

# Burnley Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119485
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339453
<b>Inspection dates</b>	1–2 December 2009
<b>Reporting inspector</b>	Marie Cordey

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Bannister
<b>Headteacher</b>	Mrs Catherine Braithwaite
<b>Date of previous school inspection</b>	6 January 2007
<b>School address</b>	Raglan Road Burnley Lancashire BB11 4LB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with the chair of governors, staff, groups of pupils and school improvement partners. They observed the school's work, and looked at documentation including the school's self-evaluation evidence, the school improvement plan and internal and external monitoring reports about the school's work. They also analysed the 51 questionnaires returned by parents and carers and those completed by pupils and staff.

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

- current evidence of pupils' attainment and achievement, especially in writing and for the more-able pupils
- the extent to which pupils understand how well they are doing in their work and how they can move their learning forward
- the effectiveness of leadership and management in improving pupils' outcomes
- evidence to support apparent strengths of school, especially in pupils' personal development.

## Information about the school

This is an average sized school. Above average numbers of pupils are known to be entitled to free school meals. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The Early Years Foundation Stage provision consists of a Reception class. The school has gained a number of awards including Healthy Schools.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school with a range of good features promoted by the school's strong, caring ethos. The school provides good care, support and guidance to all its pupils, particularly those who have significant barriers to their learning. As a result, pupils whose circumstances have made them vulnerable make good progress in their learning and development. Behaviour is good throughout the school and pupils are very welcoming and polite. Parents and carers value the school highly and make comments such as, 'My child is happy and well-motivated at Holy Trinity'. Pupils agree and their comments include: 'I enjoy school so much I want to come every day' and 'When I leave this school I will be sad'. Local residents are very appreciative of the way in which pupils behave and look after the area.

Pupils make satisfactory progress from their below average starting points to reach broadly average standards by the end of Year 6. Good individual education plans enable those with special educational needs and/or disabilities to perform as well as their classmates. The school has identified below average standards in English, particularly in writing, as priorities for improvement. Although it is too early to judge the full effect of the school's actions to raise standards, there are noticeable improvements in the attainment of more-able pupils in mathematics and science by the time they leave the school. However, there are still some instances where the most-able pupils are not challenged to achieve their best because lessons do not take their needs sufficiently into account. The best progress is seen in upper Key Stage 2, where the teaching quality is mostly good. In these classes, teachers use assessment effectively to promote the learning of each individual pupil. This is not consistent throughout the school and many pupils are not aware of how well they are doing or precisely what they need to do in order to improve their work.

The school has satisfactory capacity to sustain these emerging improvements. Leaders and managers have a clear understanding of the schools' strengths and weaknesses and what needs to be done next. There is a strong commitment to ensure that actions based on school priorities make a difference to pupils' outcomes. This is beginning to have an impact, especially on more-able pupils' achievements in Key Stage 2. Improvement is satisfactory since the last inspection. However, the monitoring and evaluation of the school's performance has not been sufficiently regular or rigorous until very recently to ensure that there is no underachievement.

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

- Raise overall standards, especially in writing and for the more-able pupils by:

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- increasing the proportion of good teaching, particularly in writing
  - planning lessons that include additional challenge for more-able pupils
  - informing pupils about how well they are doing and what they need to do to improve their work
  - rigorously monitoring and evaluating the school's work and acting quickly to ensure that all pupils are achieving at least as well as they should.
- About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Standards in English, because of writing, are below average. Science has been a better performing subject over the years and standards are average. The concentration on mental mathematics and problem solving has improved pupils' mathematical skills and understanding. Pupils often apply their knowledge to personal finance, budgeting and even Christmas lists! By way of contrast, limited resources and old computers hamper pupils' progress in information and communication technology (ICT) and their standards are below average. Pupils with special educational needs and/or disabilities make satisfactory progress. The most vulnerable pupils make good progress because of the strong care, guidance and support that they receive.

Pupils enjoy break times because activities are well organised and supervised well. 'I think we should get five minutes extra play time' comments one pupil. They say, 'School keeps us safe'. Pupils are knowledgeable about potential dangers and know who to turn to if they are concerned. They consciously adopt healthy lifestyles both through their diet and taking part in sport. Their contribution to the school and wider community is good. Parish activities and concerts by the busy choir are welcomed by local residents, especially senior citizens. Pupils make a positive difference to school life through their many opportunities to take on responsibility. They are especially proud if they are awarded a coloured sash at the weekly 'celebration assembly', when they have done something special. Older pupils help the younger ones. Their spiritual, moral, social and cultural development is good. This reflects their concern and value for people from different backgrounds and cultures than their own. They delight in their generous fund-raising activities for charities in this country and internationally. Links with local high schools help pupils prepare for the next phase in their learning and their social skills prepare them well for the future.

*These are the grades for pupils' outcomes*

<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.

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

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>2</b>
<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>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Strengths in the quality of teaching are evident in good relationships and pupils' positive attitudes to their work. Pupils relish opportunities to get involved in activities where they think, discuss and reflect. Where teaching is less effective, teachers tend to talk for too long and so pupils are less involved and engaged. There are limited opportunities, especially for the more-able, for pupils to develop and extend their learning through more challenging work.

The curriculum satisfactorily meets the needs of pupils, including those who are most vulnerable. Good enrichment opportunities are relished by pupils; particularly in art, music and sport. Extensive trips, visits and visitors broaden pupils' interests and enjoyment. Limited ICT resources reduce pupils' opportunities to develop their computer skills to help their learning in all subjects.

The school works well with outside agencies such as speech and language therapists and educational psychologists to support vulnerable pupils. Pupils with special educational needs and/or disabilities make the most of their opportunities because of planned and sensitive intervention groups and individual support. In particular, the good quality support for those pupils who have the greatest need, enable them to make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders, teachers and governors care deeply about their school and are committed to improving standards. A strong steer for improvement is shared by all staff and is beginning to bring about improvements in standards, especially for more-able pupils in upper Key Stage 2. Governors are actively involved in school life and challenge the school's performance. They have acted quickly to ensure that they meet statutory requirements for the safeguarding of pupils. Partnerships, such as those with the local network of schools and with the parish, make a positive contribution to pupils' personal development. The school's satisfactory promotion of equality of opportunity is based on respect and value for people from all walks of life and the gaps in the attainment of different groups are beginning to narrow. The school's procedures to tackle discrimination are thorough. A cornerstone of the school's character and values is reflected in the good promotion of community cohesion, especially in the school and local community. The school provides satisfactory value for money and has made satisfactory improvement since the previous inspection.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</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

Children join the school with skills that are, typically, below expectations for their age. They settle down well because of the school's good preparation for children's introduction to school life. They make satisfactory progress in all areas of learning and good progress in their use of number, calculating and counting. By the time they leave the Early Years Foundation Stage their skills are below those expected for their age.

Despite the school's best efforts, the indoor and outdoor space and equipment are limited and, therefore, reduce the opportunities to develop children's curiosity and independence. Children enjoy counting and working with number because of well planned activities that reflect their lives. For instance, children become engrossed in board games and in demonstrating complicated, sequential dance moves. Children are now becoming more skilful in linking sounds and letters at an earlier stage because of the school's focus on phonics.

Leaders and managers accurately identify the need to provide more space and resources: leaders, governors and the local authority are working together to improve provision. Teaching is satisfactory overall and includes good teaching, especially when children are involved in stimulating physical and creative activity. Children are well cared for and revel in the attention they receive. Requirements for their welfare, safety and health are fully met.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The large majority of parents and carers who responded to the inspection questionnaire are happy with the school's provision. All parents and carers agree that their children enjoy school. There were a very small number of concerns from parents and carers about how well the school informs them about the progress of their children, how they can help their children with learning and about pupils' behaviour. Inspectors agree that pupils are not sufficiently aware of how well they are doing in their work or what their targets are. The school has planned additional opportunities, using the school website, to further involve parents and carers in their child's learning. Pupils' behaviour is good and pupils know who to turn to if they have any concerns.



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

Ofsted invited all the registered parents and carers of pupils registered at Burnley 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 inspector received 51 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	55	23	45	0	0	0	0
The school keeps my child safe	34	67	17	33	0	0	0	0
The school informs me about my child's progress	24	47	24	47	3	6	0	0
My child is making enough progress at this school	32	63	17	33	1	2	0	0
The teaching is good at this school	35	69	16	31	0	0	0	0
The school helps me to support my child's learning	26	51	23	45	2	4	0	0
The school helps my child to have a healthy lifestyle	32	63	20	39	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)	24	47	24	47	0	0	1	2
The school meets my child's particular needs	28	55	20	39	1	2	0	0
The school deals effectively with unacceptable behaviour	27	53	18	35	4	8	0	0
The school takes account of my suggestions and concerns	20	39	27	53	2	4	0	0
The school is led and managed effectively	31	61	17	33	1	2	0	0
Overall, I am happy with my child's experience at this school	38	75	11	22	1	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"> <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.**



03 December 2009

Dear Pupils

Inspection of Burnley Holy Trinity Church of England Primary School, Burnley, BB11 4LB

It was lovely to meet you all when we visited your school recently. You gave the inspection team a very warm welcome and we were pleased to listen carefully to what you had to say. You told us about how much you enjoy school, especially the many chances to take on responsibility, your art work and the choir. You choose to live healthily and we were impressed with your attitudes to keeping fit and eating sensibly. Thank you very much to the pupils who showed us round the school and well done on your sashes! You enjoy the chance to hold positions of responsibility such as house captains and librarians. Children in the Reception class settle down well and are made to feel cared for by you all.

Your school gives you a satisfactory education. You enjoy your lessons especially when you have the chance to discuss your thoughts and develop your ideas. This helps you to produce satisfactory work in most subjects. Your work in English, particularly in writing and for those of you who are quick to learn, has not improved as much as it has in your reading, mathematics and science.

We have asked your school to plan lessons to raise your standards, especially in writing. Some of you are not sure how to make your work better and so we have asked your teachers to let you know about the different ways that you can improve it. We would also like there to be more challenging work for those of you who can reach higher standards, as well as more of the good lessons you enjoy so much. Your school leaders are going to check how you are doing and then plan actions to make sure that all of you achieve as well as you can.

Your headteacher and all your staff are working hard to make your school even better. You can help by working hard too. I wish you every success for your future.

Yours sincerely

Marie Cordey

Lead inspector

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