

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	104901
<b>Local Authority</b>	Sefton
<b>Inspection number</b>	336384
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	David Law

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev R Garner
<b>Headteacher</b>	Mrs Sue Mawdsley
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Manchester Road Southport Merseyside PR9 9AZ
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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were seen and seven teachers were observed teaching. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the improvement plan, school policies and evidence from the school's self-evaluation. Account was taken of teachers' curricular planning and their assessment of pupils' progress. Samples of pupils' books were also reviewed. Inspectors evaluated the views of parents and carers and of pupils by analysing questionnaires from 87 parents and carers and 100 pupils. Seventeen staff questionnaires were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the learning and progress pupils are currently making in their lessons, particularly in mathematics and science, and the proportion on track to reach expected levels by the end of Year 6
- the learning and progress of pupils who speak English as an additional language.
- the effectiveness of teaching in assessing and meeting the diverse needs of learners.

## Information about the school

This is a school of just below average size located in a Victorian building near the centre of Southport. The percentage of pupils known to be eligible for a free school meal is below average. The number of pupils with special educational needs and/or disabilities is broadly average, although the number with a statement of special educational needs is below average. The proportion of pupils from minority ethnic groups is above average. Currently, just over one third of pupils speak English as an additional language. Pupil mobility is high, with a significant number joining the school at Key Stage 2 often speaking little or no English.

The school has achieved a number of awards including Investors in People, Activemark and the Healthy Schools Award. There is childcare provision at the school but not managed by the governing body and so subject to a separate inspection and report.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Holy Trinity Church of England Primary is a good school. Pupils enjoy learning and achieve well. They receive outstanding care, guidance and support. A welcoming ethos helps pupils to thrive. The needs of the most vulnerable are met exceptionally well through a range of outstanding partnerships to promote well-being. Pupils have an excellent understanding of healthy living, keenly taking part in many sports. Adults work as a team with high levels of commitment to pupils' progress.

Pupils behave well and are proud of their school. They feel safe and procedures for keeping them safe are good. All groups of pupils make good progress in their learning. Those with special educational needs and/or disabilities, or for whom English is an additional language, are given effective support. Teaching is good and assessment is used well to tailor learning to individual needs. Attainment in English has risen as the school has maintained a strong focus on the teaching of reading and writing. In 2009, it was above average in the Year 6 national tests. Pupils are currently making good progress in mathematics and science. However, opportunities to use their key skills are currently limited? and pupils' knowledge of their targets is not as secure as it is in English. The good curriculum is well designed to meet individual needs and support personal development. Pupils are eager to take responsibility and make a good contribution to the school and wider community, for example, in their role as peer mentors. They work cooperatively and are keen to use their computing skills. This prepares them well for their future economic well-being. The school has robust systems to promote attendance, which is average and improving. Pupils are considerate and respectful of others and their spiritual, moral, social and cultural development is good. Good leadership from the headteacher and her senior colleagues provides a clear sense of purpose and sets high expectations. Good governance ensures effective support but also challenge. Enthusiastic middle leaders play an effective role in raising achievement. The good capacity to sustain improvement is based on accurate monitoring and evaluation. All stakeholders contribute to self-review and the school knows itself well. Weaknesses are tackled firmly and promptly. Plans for improvement are relevant and realistic. The school makes a good contribution to promoting community cohesion and pupils from different backgrounds work and play well together. There are positive relations with parents and carers. Issues from the previous inspection have been addressed and the school sustains good outcomes for all groups of pupils.

### What does the school need to do to improve further?

- Improve pupils' ability to use key mathematics and science skills across the

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curriculum, by:

- planning further opportunities for investigation, enquiry and practical learning
- sharpening pupils' targets so they know what they need to improve.

## Outcomes for individuals and groups of pupils

**2**

Pupils make good progress in their lessons. They display positive attitudes to learning, such as cooperating well, listening carefully and trying their best. They are able to persist when faced with a challenge. High levels of enjoyment are often evident. As a result, learning proceeds at a brisk rate and pupils acquire knowledge and understanding well. This contributes significantly to pupils' good achievement and, whatever their starting points, all groups of learners make good progress. Pupils enter Reception with skills and knowledge levels below and often well below those found typically for their age, particularly in their language and communication skills. Good progress throughout the school enables them to reach average attainment by the end of Year 6. Some pupils enter the school with little or no English and often in Key Stage 2, but make good and sometimes rapid progress. For example, in the Year 6 class last year, eleven pupils entered the school in upper Key Stage 2 with little English, but all reached the expected level for their age in national tests. Pupils with special educational needs and/or disabilities make good progress, particularly in their reading and writing. Pupils achieve well in sport and develop an excellent knowledge of how to live healthily. They are keen to help each other and take responsibility as members of the school council or as 'Playground Friends'. They acquire a tolerance of others and treat each other thoughtfully. Pupils' good achievement and behaviour and well developed social skills prepare them well for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is good and well-organised lessons contribute significantly to pupils' good achievement. There is a good rapport between pupils and teachers and lessons often proceed at a brisk pace. Teachers' expectations of behaviour and attitudes to learning are consistently high and pupils respond well. Assessment is thorough and used well to match learning to pupils' personal needs. Teaching assistants are a considerable asset in supporting groups of pupils and individuals and their efforts are well targeted. The teaching of English is particularly good and has enabled pupils to show strong progress in this subject.

The curriculum is of good quality and personal and social development is given a high priority. This makes a positive impact on pupils' well-being. Enrichment opportunities are wide and varied. Pupils thoroughly enjoy trips, visitors and special events such as 'Culture Week', where pupils learn about different parts of the world. The curriculum is planned well to enable pupils to use their writing abilities in different subjects, but opportunities to use their mathematics and science skills, for example, through investigation, are not as well developed.

Outstanding care, guidance and support make a major contribution to pupils' personal development and each child is known well as an individual. Specific support strategies for pupils and their families are highly effective, especially for more vulnerable groups and individuals. Links with a range of agencies are strong. The work of the learning mentor and parent support adviser is effective, for example, in significantly reducing persistent absence. Transition arrangements and links with secondary schools are excellent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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School leaders have secured a shared vision based on promoting good achievement and pupils' personal development. Systems to track pupils' progress are effective and used strategically to target support where it is most needed. Teachers are held to account for pupils' progress and receive good professional development to ensure that they are well equipped for their work. The school development plan is founded on a thorough audit and priorities for improvement are well chosen and centred on learning. All leaders carry out their roles well and are keen to assist continuous improvement through self-review. The headteacher provides a strong lead and has high expectations. The governing body has a strategic view and is well informed because it gathers information first-hand about how well the school is doing.

There are outstanding partnerships which include other schools, the police and the church. For example, pupils help at the local luncheon club for older people each week performing duties, such as making people welcome and collecting money. They draw on the experience of more elderly residents for their project on the Second World War. The school effectively promotes community cohesion because it knows its pupils and context well. The diverse cultures present in the school are celebrated and there are good opportunities to learn about the range of cultures in the United Kingdom and elsewhere. All pupils have equal opportunity to learn and there is no discrimination. They show a good understanding of how to keep safe and procedures for safeguarding are good. The budget is managed well and the school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The overall effectiveness of the Early Years Foundation Stage is good. On entry to the Early Years Foundation Stage a significant minority of children have communication and language skills well below those that are often seen. Due to the good provision, all children make good progress in their learning and enjoy everything they do. They quickly become confident, play in harmony and learn how to be independent. They feel entirely safe and know adults will listen carefully to them. Good teaching is evident and learning is well planned. Good assessment enables all adults to understand and provide well for individual needs. Children learn to listen carefully and acquire a firm interest in sounds and letters. They enjoy counting and learning about numbers and shapes. Good leadership ensures that adults work as a team. Children thoroughly enjoy outdoor learning. This has been managed well during disruptions caused by recent building work. Good induction procedures, including strong links with pre-school providers, ensure a smooth transition into the Reception Year. Links and relationships with parents and carers are good and this statement is typical: 'I am very happy to have my child at this school as she has become a happy, confident and caring little girl.'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

A very large majority of parents and carers feel their child is kept safe in school and enjoys being there. Inspectors endorse these views. Similar proportions feel that teaching is good and their child is making enough progress and this is what inspectors found. A small minority feel that the school does not deal effectively with unacceptable behaviour. Inspectors found behaviour in lessons and around the school to be good. In some lessons it is exemplary.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	63	26	30	5	6	0	0
The school keeps my child safe	47	54	34	39	5	6	1	1
The school informs me about my child's progress	37	43	39	45	9	10	2	2
My child is making enough progress at this school	39	45	43	49	4	5	1	1
The teaching is good at this school	41	47	43	49	2	2	1	1
The school helps me to support my child's learning	31	36	50	57	3	3	2	2
The school helps my child to have a healthy lifestyle	33	38	45	52	8	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	31	48	55	1	1	1	1
The school meets my child's particular needs	26	30	45	52	10	11	5	6
The school deals effectively with unacceptable behaviour	26	30	36	41	11	13	9	10
The school takes account of my suggestions and concerns	26	30	45	52	7	8	5	6
The school is led and managed effectively	25	29	48	55	8	9	3	3
Overall, I am happy with my child's experience at this school	39	45	39	45	4	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 May 2010

Dear Children

Inspection of Holy Trinity Church of England Primary School, Southport, PR9 9AZ

The other inspectors and I enjoyed our visit to Holy Trinity. Thank you for making us welcome. You contributed well to the inspection by being eager to talk with us. We found that your school is providing you with a good education. One of you said 'everybody enjoys being at this school.' We agree and these are some of the things we think you do well:

- you have an excellent knowledge and understanding of how to keep healthy
- the level of care adults provide for you is outstanding
- there are excellent partnerships with others, for example, other schools when you take part in sports
- teaching and the curriculum are good and there are interesting things for you to learn about
- your behaviour is good and you are all very helpful to each other
- you are making good progress in your learning
- there is good leadership and this helps your school to keep on improving.

We have one recommendation to help you improve further. We want the school to develop the curriculum to give you more chance to use your mathematics and science skills and to make sure you know your personal targets in these subjects.

I hope you will work hard to bring about these improvements. Best wishes for the future.

Yours sincerely

Mr David Law

Lead inspector

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