

# Holy Trinity Primary School

Cecil Street, Bury, Lancashire, BL9 0SB

**Inspection dates** 20–21 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not as good as it was at the last inspection. Pupils are leaving Year 2 with skills that are well behind other pupils nationally.
- Pupils in Key Stage 2 are not always challenged by the teaching they receive. As a result, too few exceed expected levels in reading, writing and mathematics when leaving Year 6.
- Over time, teaching has not been good enough. Consequently, many children do not make the progress of which they are capable.
- Pupils are not given enough opportunities in English, or in other subjects, to practise and develop their skills and confidence in writing.
- The work that is given to pupils is not always set at the right level. This means that for some it is too easy and for others it is too hard.
- The teaching of reading and phonics (letters and the sounds they make) has not been good in the past, and so pupils throughout the school have to catch up on skills that they have missed. There are still some weaknesses in the teaching of reading in Key Stage 1.
- The leadership of teaching is not yet strong enough to improve the performance of pupils in Key Stage 1 and for some pupils in Key Stage 2.
- Not all middle leaders are involved fully in improving teaching. Their checks on the quality of teaching require greater rigour.

### The school has the following strengths

- The new leadership team have made good headway in developing a culture of ambition and aspiration. They provide good capacity for improvement.
- Progress in developing the early years has led to provision which is now good.
- There has been an improvement in attendance since the last inspection.
- Behaviour is good. Pupils are respectful, enthusiastic and want to succeed. They are cared for well and kept safe.
- The school is successful in promoting a wide range of spiritual, moral, social and cultural experiences for its pupils. The school is a harmonious community and attitudes are good.
- Pupils with special educational needs are supported well and make good progress.

## Information about this inspection

- Inspectors gathered a range of evidence to support a judgement of teaching over time. This included observations of lessons and part-lessons throughout the school. One was observed jointly with the headteacher and another jointly with the deputy headteacher.
- A discussion was held with a group of pupils, and inspectors listened to pupils reading. Pupils' work was reviewed in lessons and a more detailed scrutiny of pupils' work completed.
- Several meetings were held with the headteacher and other senior leaders. Separate meetings were held with representatives of the governing body, and a meeting took place between the lead inspector and a representative of the local authority.
- Inspectors spoke to a variety of parents at the school site, and also noted the results of a recent parent survey undertaken by the school.
- A total of 13 staff questionnaires were taken into account, plus analyses of a variety of documents including the school's own self-evaluation, school improvement plan, anonymised performance management documentation, data about the achievement of pupils, minutes of governing body meetings and records relating to behaviour, safeguarding and attendance.

## Inspection team

Jeremy Barnes, Lead inspector

Additional Inspector

Ben Cox

Additional Inspector

## Full report

### Information about this school

- Holy Trinity is an average-sized primary school with one form of entry throughout.
- Ninety five percent of pupils are from minority ethnic groups, and a similarly high proportion speak English as an additional language.
- The proportion of disadvantaged pupils, those who receive the pupil premium funding, is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, or those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- In 2014, the school met the government's floor targets, which are the government's minimum targets for attainment and progress in English and mathematics.
- Pupils begin school part-time in Nursery and the vast majority move into the Reception class when full-time education begins.
- There have been some significant changes to staffing since the last inspection. A new headteacher took up post in January 2014 following the retirement of the previous headteacher at the end of 2013.
- A new deputy headteacher took up post in September 2014 following a period of two years without a substantive deputy headteacher.

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

- Continue to accelerate the progress of pupils, especially at Key Stage 1, so that more meet expected or higher standards by continuing to improve the process of checking the quality of teaching and learning.
- Ensure that teaching is consistently good across the school by
  - matching the level of work given to pupils more accurately to their ability
  - making better use of support assistants in lessons to develop pupils' basic skills
  - giving pupils more time and opportunity to practise their reading and writing
  - continuing to improve the teaching of phonics and reading at Key Stage 1.
- Ensure that all leaders, including subject leaders, at the school are involved in the checking of teaching and learning, and that they benefit from the best practice in other schools.

## Inspection judgements

### The leadership and management requires improvement

- Although a new leadership team have overseen a recent period of successful change, actions have yet to improve teaching or achievement so that they are good or better.
- The headteacher and deputy headteacher, supported by a determined governing body, have demonstrated the capacity to further improve the achievement of pupils. This is because, over the past 12 months, they have overseen improvements to the teaching in the early years and to some areas of Key Stage 2, particularly in Year 6. However, checks on the quality of teaching have yet to fully address the weakness in some teaching that sometimes fails to match planned work to pupils' needs, and the weakness of well-below average attainment for pupils in Key Stage 1.
- There has been a gradual improvement in the attendance and punctuality of pupils since the last inspection. Leaders ensure that parents and pupils are warmly welcomed at the school, and a parent liaison officer employed by the school has worked successfully with families of pupils whose attendance has been inconsistent.
- The headteacher has presented an honest appraisal of the school's current position and communicated this very well to staff and governors. Plans for improvement are in place and contain clear milestones towards the planned developments. They are recent and, as a result, leaders have not had sufficient opportunity to measure their success.
- There have already been some successful policy initiatives. For example, changes to the marking policy have allowed teachers to engage in meaningful discussion with pupils about their work and develop future learning more accurately. The headteacher and deputy headteacher provide committed and purposeful leadership. They have a clear vision for the school and have been methodical in their desire to improve standards. Staff have welcomed this approach.
- In their desire to improve, leaders have sought to provide renewed training and development for staff. The local authority has been involved in helping to establish shared priorities for the classroom. However, middle leaders are not yet fully involved in the monitoring of teaching and learning. Some middle leaders are new to their roles and others have not had enough training.
- The arrangements for the management of teachers' performance are now in place and staff have a clear view of whole school and individual targets. The individual objectives sometimes lack clear, ambitious targets relating to pupils' progress which are specific to each teacher's group of pupils.
- The headteacher has introduced systems to track the performance of pupils. For the current academic year, staff and governors are very clear about the progress of the pupils. Regular meetings, attended by all staff connected to the pupils, are held to monitor pupils' performance.
- There is a clear plan in place for the use of the pupil premium funding and this has been checked to see if it has made a difference to pupils' learning and development. Whether used to fund additional staff to improve attendance, or to allow pupils to take part in extra mathematics activities at breakfast time, careful thought has gone into spending decisions and there has been a positive outcome for these pupils. This is indicative of the school's commitment to equality of opportunity.
- All at the school are proud of the school's commitment to its pupils' spiritual, social, moral and cultural development, and rightly so. Leaders seek out opportunities to ensure pupils understand their role in modern Britain. A 'Diversity Week' recently held at the school was enjoyed by pupils, and a 'School Promise' introduced last year binds all to common values which respect the diverse nature of the school community. Leaders are vigilant in ensuring that there is no discrimination and all pupils feel welcome.
- The school's new curriculum and its commitment to extra-curricular activities are valued by parents and pupils. This has led to investigations out of school, with Year 1 visiting the local pet store as part of their 'Pets at Home' project, and Year 5 and Year 6 visiting a Jewish museum as a result of interest sparked by 'Diversity Week'.
- Leaders ensure that pupils are given support and guidance in the English language, as the vast majority speak English as an additional language. This bilingual support is especially effective in the early years and is appreciated by parents.
- The school use the additional sports funding well and this has led to an increasing number of activities offered to pupils, and has improved both competition and participation.
- The school arrangement for safeguarding its pupils meets statutory requirements and pupils are looked after well.

### ■ The governance of the school:

- A recently reconstituted governing body is fully committed to the school. They recognised the need to arrest the declining performance of pupils, and initiated a formal review of governance, which is well underway. The local authority has supported the school well through this process and continues to offer guidance.
- Governors offer a wide range of experience, with several new governors adding to this, following a recent audit of skills. Training has been procured for all governors and this has resulted in governors having, as one governor put it, ‘a much better overview’ of the school.
- They fulfil their responsibilities to hold the headteacher to account through accurate performance management arrangements. They are careful in ensuring that any staff pay increases are linked to pupils’ progress and good teaching and have been effective in addressing any areas of underperformance.
- Governors have a realistic view of the school’s strengths and weaknesses. Over the past 12 months, they have assisted the leadership team in monitoring standards and, as a result, have a more accurate picture of where priorities for improvement lie.
- The finances of the school are managed well and decisions are given careful thought. The buildings are maintained well and rooms are bright and welcoming. Important changes to the school playground and library are close to completion.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. There is an atmosphere of respect, emphasised by staff, which allows pupils to develop positive attitudes towards their learning. They are happy and polite pupils.
- The headteacher has introduced a new ‘School Promise’, a set of behaviour management systems which are applied consistently throughout the school. Pupils know why they have been introduced and fully subscribe to the standards expected of them.
- School leaders insist on high expectations in the way pupils dress, walk around school, prepare for lessons and exemplify good manners. Pupils respond well and parents are very satisfied with the emphasis on good behaviour.
- In class, pupils follow rules and respect each other’s right to learn. Though they talk of being proud of their school, sometimes the presentation of their work does not exemplify this aspiration. Low-level disruption is not normal, though some younger pupils can become restless if the work they are asked to do is not at the correct level.

### Safety

- The school’s work to keep pupils safe and secure is good. Bullying is very rare and pupils report being part of a happy and harmonious community. Parents agree, feeling welcome and valued. Good communication between home and school supports and sustains these good relationships.
- Leaders are assiduous in monitoring behaviour and in checking regularly on the development of its more vulnerable pupils. Governors and staff have received recent and relevant training. They are urgently pursuing improvements to buildings and grounds in an effort to ensure all pupils are given the best environment in which to learn.
- Attendance has improved each year since the last inspection. It is now close to the national average. This is because absences are followed up quickly and rates are monitored strictly by senior staff and designated officers. Bilingual staff are on duty each morning to deal with parents’ queries and messages, meaning any issues are picked up rapidly and with due sensitivity.

## The quality of teaching requires improvement

- The quality of teaching requires improvement because, over time, it varies too greatly in helping pupils achieve well in reading, writing and mathematics. The new leadership team, because of increased checking in classrooms and of pupils’ work, has begun to take steps to make the necessary improvements, but these have yet to impact fully on standards for all pupils from Year 1 to Year 6.
- Progress through both key stages slows because in some lessons work is too hard, for example pupils

unable to measure angles properly and becoming too reliant on support. In others, the most able pupils are not stretched enough because they are kept working at the same rate as other pupils. Though support staff are often skilled and knowledgeable, the planning of lessons sometimes prevents them from being used effectively to assist pupils to work at their optimum level.

- In mathematics, calculation skills, which are taught well, are sometimes not built upon to allow pupils to solve problems in a range of contexts and the most able pupils are not challenged sufficiently.
- The teaching of phonics and early reading is yet to be of a consistently good standard and has led to low rates of pupils attaining the Year 1 phonics check and the below-average results in reading at Year 2. Adults are not hearing children read frequently enough. However, recent training has started to improve the teaching of phonics in particular.
- Standards in writing have risen for older pupils over recent months because of the good teaching of grammar, punctuation and spelling. At times, though, pupils are not given enough opportunities to write at length and develop style and fluency.
- Teachers have responded enthusiastically to revised procedures and initiatives in the classroom like 'working walls' and, as a result, classrooms are industrious and purposeful. Relationships between adults and pupils are very positive. Good questioning brings out a depth of understanding and allows pupils to develop reasoning skills.
- At its best, teaching is exciting, calling on children to perform, discuss and exchange ideas. Children in Year 6 responded with great enthusiasm to a poetry lesson, recognising poetic devices such as assonance and personification with delight.
- The introduction of pupil progress meetings have been welcomed by teachers. These are also attended by support staff and this teamwork is a feature of good guidance and support for pupils, especially the more vulnerable. Though teachers are discussing and sharing best practice within the school, efforts for them to see the best practice in other schools have yet to impact fully on classroom practice, particularly for those teachers leading subjects such as mathematics and English.

### The achievement of pupils

### requires improvement

- For pupils from Year 1 to Year 6, achievement requires improvement. Pupils do not make good progress in Key Stage 1 and leave with attainment which is well-below average. Though progress improves in Key Stage 2, it is inconsistent and there are too few pupils attaining standards which exceed national expectations.
- Since 2013, the provision in Nursery and Reception has been improving and is now good. Children respond well to the good teaching, and now leave with a level of development which, although still below that typical for their age, enables them to make better progress in Year 1.
- The result of pupils' performance in 2014 in the national Year 1 screening check on phonics was well below the national average. However, there was an improvement from the 2013 rates, and analysis of teaching and pupils' responses suggest that this improvement is continuing.
- Too few pupils achieve expected rates of attainment in reading, writing and mathematics in Key Stage 1. In 2014, their performance was well below the national average in all subjects and for all groups. For current pupils in Key Stage 1, there is evidence from their work and school assessments that they are now making satisfactory progress from their starting points.
- The school has met with some success in ensuring pupils make expected rates of progress in Key Stage 2 leading to rates of attainment in reading, writing and mathematics which is only marginally below average by the end of Year 6. Performance in grammar, punctuation and spelling in 2014 was above national rates of attainment, especially for girls. By the time they leave Year 6, most pupils are well prepared for the next stage of their education.
- Proportions of pupils making more than expected progress are less than those found nationally and, as a result, the numbers of pupils achieving levels of attainment which are above those expected for their age are lower in reading, writing and mathematics. In grammar, punctuation and spelling, the rate is similar to the national average.
- Too few pupils gain the higher levels in national tests at the end of Year 6 because the most able pupils are not provided with work that challenges them in all classes. Leaders are focusing on the need to provide the most able pupils with work that helps them think and work hard, but as yet this has not been reflected in the pupils' achievement at the end of the key stages.
- Typically the progress of disadvantaged pupils is similar to other pupils in the school. Consequently, the gap between them and all pupils nationally has not closed. However, there is evidence that the gap is being closed in Key Stage 2. In 2014, disadvantaged pupils who left Year 2 were a year behind national

averages in mathematics and writing, and a year and a half behind in reading, but those leaving Year 6 were two terms behind in writing and mathematics and one year behind in reading. This was due to the careful use of pupil premium funding to support this group of pupils. There was no gap between the attainment of disadvantaged pupils and the non-disadvantaged in the school in 2014.

- Pupils who speak English as an additional language make up the vast majority of pupils and therefore their progress and attainment is similar to all pupils in the school. The school has staff and strategies in place to assist these pupils with spoken language and this is successful, but efforts to improve attainment in reading have not been as effective.
- Disabled pupils and those with special educational needs make effective progress owing to the quality of targeted support and strong links with partner agencies and specialist support services.

### The early years provision

is good

- Pupils begin the Nursery at Holy Trinity with skills, knowledge and understanding which are in a very early stage of development. Almost all children are in the very early stages of learning English as an additional language. In 2014, though the proportion leaving Reception with a good level of development was still below national expectations, it represented good progress from low starting points. For these children, the school was successful in preparing them for Year 1. This was a marked improvement on previous years.
- The leadership in the early years is good. The Reception teacher manages the provision skilfully and leads a highly effective team of teachers, assistants and language support workers. As a result each member of the team is focused on carefully planned interventions and introducing children to new vocabulary and patterns of speech. Together, staff regularly check children's progress and adapt teaching accordingly if they have not secured the outcomes they had planned. A current focus on the changing state of water came out of such an exercise.
- Children are calm and purposeful. They respect each other's space and choices during independent child-led activities and listen well to adults. In an outdoor session, a group of boys, delighted by the acquisition of the new word 'melted', enthusiastically searched for frost and ice to take to the teacher for further investigation.
- The provision in all areas is stimulating, safe and attractive. Current work around the theme of castles is evident throughout the rooms, with language and number prominent. Behaviour is good because adults show the children by their own actions how to behave and show respect to parents, visitors and to each other. Children respond by copying these behaviours.
- The school is very aware of the need to engage parents. A planned 'Frozen Ball' during the week of the inspection, for which children were writing invitations, is an example of the increase in opportunities for parents to come and see their children at work and support them with their learning.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	105331
<b>Local authority</b>	Bury
<b>Inspection number</b>	456146

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Thew
<b>Headteacher</b>	Marcus Elder
<b>Date of previous school inspection</b>	21 March 2012
<b>Telephone number</b>	0161 764 2993
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