

Hull Trinity House School

Inspection report

Unique Reference Number	118115
Local Authority	Kingston-upon-Hull
Inspection number	326767
Inspection dates	21–22 October 2008
Reporting inspector	Tanya Harber Stuart HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Boys
Number on roll	
School (total)	293
Appropriate authority	The governing body
Chair	Capt Phil Watts
Headteacher	Mr Andy Twaits
Date of previous school inspection	1 September 2005
School address	Princes Dock Street Hull East Riding of Yorkshire HU1 2JX
Telephone number	01482 326421
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Age group	11–16
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Introduction

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

Description of the school

Hull Trinity House School is a much smaller than average, boys' school in Kingston-Upon-Hull. Almost no students have a statement of special educational needs and a smaller percentage than average have learning difficulties and/or disabilities. There are very few students who speak English as an additional language or have minority ethnic backgrounds. The school has a strong nautical tradition and students travel from all areas of Kingston-Upon-Hull, with 25% of the students travelling from outside the city, to attend the school. The school holds the Sportsmark Award and the Healthy School Award.

The school was awarded specialist status in Engineering in September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hull Trinity House School provides its students with a satisfactory education. The welfare of the students is paramount and the commitment of staff to this is exceptional. The good pupil support unit works proactively to ensure that most issues are dealt with sensitively and quickly and the school has good working relationships with outside agencies to ensure that students' well-being is good. The vast majority of parents and carers are extremely happy with the care provided by the school for their sons. The students feel safe and secure, and enjoy coming to school as shown by their excellent attendance.

Students enter the school, in most years, with standards which are well above those expected for their age. By the end of Key Stage 3 students reach standards which are above average, and by the end of Key Stage 4, standards are well above the national average. This means that most of the students in the school make satisfactory progress between Year 7 and Year 11. However, more able students are not achieving the higher levels and grades that they are capable of. Students with learning difficulties and/or disabilities make satisfactory progress.

Teaching and learning are satisfactory, but the quality of teaching and learning is highly variable. In good lessons, the students are challenged and engaged in a variety of tasks and the students make good progress. However, a number of the lessons seen were inadequate and students did not make satisfactory progress. Although there are examples of good day-to-day marking and assessment being effectively used, the use of data is inconsistent and is slowing the progress made by many students.

The curriculum provided is good. At Key Stage 4, the specialist status and strong, effective links with other providers are widening the opportunities available. The wide range of extra-curricular activities is welcomed by the students. At Key Stage 3, good progress is being made to develop the curriculum in line with the new National Curriculum introduced in 2008.

Leadership and management are satisfactory. The newly developed leadership structure is starting to impact positively on the school in terms of improved communication and ethos. The leadership and management of the recently awarded specialism are good and the specialism is already having an impact on the school. Given the progress made by the students, and the improvements made since the last inspection the school offers satisfactory value for money and there is satisfactory capacity to improve.

What the school should do to improve further

- Improve the progress made by all students and in particular raise the standards reached by the more able.
- Develop the use of day-to-day assessment to ensure that all lessons meet the needs and interests of all the students.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Students enter the school with standards which are, in most years, much higher than average. At the end of Key Stage 3 students, in most years, achieve standards which are higher than the average. Historically, given the students' attainment on entry, students at Key Stage 3 did not make the progress expected. Provisional results for 2008 indicate that standards have risen and students are now making satisfactory progress at Key Stage 3.

At Key Stage 4, there has been a rising trend in the standards achieved. In 2008, at the end of Year 11, the unvalidated results show that the students reached standards which were well above those expected. As these students entered the school with standards which were well above national average, this means they made satisfactory progress between Year 7 and Year 11. Students with learning difficulties and/or disabilities make satisfactory progress. However, the school acknowledges, and the inspectors agree, that students who are capable of achieving the A* and A grades at GCSE, and the higher levels at Key Stage 3, are not doing so.

Personal development and well-being

Grade: 2

The students' personal development and well-being including their spiritual, moral, social and cultural development are good. The students enjoy school a great deal, as demonstrated by their considerate behaviour, positive attitudes and outstanding records of attendance. They feel safe, are safety conscious, and accept the need to adopt healthy lifestyles. Students' understanding of Britain as a diverse society and their willingness to speak very positively about the small number of their peers from different nationalities and faith groups in school is very impressive. They speak enthusiastically about friends in their year group from different backgrounds and show considerable knowledge and understanding of cultural differences and express willingness to engage positively with others from different cultural backgrounds. The students are developing an understanding of the need to contribute towards community cohesion. Overall, they make good progress in developing the personal qualities that will enable them to contribute effectively to the community and eventually to transfer their skills to the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. However, this statement masks the wide variety in the quality of teaching and learning which ranges from inadequate to good. Too much of the teaching and learning seen was inadequate or satisfactory and this means that the students only make satisfactory progress at the school. In all lessons, the students behaved at least satisfactorily and in the better lessons their behaviour was exceptional.

In the better lessons the students completed a good range of activities which interested them. For example, a restorative justice session brought alive the relationships between characters in a novel. Good feedback and marking were also characteristics of these lessons, with some students engaging in peer and self-assessment to develop their understanding of the work they had completed. In the best lessons, good targeted questioning meant that the students

were challenged to think about what they were doing and why. All of these factors meant the students made good progress in these lessons.

In the poorer lessons, the students were insufficiently challenged, particularly the more able. This meant the lessons were slow in pace and some students made insufficient progress. In many lessons all students were expected to complete the same work meaning that some students found the work too easy, and some too hard. This was usually because the lesson was not based on day-to-day marking and therefore the teacher did not fully take into account the needs of the students.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. Imaginative strategies, opportunities provided by the recent awarding of specialist status in engineering and regular reviews of the curriculum, mean the school provides courses that cater for a wide range of students' needs and aspirations, and are also responsive to local needs.

At Key Stage 3, all the requirements of the National Curriculum are covered. There are many distinctive features of the curriculum at this stage, which include information and communication technology (ICT) accreditation for all and a good range of water-based experiences provided by the Welton Waters Seamanship Centre. All subjects have revised schemes of work in Year 7 to meet the new National Curriculum requirements. Additionally, the school has introduced an innovative Year 7 course that fosters the enhancement of key skills and personal development.

Flexibility and an expanding range of opportunities are provided in Key Stage 4. As a result, students are able to follow programmes that they see as relevant for their current and future needs and aspirations. Strong collaborative arrangements with other providers have contributed to an increasing range of vocational options. These are popular with students and initial results in 2008 are impressive. Work-related learning and enterprise experience are provided successfully. Whilst the specialist engineering status is too recent to have impacted on results, there are positive benefits in resources and course provision, for example, the opportunity for students to study separate sciences. Extra-curricular activities, including sport and after-school clubs, are numerous and varied, and are appreciated by the students.

Care, guidance and support

Grade: 2

The school has an outstanding level of commitment to the welfare of the students. Parents and carers agree that the school provides a very caring environment and that the proactive approach towards issues results in effective support for families and students. The students also report a high level of satisfaction with the care and support they receive. The sensitive nature of the quality of relationships between students and staff contributes significantly to the school's family ethos. This ethos and the regular and good channels of communication between home and school, which are being enhanced by the virtual learning environment, have had a considerable impact on developing a culture of mutual respect and appreciation. Academic guidance in terms of the transition between key stages, particularly between Key Stage 3 and Key Stage 4, is good. However, although there are some examples of good day-to-day marking and assessment, overall it is weak.

Child protection procedures are in place. Students feel safe at school and know who to turn to for help with any issues, problems or concerns. Safety and security arrangements to safeguard students have been reviewed and have improved since the last inspection.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. Since the last inspection, there have been improvements in some areas such as: the development of the curriculum, particularly at Key Stage 4; a rise in standards at the end of Key Stage 4; and the safety issues have been dealt with. Although the self-evaluation was broadly accurate, some of the school's judgements were too generous in relation to the progress made since the last inspection. This is because some monitoring is not rigorous enough and development planning is not always specifically focused on improving student outcomes.

The leadership and management of the school have been strengthened by the appointment of the curriculum leaders. These members of staff line manage the subject leaders well. Their line management is appreciated and is starting to develop a shared ethos between subject leaders. The appointment of the curriculum leaders means that the senior leaders are now able to strategically manage change in the school. The governors are supportive. They meet regularly with the headteacher and are aware of most of the issues facing the school at the present time.

The leadership and management of the recently acquired engineering specialist status are good. The specialist status is already having a good impact on the school in terms of the curriculum and extra-curricular activities. In addition, the 'Formula One Project' has developed good links with four primary schools. Effective joint working with local employers has enhanced the work skills of the students; this is improving their future economic well-being and contributing to the development of good community cohesion.

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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?	3
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?	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	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 learners' needs?	3
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

23 October 2008

Dear Students

Inspection of Hull Trinity House School, Kingston-upon-Hull, HU1 2JX

Thank you for participating in your school's recent Ofsted inspection. It was good to speak to so many of you, both informally and formally, as this meant we were able to take into account your views about your school. Many of your parents and carers filled in a questionnaire and this meant we were able to acknowledge their views.

Hull Trinity House School is a satisfactory school, which has your welfare at the heart of everything it does. The school is safe and you appreciate that there is someone you can talk to if you need to. You enjoy school and this is shown through your excellent attendance. You are courteous, polite and appreciate the good working relationships you have with members of staff. You are benefiting from the school's recently acquired engineering status which has improved your curriculum options in Years 10 and 11 and enhanced the equipment provided for you.

I have asked the governors, Mr Twaits and the staff to make Hull Trinity House School a better school by:

- ensuring all of you make better progress and that those of you capable of achieving A* and A grades at GCSE do so
- developing the use of day-to-day marking to ensure that in all lessons you complete work which interests you and is appropriate.

You can contribute to improving your school by working hard, aspiring to achieve the highest grades and maintaining your excellent attendance.

I wish you well for the future.

Tanya Harber Stuart

Her Majesty's Inspector