new school was being built. Throughout this very challenging period, consideration for pupils' care and welfare remained a high priority. The exceedingly high quality new building and resources now provide a truly inspirational place, where pupils learn and thrive. Pupils from all ethnic backgrounds work and play together in harmony and thoroughly enjoy all aspects of their education. The school's outstanding partnerships with organisations, the local authority, other educational institutions and support agencies ensure that pupils' varying and constantly changing needs are met. Consequently, the school goes from strength to strength.

From their starting points in Nursery, pupils' achievement is outstanding, and standards are above average by the end of Year 6. This is because of outstanding teaching and learning. Teachers have high expectations of pupils and set them challenging learning targets to aim for. The school exceeded its performance targets in English and mathematics in the 2007 national tests for pupils in Year 6. Pupils currently in Year 6 are on track to either meet or exceed their targets, and some have made exceptional progress since the start of the school year. One of the reasons for pupils' outstanding academic progress in English, mathematics, science and ICT is that teachers assess them regularly. Senior staff track their progress meticulously. This enables them to take swift action to rectify any problems if pupils' progress towards their targets slows down. Determined efforts to accelerate the progress of Pakistani boys in reading and writing, for example, are paying dividends. The school is at the forefront of a national initiative to cater for the needs of pupils who are gifted and talented, and the more able pupils make outstanding progress. Pupils with learning difficulties and/or disabilities have the help they need to progress at the same rapid pace as other pupils of their age.

Another reason for pupils' outstanding academic achievement is their outstanding personal development and well-being. Pupils' attendance is good and their behaviour is outstanding. The home/school liaison officer helps the school to reach out to parents in its efforts to support pupils' personal development. Pupils take their responsibilities, for example being 'befrienders', 'buddies', members of the school council or general helpers, very seriously. They say that they enjoy lessons and extra-curricular activities, although current favourites for many pupils are working in the ICT suite and using the computerised class teaching boards. The outstanding curriculum ensures that pupils have an excellent understanding of how to live safe and healthy lifestyles. It prepares them very well to become responsible, caring and useful young adults in the future.

The headteacher has excellent support from the senior leadership team and governors. This enables him to drive the school forward and ensure that arrangements for safeguarding pupils are robust. The school has an accurate view of its effectiveness, and is very well placed indeed to continue to improve in the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

When children start Nursery, their skills are below what is typical for their age, particularly in mathematical development. As a result of outstanding teaching and learning, they all make outstanding progress, so that, when they start work in Year 1, their skills are broadly typical, and sometimes above expectation. Children's exceptional progress in personal, social and emotional development gives them a flying start to their education. They settle quickly into routines, relish new experiences and work happily, indoors and outdoors, with the many different adults. Staff work together as a strong team to ensure that children's learning needs are met in a safe, happy and stimulating setting. The coordinator's outstanding leadership ensures that children have the help they need to overcome any barriers to learning, such as lack of understanding of the English language or poor calculation skills. Consequently, children make a successful start with learning to read, write and understand mathematics. Staff assess children very regularly and thoroughly, so that they can track their progress and spot problems early. They strive to keep in close contact with parents and other nursery education providers, so that children start Nursery and leave parents without tears.

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

- The school has no major issues needing attention.

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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	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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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

<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>	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
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



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Halifax Holy Trinity CofE (VA) Primary School, Halifax,  
HX1 2ES

Thank you so much for the very warm and friendly welcome you gave me when I visited your school and for answering all my questions so patiently and thoughtfully.

When I first arrived in the car park, I found it hard to believe the beautiful school building and grounds that I saw in front of me. When I looked around inside, I was impressed with how quickly everyone has settled into the lovely new surroundings. It made me wish I could be a pupil and not an inspector! Your headteacher, staff, governors and parents have worked very hard indeed to give you such a special place in which to enjoy learning. I was pleased to see how well you are looking after things.

Even though you now have a fantastic new building, the reason that your school is one of the best in the country is that you all did so very well while you were in temporary classrooms. You make outstanding progress because your teachers really push your learning on and encourage you to do even better in so many of your lessons. Staff know how well you are doing and work hard to make sure that you reach your learning targets. When you hit problems, there is always an adult there to help, and I was very pleased to hear how much you enjoy helping one another. You all get along very well together and your behaviour is excellent. Some of you told me how important it is to eat a healthy diet and to take regular exercise, and I saw many of you playing energetically outside in your new playgrounds. The school council's plans for an adventure playground sound very exciting. I hope that everything arrives on time and that you all really enjoy the equipment you have chosen.

I am sure that you will continue to try your best in everything that you do.