

Holy Trinity Church of England Primary School

Inspection report

Unique Reference Number	105814
Local Authority	Rochdale
Inspection number	336564
Inspection dates	10–11 February 2010
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Mr Gary Davies
Headteacher	Mr Mark Kenyon
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, observing seven teachers, and 42% of the inspection was spent observing learning. Inspectors held meetings with governors, staff and groups of pupils. Parents and carers were spoken to informally and 96 questionnaires returned by parents and carers were analysed. Questionnaires from staff and pupils were also studied. Inspectors observed the school's work, and looked at a variety of documentation, particularly that related to pupils' progress and standards, and keeping them safe.

- whether pupils are attaining as well as they should in writing
- how well the school is helping pupils to understand about the wide range of different cultures and communities in the world
- whether leaders other than the headteacher are contributing sufficiently to the school's development.

Information about the school

This is a small but growing primary school serving a large village outside Rochdale. In the last few years a large number of pupils have joined the school in different age groups. The very large majority of pupils are of White British heritage, with a small number from a variety of minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is below average, although the percentage with a statement of special educational needs is above average. The latter group includes pupils with needs on the autistic spectrum. A considerable amount of building work has taken place over the last two years to expand and improve the accommodation. The school has a Healthy Schools Award.

Provision for children in the Early Years Foundation Stage is made in a single-age Reception class. The school hosts a before- and after-school club which is privately run and which is inspected separately.

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

This is a good school which has improved provision significantly over the last few years, with a consequent rise in standards. Clear direction and energetic leadership from the headteacher are backed by an enthusiastic staff team who are driving improvements well. The delegation of more responsibility and autonomy to other leaders, an issue at the last inspection, is enabling them to make a strong contribution to supporting colleagues and helping them to raise achievement. As yet, few have had much chance to work alongside colleagues in the classroom or to monitor progress in great detail, but the school has plans to rectify this in the near future. The accommodation has been greatly improved and supports pupils' learning much better than at the time of the previous inspection, particularly in the Reception class and in the outside environment. The improved provision and standards over the last few years, the common vision and commitment of staff and governors and the effective management systems now in place show that the school has a good capacity to sustain the improvements made.

Pupils' attainment is above average by the end of Year 6 because progress is good throughout the school. Recent changes have led to a significant rise in writing standards and pupils' progress in writing now matches their long-established good progress in reading and mathematics. A key to the better achievement is the greatly improved system to track the progress of individual pupils. This means that any who start to slip behind are quickly identified and extra support is put in place to help them catch up. The other main factors in pupils' good achievement are the good teaching and curriculum. Classes are managed well and lessons have a good pace. Teachers use a set of nationally produced guidelines increasingly imaginatively to plan interesting experiences, often with a practical basis, that enthuse pupils. However, little has been done to use pupils' own ideas in developing the curriculum. The use of information and communication technology (ICT) in a variety of subjects is of high quality. Some other good links between subjects also enhance pupils' learning, but these are not consistently established.

Pupils greatly enjoy their time in school, where they feel safe and develop very positive attitudes to learning. They like and respect their teachers, behave well, work hard and take a pride in their successes and in their school. Their spiritual, moral, social and cultural development is good. They show a strong empathy for others, and relationships in the school are very good, with older pupils very caring towards younger ones. There are strong elements to pupils' cultural development, but their understanding of the range of communities beyond the locality is patchy. The school makes a satisfactory contribution to community cohesion, with a harmonious and happy ethos in school and with strong links in the village and neighbouring towns. However, the headteacher has

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rightly identified shortcomings in links beyond the immediate locality and is taking steps to address these. There are very effective relationships with parents and carers, and informal communication is very good. The formal written communication is more variable and not much has been done to collect and use parents' and carers' views to inform major decisions that are made, for example with regard to keeping children safe. The proposed establishment of an ICT-based system to inform and consult parents and carers has the potential to help address this issue.

What does the school need to do to improve further?

- Increase the involvement of parents and carers by extending the ways in which they are consulted about the school's provision, so that their views can be taken into account more when making major decisions, particularly with regard to the arrangements for keeping their children safe.
- Extend the role of all leaders so that they:
 - - have more opportunities to monitor provision and practice in their areas of responsibility, especially by working alongside colleagues in the classroom
 - - work together to develop the curriculum by creating better links between subjects, and by taking account of pupils' own ideas when planning.
- Extend the school's promotion of community cohesion by providing more opportunities for pupils to learn about and interact with the wide range of communities in the United Kingdom and abroad.

Outcomes for individuals and groups of pupils**2**

Achievement is good for all groups. All pupils do well in the school because their individual needs are met effectively both academically and personally. Writing standards have gone up steadily from a relatively weak position in the past. In the national tests in 2009 attainment in writing still lagged behind that in other subjects. However, the school's tracking shows that these pupils made very good progress from Year 4, after falling behind in the two previous years. The current pupils in Year 6 are doing particularly well. In class pupils make good progress in all subjects because they are keen to learn. They know their targets and work hard to meet them. Pupils work well independently, but also show very good collaborative skills when needed. Together with their good basic skills, these attributes stand them in good stead for their future lives in education and beyond. Pupils' speaking and listening skills are good, because they have many good opportunities to practise them and this has also supported their improved progress in writing. Pupils with special educational needs and/or disabilities make the same good progress as their classmates. A few pupils whose behavioural or emotional difficulties initially hamper their learning make excellent progress because of the strong pastoral as well as academic support they get.

Behaviour is good around the school and boys and girls from different backgrounds play and work together happily. The school has a Healthy Schools Award and pupils' good uptake of healthy lifestyles is particularly marked in their enthusiasm for exercise, in

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lessons, at play and in an assortment of clubs. They also have a good understanding of healthy eating. Pupils make a good contribution to the community through their positive attitudes towards each other and their willing acceptance and enthusiasm for responsibilities, such as being a member of the school council. Their great enjoyment of school is reflected in their above average attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A consistent approach to managing classes, based on well-established routines and good relationships, supports a purposeful and happy learning environment. Teachers often enliven lessons through opportunities for pupils to discuss their ideas together and so sort out their thinking. Good use of interactive whiteboards engages pupils' attention and supports teachers' clear explanations. A key element of the good teaching is the use of assessment to give pupils work that is matched well to their individual needs. Skilled teaching assistants make a significant contribution to pupils' learning, particularly when helping those who might otherwise struggle with academic work. Marking is thorough and there are examples of outstanding practice in showing pupils how they can improve

¹ 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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their work next time, although this is not consistent. Pupils are given an increasingly good understanding of their own learning through the targets that are set for them and well-structured opportunities to assess their own and their classmates' success. This was seen in a good lesson when pupils in Years 3 and 4 checked how well they had used adjectives in their writing.

The curriculum is improving and presents pupils with an increasingly exciting range of activities. They particularly enjoy their many good opportunities to use ICT in their work in a range of subjects and are developing good skills from an early age. For example, Year 1 pupils showed great confidence and enthusiasm in using a graphics program to produce pictures in the style of Henri Rousseau. Other cross-curricular links are developing, but are not as well established.

The good pastoral care provided supports pupils' good personal development. They are given a clear moral framework and understand and follow the school and class rules. They are encouraged to consider the needs of others and do so. The good relationships they have with staff mean they are confident in going to them if they are worried about their work or more personal matters. The care provided for pupils who have behavioural problems is particularly strong and enables some who might otherwise struggle to cope with school to make good progress both academically and personally.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has united the staff and governors in working successfully towards the common aim of raising standards while maintaining the strengths in pupils' personal development. Teaching and learning are managed well, in particular through implementing a system of frequent and accurate assessments of individuals' progress and using the resultant data to match provision accurately to their needs. Monitoring of lessons is regular and accurate, giving teachers good feedback on their practice, although not all leaders have yet been sufficiently involved in this. The governors give good support to the school and their accurate understanding of its work enables them to hold staff to account for its performance.

Good partnerships with other schools, the church and a variety of support services support pupils' progress and well-being. This is a particular strength in providing for pupils with special educational needs and/or disabilities and helps their full integration into all aspects of school life. This supports the school's good provision for ensuring

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equal opportunities. The other key strand in this aspect is the way in which individuals' personal and academic progress is monitored and action taken to address any needs. Safeguarding is satisfactory. All policies and procedures are in place and members of staff are rigorous in making sure all pupils are safe and happy in school. However, little attempt has been made as yet to consult parents and carers, and pupils, about aspects of safeguarding, or to use their views in making improvements.

The school's promotion of community cohesion is satisfactory and the school is devising plans to improve this through extending its links with communities across this country and overseas. The school deploys resources well to give good value for money. The large numbers of laptop computers, for example, are used extremely well and are helping to support learning in many different subjects.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The quality in the Reception class has been greatly improved by the better accommodation developed since the last inspection. Children enter school with abilities that vary considerably between individuals and cohorts but which, overall, are similar to those expected nationally. They make good progress and leave Reception with standards that are similar to national averages in most areas of learning, and that exceed average in some aspects, notably early reading and mathematical skills and knowledge and understanding of the world.

Good provision is centred on effective teaching which maintains a good balance between adult-directed activities and those children choose for themselves. Activities are

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designed well to enthuse children, such as those based around the story of the Gruffalo during the inspection. The vastly improved outside area is used well to support children's learning. The imminent provision of a covered area means that this will still be possible in bad weather. Assessment systems are good and children's learning is tracked carefully so that their particular needs are met well. The team of adults is led and managed well and ensure that there is good provision to meet children's welfare needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The good response to the questionnaire shows that parents and carers are very supportive of the school and appreciative of what it does for their children. They particularly value the quality of teaching, the way individual pupils' needs are met, and the fact that their children enjoy school. The few criticisms tended to be about aspects of communication, and the headteacher agrees with the inspection team that, although informal communication is strong, there are some gaps in formal communication and in systems to discover parents' and carers' views. A very small number of parents and carers had some concerns about how behaviour is managed. The inspectors found that behaviour is managed very well and pupils who struggle to conform receive high-quality help that leads to major improvements in their behaviour and learning.

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 96 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	72	25	28	0	0	0	0
The school keeps my child safe	64	73	22	25	1	1	0	0
The school informs me about my child's progress	45	51	37	42	5	6	0	0
My child is making enough progress at this school	47	53	37	42	4	5	0	0
The teaching is good at this school	63	72	22	25	0	0	0	0
The school helps me to support my child's learning	53	60	31	35	4	5	0	0
The school helps my child to have a healthy lifestyle	54	61	32	36	0	0	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)	52	59	26	30	2	2	0	0
The school meets my child's particular needs	55	63	29	33	1	1	0	0
The school deals effectively with unacceptable behaviour	47	53	36	41	5	6	0	0
The school takes account of my suggestions and concerns	51	58	28	32	5	6	0	0
The school is led and managed effectively	61	69	25	28	1	1	0	0
Overall, I am happy with my child's experience at this school	61	69	23	26	2	2	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 February 2010

Dear Pupils

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

Thank you for your warm welcome when we visited your school. We really enjoyed talking to you and watching you working hard in lessons. You told us you enjoyed school and we could see why. You said that the building had improved a lot since the last inspection and you are right. We found that Holy Trinity is a good school.

You make good progress because your teachers are good at helping you learn and give you interesting things to do. You know your targets and work hard to reach them. We were impressed by your good behaviour and by how well you all get along together. Your headteacher and the other adults are good at organising what goes on in school. They have improved things by keeping a more careful eye on how everyone is getting on. They make sure that anyone who needs any extra help gets it and standards are going up. You have done especially well in improving your writing. We have agreed with the headteacher that the adults are going to concentrate on three things to make the school even better.

- They are going to involve your parents and carers more in deciding how things happen in the school.
- Your teachers are going to work together to find even more exciting things for you to do, and spend time in each other's classrooms so they can help each other with ideas.
- The staff are going to help you learn more about all the different people in this country and around the world.

We hope that you carry on enjoying school. You can help the adults by keeping up your hard work and good behaviour.

Yours sincerely

Steven Hill

Lead Inspector

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