

Tarleton Holy Trinity CofE Primary School

Church Road, Tarleton, Preston, Lancashire, PR4 6UP

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well throughout the school because teaching is mostly good with examples of outstanding practice.
- Children in the Early Years Foundation Stage make good progress.
- This school lives its mission statement of ensuring all pupils and staff are valued and respected. The excellent relationships between staff and pupils support a highly positive climate for learning.
- Pupils very much enjoy the creative opportunities to learn, along with the many sporting activities on offer.
- Pupils have very positive attitudes to learning and their behaviour is good. They are proud of their school and feel safe.
- The headteacher has galvanised staff and governors in sharing a common goal of continuous improvement and making the school the very best it can be.
- Support for vulnerable pupils and their families is good.
- Relationships with parents are good.
- There are excellent links with the local Sports Partnership.

It is not yet an outstanding school because

- There is not enough outstanding teaching. In some lessons, pupils are not stretched and challenged enough, especially the more able. Teachers' marking does not consistently help pupils to improve their work.
- Not enough pupils reach the higher levels, particularly boys in writing. There are insufficient opportunities for pupils to extend their skills in writing and information and communication technology in all subjects.
- The plans to improve the quality of teaching and achievement are not clear enough on how actions will impact on the pupils. Middle leaders do not always use information on the progress of pupils well enough to help improve pupils' achievement.

Information about this inspection

- Inspectors observed 14 lessons or parts of lessons and scrutinised pupils' work. They spoke with pupils in lessons and around school at break times.
- Meetings were held with the headteacher, deputy headteacher, along with other senior and middle leaders. Discussions were also held with governors and a representative of the local authority.
- The inspectors observed the school's work and looked at a range of documents including self-evaluation, the school development plan, pupil progress data, behaviour records, attendance data, reports from the local authority, minutes of governing body meetings and documents relating to child protection and safeguarding. Inspectors also reviewed records on the support given to pupils who are disabled or have special educational needs, those in receipt of the pupil premium and the use of additional funding for sport.
- Inspectors took account of 35 responses to the online questionnaire (Parent View), together with the views expressed by the large number of parents who responded to school questionnaires. Inspectors also spoke with individual parents and analysed 13 questionnaires returned by staff.

Inspection team

Chris Maloney, Lead inspector

Additional Inspector

John Heap

Additional Inspector

Full report

Information about this school

- This school is smaller than the average sized primary school.
- The large majority of pupils are from White British backgrounds. Few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is very low.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average and those supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a before and after school club, which is subject to separate inspection.
- There have been significant changes in staff since the last inspection, including the headteacher and deputy headteacher.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and so accelerate the achievement of pupils, particularly in boys' writing by:
 - ensuring all pupils capable of reaching the higher levels are given appropriately challenging work in all lessons
 - ensuring marking consistently shows pupils what they need to do to improve their work and opportunities to respond to the advice given
 - providing more opportunities for pupils, especially boys, to develop their writing and information and communication technology skills in other subjects.
- Strengthen the quality of leadership and management by:
 - ensuring actions planned by the school to improve the quality of teaching and learning and achievement are always clear and measurable in their impact on pupils' achievement, especially their writing
 - developing the skills of middle leaders so that they make better use of data about progress in ensuring pupils achieve as well as they can.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and abilities similar to those expected for their age, although sometimes below in their language and communication and personal development. By the end of Reception year, children in the Early Years Foundation Stage reach a good level of development and are well prepared for Year 1.
- Pupils make good and sometimes outstanding progress in Key Stage 1 from their different starting points. Apart from a dip in 2012, pupils attain standards by the end of Year 2 that are significantly above the national average overall. Standards are significantly above average in reading and well above average in writing and mathematics. Pupils' results in 2013 show that following a dip in 2012, attainment rose sharply in reading and writing. However, not enough pupils reached the higher levels in writing.
- Over time, pupils in Key Stage 2 are well prepared for secondary school. They attain consistently well above average standards and sometimes significantly so in English by the time they leave Year 6. Attainment in mathematics is usually significantly above average. The dip in standards in writing in 2012 has been addressed successfully. Results for 2013, show that attainment overall was significantly above the national average and particularly so in mathematics. Although attainment rose in 2013, not enough pupils exceeded the progress expected of them in reading and writing at the higher levels, particularly boys in writing.
- Throughout the school, progress is good overall and the standards of the current Year 6 pupils show attainment is set to rise further. However, progress in writing is still variable, particularly for boys and for more able pupils.
- Improvements in the systematic teaching of phonics (letters and the sounds they make) in the Early Years Foundation Stage and Key Stage 1 has led to improvements in pupils' progress in reading. In 2013, Year 1 pupils performed below the national average in the phonics screening check but the checks done in Year 2 reflect improved progress to above the national figures. Pupils continue to develop their reading skills and love of reading in Key Stage 2.
- Pupils' spelling, grammar and punctuation are improving as is the presentation of their work.
- In mathematics, the systematic teaching of basic skills and practical real life problem solving is increasing the achievement of pupils throughout school, especially for the more able.
- Pupils enjoy learning how to use information and communication technology (ICT) resources such as laptop computers.
- Pupils who speak English as an additional language are well supported and achieve well.
- Disabled pupils and those with special educational needs receive skilled, targeted support to ensure they make good progress.
- In 2013, there were too few pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. Last year, throughout the school, most of these pupils made similarly good progress to their peers in English and mathematics.
- The increasing attention the school is giving to helping all groups of pupils make good or better progress underlines its commitment to equal opportunities.

The quality of teaching is good

- Teaching across the school is usually good and occasionally outstanding. Teachers and support staff know pupils exceptionally well as individuals and this helps develop high quality relationships and a very positive learning environment.
- Teaching in the Early Years Foundation Stage is good. Children settle quickly because of the well-established routines. However, although there are good quality adult led activities that help children to develop their skills, not enough opportunities are provided for children to choose for themselves and develop their independent learning.

- In the best lessons, teachers use their strong subject knowledge to skilfully question pupils. They have the highest expectations and use the information they gather on how well pupils are learning to plan tasks that challenge and stretch pupils of all abilities, particularly the more able. They use skilled teaching assistants to support and extend pupils' learning.
- In an outstanding Year 6 literacy lesson, skilled questioning and interesting, challenging activities ensured pupils were engrossed fully. Pupils of all abilities and particularly boys, made rapid progress in understanding how an author influences the reader in stories such as, 'Goodnight Mr Tom'.
- However, in the less successful lessons, teachers provide tasks that do not always stretch pupils of all abilities well enough, particularly the more able. Too few opportunities are provided for pupils to use and develop their writing skills in subjects other than English. In addition, pupils do not have sufficient opportunities to use and extend skills they have learned in ICT in other subjects.
- Although the school has a clear marking policy, it is not always applied consistently. Teachers do not always provide enough precise guidance on how pupils should improve their work further or opportunities for them to respond.

The behaviour and safety of pupils are good

- Pupils' behaviour is typically good and often outstanding. Pupils are well mannered and especially welcoming to visitors. Their positive attitudes to learning and pride in their school reflect the way they are respected as individuals by all adults in school. Behaviour is at its best when teaching is also at its best. Pupils are eager to learn and attend school. This is why most pupils are achieving well.
- However, when teaching is not so effective, some pupils become restless because their learning needs and interests are not being met fully. As a result, they lose concentration and their learning slows.
- The excellent relationships pupils have with staff boost their self-confidence and self-esteem. A typical comment is, 'I like this school because teachers always try and make learning fun and you can do lots of different sports.'
- Pupils say they feel safe and protected in school. They have a good understanding of the different forms of bullying such as cyber bullying or as a result of prejudice. Pupils know about 'stranger danger' and how to keep themselves safe when using the internet. Pupils say that bullying rarely happens but are confident staff would sort it out fairly if it did occur.
- Mutual respect is clearly evident when pupils share their learning or at break times. They respect each other's differences and have a good understanding of different faiths and cultures.
- Pupils enjoy the many opportunities they are given to take on responsibilities in school as councillors or when reading to younger children during a wet playtime.
- Pupils love taking part in the wide range of clubs and sports activities that the school provides.
- Parents' responses in the 'Parent View' and in surveys undertaken by school reflect overwhelming positive support about behaviour in school.

The leadership and management are good

- The headteacher's high expectations and uncompromising drive to improve teaching, learning and standards is shared by staff and governors. He has a very clear view of just how successful the school can be. He has ensured that senior leaders have taken decisive actions to bring about 'non-negotiable' improvements in teaching. As a result, teaching is improving and attainment rising.
- The positive response to the voluntary staff questionnaires reflects the high staff morale and team spirit. Staff are valued and supported.
- The quality of teaching and the progress of different groups of pupils is monitored closely and

swift action is taken to support any pupils who are in danger of falling behind.

- Senior leaders use their accurate view of the school's performance to agree areas of priority and create detailed plans for improvement. However, the plans to improve the quality of teaching and achievement, particularly in writing, are not clear enough about how their impact on pupils will be measured.
- Middle leaders are enthusiastic and are rising to the challenge of helping to drive the school forward. However, they do not have the skills to make the best use of assessment data on the progress of pupils in order to help them focus their work on improving achievement.
- Successful improvements have made the curriculum more creative and there is a greater linking of subjects. The curriculum promotes pupils' spiritual, moral, social and cultural development well through focused teaching, regular reflection and support for the local hospice and Children in Need. Pupils also benefit greatly from visitors such as children from Belarus.
- The school works well with parents, the local community and schools locally.
- Sporting activity plays a big part in the life of this school and school leaders and governors have used the additional sports funding to form excellent links with the local school sports partnership. This has given pupils opportunities to try a wide range of sports such as indoor curling. The partnership is also increasing staff expertise. Plans are in place to measure its impact on pupils.
- **The governance of the school:**
 - Governance is good. During the period of instability prior to the appointment of the new headteacher, the governors ensured the school received the best possible support from the local authority. Governors know the school well, visit regularly and hold the school to account through a well established set of focused committees. Governors have used pupil premium funding well for the benefit of those pupils who are eligible and they track pupils' progress rigorously. They check on how well different groups of pupils are achieving and have ensured greater focus is being placed on more able pupils and boys in writing. They have a good understanding of how the attainment of pupils compares with other schools both locally and nationally.
 - They have ensured that teachers' pay is linked to how well pupils are doing. Governors ensure that all pupils have an equal chance to succeed and that safeguarding meets requirements.

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

Unique reference number	119573
Local authority	Lancashire
Inspection number	429210

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	153
Appropriate authority	The governing body
Chair	Paul Dunnings
Headteacher	Stephen Smith
Date of previous school inspection	23 January 2009
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