

The Trinity Catholic Primary School

Inspection report

Unique Reference Number	134722
Local Authority	Liverpool
Inspection number	328960
Inspection dates	3–4 February 2009
Reporting inspector	David Law

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	336
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr T A Westwell
Headteacher	Mrs Patricia Deus
Date of previous school inspection	11 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Titchfield Street Liverpool L5 8UT
Telephone number	0151 298 2917
Fax number	0151 207 0840

Age group	3–11
Inspection dates	3–4 February 2009
Inspection number	328960

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The Trinity is a larger than average sized school, which opened in 2004 after the amalgamation of three Catholic primary schools. It moved to its present site in September 2007. The Early Years Foundation Stage includes a Nursery with provision for 52 places, of which 24 are part-time. The school has designation as a children's centre and a range of extended services are also provided. The school serves an area where social disadvantage is very high and the number of pupils in receipt of free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is high at 44%. The school has the largest percentage of Traveller Children of any school in the City of Liverpool. Most pupils are of White British heritage. The school has achieved the Healthy Schools Award.

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 with outstanding features. It makes an exceptional contribution to the community it serves. Pupils take great pride in their school. They really enjoy learning and make good progress. Parents and carers hold it in high regard and a typical comment is, 'the school has made my child more confident, appreciative and creative; they have listened to his needs and managed him well'.

The headteacher provides impressive leadership and, supported by a committed staff, has created one school following amalgamation in 2004. This unity of purpose and high aspirations helps pupils to achieve well. Care, guidance and support are outstanding. Pupils are keen to talk about their personal targets, what they are able to do and want to achieve. Pastoral care is excellent and all pupils are valued equally within a safe and supportive community ethos.

Standards are improving. Children enter the Nursery with well below expected skills. By the end of Year 2, pupils reach average standards in mathematics and reading. They do not do as well in writing which, in the 2008 end of Key Stage 1 assessments, were below average. The starting point for pupils currently in Year 6 was well below average but they now reach average standards. Similarly, the Year 6 that left in 2008 came from well below average standards when they were at the end of Year 2 to attain average standards in English in the national tests, with over one fifth of them reaching the higher level. The school put a significant emphasis on raising standards in English and it paid off. Test results in mathematics, however, were below average in 2008 and, although current pupils are making good progress, they have some ground to make up. However, the school is now tackling this, as it did for English, with clear plans and strategies for improvement.

Good teaching throughout the school helps all groups of pupils to achieve well, including those with learning difficulties and/or disabilities and those from the Traveller Community. Many lessons are lively and interesting. Behaviour is never less than good and often excellent. Pupils develop positive attitudes and work and play well together. They have a good understanding of healthy living, feel very safe and their spiritual, moral, social and cultural development is good. A good curriculum meets pupils' needs well. There is an excellent range of extended provision to enrich pupils' experience and to help them learn even more.

Leadership is good and very effective in supporting all learners and is excellent in promoting equal opportunity and eliminating discrimination. There is thorough review and evaluation of the quality of what is provided and how well pupils are doing. Governors are vigilant in their role of critical friend. The school is truly the heart of the community it serves. Everyone works together to create a sense of belonging and an ethos that enables success. The school achieves good value for money and the capacity to improve is good as is the improvement since the last inspection.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good. Children enter Nursery with skills that are well below those typical of children their age in all areas, but particularly in their language development. Thorough induction helps them to settle quickly in the Nursery. Through good teaching they achieve well in their learning although they leave Early Years Foundation Stage below average. Effective use is made of teaching assistants to support children, for example,

through the appropriate use of language to help to develop their skills. Children are happy learners and enjoy the range of activities provided. Relationships are excellent and children make good friends and treat each other and adults with respect. There is very good provision outdoors for physical activity. Staff work well together and through observation and assessment identify and plan for the 'next step' in children's learning. Effective procedures are in place to ensure that care and welfare have a high priority. Consequently, children's personal development and well-being are good. Parents and carers from all sections of the community are fully involved and encouraged to participate in their child's learning. This has been enhanced by the good use of key workers. The Early Years Foundation Stage is well led and managed.

What the school should do to improve further

- Raise achievement in mathematics in Key Stage 2.
- Raise achievement in writing in Key Stage 1.

Achievement and standards

Grade: 2

Children join the Nursery with skills significantly lower than those typical of children their age in all areas of their learning. They make good progress in the Early Years Foundation Stage and this continues in Key Stage 1. Pupils become more confident in the key skills of speaking, listening and reading and most reach average standards by the end of Year 2. In mathematics, pupils make good progress in acquiring key skills in number. There was a sharp improvement in both reading and mathematics in the end of the key stage assessments in 2008. The improvement in writing was not as strong and, although more pupils reached the higher level than in previous years, performance was below average and there is a gap to bridge between attainment in writing and that in reading and mathematics.

Provisional end of Key Stage 2 test results for 2008 show a marked improvement in English, although mathematics remains below average. Raising standards in English was and remains a key focus in the school's improvement plan and considerable effort has impacted on improvement. Inspection evidence shows pupils are currently making good progress in English. Although they are making similarly good progress in mathematics, there are gaps in some key skills, such as problem solving, that remain to be addressed. School assessment and tracking data show clearly that nearly all Year 6 pupils are on course to reach their appropriately challenging targets for 2009. The rate of learning seen in lessons is good. Pupils with learning difficulties and/or disabilities make good progress because lessons meet their needs well and teaching assistants give valuable support which helps them to understand their work. Excellent provision is made to support Traveller Children and they make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. They have a clear idea of right and wrong and are regularly given meaningful opportunities to express their feelings and to understand the needs of others, for example, in the daily Collective Worship.

In lessons, pupils demonstrate very positive attitudes, listen attentively, work cooperatively and try hard. Pupils say they feel safe in school and know who to turn to if they have a problem. Their behaviour both in and outside the classroom, is consistently good. Pupils show respect

for one another and for staff and welcome visitors warmly. They enjoy school very much, speaking about it with great enthusiasm and pride. Pupils are keen to take part in all aspects of school life and this is reflected in the improvement in their attendance, which is now in line with the national average. Good citizenship skills are demonstrated by Year 6 pupils. They are trained by the local secondary school to be effective play leaders, helping the younger children to play safely and sensibly. A healthy lifestyle is encouraged and pupils understand its importance, having daily access to fresh water, fruit and vegetables and being encouraged to eat healthily at lunchtime. The school develops workplace skills well to help pupils achieve future economic well-being and has established good links with local businesses. Pupils' aspirations are heightened through good links with the Universities of Liverpool.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching and learning helps all pupils to achieve well. All teachers are enthusiastic and communicate to pupils a desire to learn. They are well organised, prepare and plan their lessons well. Clear instructions and explanations are given so that pupils know what they have to do. Questions are well directed to individuals and groups and pupils have good opportunities to talk and explain their thinking. Learning is often exciting and pupils make rapid progress because of teachers' high expectations and the brisk pace of lessons. Pupils are encouraged to assess how well they are doing and independently refer to their targets. One pupil spoke for others in saying, 'we have targets to help us learn better'. Marking of work is good and sometimes excellent. In most lessons, pupils are actively involved and this works well in helping them to engage fully in their learning, complete tasks and be productive. Teaching is very effective in enabling pupils to work hard and concentrate well because there are excellent relationships and teachers know their pupils well.

Curriculum and other activities

Grade: 2

There is a broad and relevant curriculum which meets the needs and interests of pupils well, including those with learning difficulties and/or disabilities. There has been a conscious and appropriate decision to focus on developing pupils' key skills, which are taught well. The emphasis on skills such as speaking and listening helps pupils to develop the self-confidence to achieve and prepare for their future economic well-being. The school is now putting a strong emphasis on pupils solving problems in mathematics and on writing for a range of purposes. The curriculum is engaging and interactive and pupils are able to develop knowledge and skills in an exciting and creative way. The wealth of visits and visitors to the school provide excellent enrichment and add meaning to learning, bringing the curriculum to life. Good investment in information and communication technology and its effective use in classrooms, supports teaching and learning well and helps pupils to develop skills relevant to their everyday lives. Pupils are keen to take advantage of a varied range of extra-curricular activities including dance, drama, football, and residential visits in Year 5 and Year 6.

Care, guidance and support

Grade: 1

The school's commitment to providing pupils with the best possible start in life is exceptional. There is a passionate belief, exemplified in the approach of the school's leaders, that pupils deserve the highest standards of care, advice and guidance to help them make progress in their learning. Everybody pulls together to achieve this. There are highly effective strategies to promote pupils' well-being, health and safety. Robust safeguarding procedures, which meet current government requirements, ensure all pupils learn in a safe, secure environment. Any pupil at risk is identified quickly and highly effective arrangements are put in place to keep them engaged. There are excellent links with parents/carers and with a wide range of agencies. Pupils with challenging behaviour are given exceptional support to help them access learning fully. The learning mentor, family liaison officer and teaching assistants are well deployed, understand their roles and play a key part. They are highly dedicated and make exceptional provision for vulnerable groups to integrate into the school and to make the transition to secondary school. Rigorous tracking of pupils' progress ensures the early identification of those who are not achieving their potential. Pupils are well informed about how they are doing and how they could do even better. Subsequent interventions are effective and enable all pupils, particularly those with learning difficulties and/or disabilities, to achieve well. There are very effective systems to secure good attendance and punctuality and the impact of these is seen in the improved attendance, which is now above the average of local schools.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has built a leadership team with a sense of purpose. This has been achieved in the face of significant challenge including school closure, amalgamation and residence in temporary accommodation. Standards are improving and pupils are making good progress. Pupils' attendance has improved significantly and they thoroughly enjoy school, behave well and want to do their best. The senior leadership team have high expectations and have set challenging targets to raise standards further. There is a sharp and strategic focus on promoting good achievement. There is good development planning to secure improvement and self-evaluation is very effective. Middle leaders make a good contribution to the development of subjects and aspects of the curriculum. Governors provide good support and challenge the school to seek continuous improvement. They are firmly committed to the school and the community it serves. The school has an extremely positive ethos and all pupils learn well in a happy and secure environment, free from discrimination. Parents and carers are highly appreciative of what the school provides. The role of this school in promoting community cohesion is outstanding. It is at the heart of the parish and local communities it serves and is making a very good contribution to local community regeneration. It enjoys strong links with the local Traveller community. In addition, its provision for developing pupils' cultural awareness shows that it is strongly committed to helping pupils understand and appreciate not only their own heritage but also others within the national and global communities. It is a tribute to the school's leadership that the many challenges of the last four years have been met so convincingly. They have shown a tenacity and sense of conviction that is exceptional. This has resulted in a good school of which everyone is rightly proud. It is inclusive

and works very effectively in providing excellent care and a range of extended services. All this meets pupils' needs well and enables them to make good progress.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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	3
The behaviour of learners	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 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

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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

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

Inspection of The Trinity Catholic Primary School, Liverpool, L5 8UT

The other inspectors and I really enjoyed our visit. You all made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us and to tell us about your school.

We found that your school provides you with a good education. You told me that you feel safe in school. I saw that you enjoy learning very much and are proud of your school. Everybody works hard in lessons and you are all making good progress in learning. Many of you told us about your personal targets and what you were trying to improve. I thought that you behave well. I noticed that your attendance has improved and you are eager to come to school on time and take part. The standards you reach are improving, particularly in English at Key Stage 2. Mathematics in Key Stage 2 needs to improve as does writing in Key Stage 1, because these are below average. You can help by trying even harder in these subjects. The teachers and other adults care for you exceptionally well. The teaching and learning you receive is good and helps you to make good progress. You told me you like going on school visits and taking part in the many activities that take place before and after lessons such as sports clubs.

Well done in achieving the Healthy Schools Award because this shows that you know how important it is to eat healthily and take regular exercise. Your school is very well led and the adults work well as a team. Like you, they are proud of the new school and want the very best for you all. The Governors are also proud of what is being achieved and do a good job in helping the school. Many parents told me how pleased they were with what the school is doing for you. Your school is very important to the community around it and helps you and the adults to live better lives.

I hope that you will not only help these good things to continue, but will play your part in making them even better by working hard in mathematics and writing and trying to reach the targets your teachers have set for you.