

# Trinity CofE High School

Higher Cambridge Street, Hulme, Manchester, M15 6HP

## Inspection dates

15–16 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Academic achievement is above average in almost all subjects. The social, moral, cultural and academic progress made by the very large number of students from financially deprived backgrounds is exemplary.
- Teachers are authoritative experts in their subjects. They have high expectations; poor behaviour is not tolerated. Classes begin on time, homework is given regularly; the quality of teaching in lessons is usually good and often outstanding.
- Students are given very clear boundaries; these makes them feel secure and safe. Exclusions from school are almost non-existent. Reports of bullying are very rare. Students with special educational needs and disabilities succeed because they are well supported and integrated into the life of the school.
- Pupils wear their uniforms with pride. There is virtually no litter inside the building. Assemblies set the right tone at the start of the day.
- The diversity of beliefs and backgrounds represented in the school community is remarkable and this adds to its success. Students enjoy school life and attendance rates are very high.
- The proportion of students opting to study academic GCSE subjects is higher than average; this allows them to have the widest choice of subjects at advanced level. Students perform particularly well in English, science, mathematics and religious education.
- The headteacher has high expectations of staff and students. He has a common-sense approach to leadership and takes every opportunity to reduce the use of jargon and bureaucracy. This lessens the burden on teachers and allows them to focus on what really matters.
- The strong leadership team ensures that there is a sharp focus on the progress different groups of students make and the quality of teaching. School data predicts further improvement to achievement in 2014.
- Parents are overwhelmingly positive about the school. There is high attendance at parents' evenings. The school is massively over-subscribed every year.
- The main foundation for success that this school is built upon is faith; faith in the power of education and faith in young people.
- Governors have a well-founded trust in the leadership of the headteacher and his senior team. They play an integral part in ensuring the school maintains high standards.

## Information about this inspection

- Inspectors observed teaching and learning in 32 lessons and visited a further 11 lessons for short periods. One observation was undertaken jointly with a member of the senior leadership team. They talked to 27 teachers about their work.
- Inspectors met informally with many groups of students and had a meeting with members of the student council. They also held discussions with the Chair of the Governing Body and three other governors, heads of subject departments and members of the senior leadership team.
- They took account of the 71 responses to the online questionnaire (Parent View) and of the responses to the staff questionnaire.
- Inspectors looked at students' files and exercise books, internal and external data about students' progress and attainment, school development planning and the school's view of its own performance. They also considered minutes of governing body meetings and a range of documentation in relation to child protection, safeguarding, behaviour, attendance and the way in which the school allocates pupil premium funding.

## Inspection team

Andrew Johnson, Lead inspector	Her Majesty's Inspector
John Nixon	Her Majesty's Inspector
Lynne Selkirk	Additional Inspector
Bernard Robinson	Additional Inspector
Henry Moreton	Additional Inspector

## Full report

### Information about this school

- Trinity Church of England High School converted to become an academy school on 1 January 2012. When its predecessor school, of the same name, was inspected by Ofsted in November 2010; its overall effectiveness was judged to be good. It is a larger-than-average secondary school. As a multi-faith Anglican academy it includes students from other Christian denominations and other religions.
- The proportion of students known to be eligible for support through the pupil premium (additional funding for students known to be eligible for free school meals, those from service families and students looked after by the local authority) is double the national average and makes up approximately half of the student cohort.
- Most students have minority ethnic heritages, mainly Black British African and Caribbean or with a mixed background. A high proportion of students speak English as an additional language.
- The proportion of boys to girls is higher than in most secondary schools
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics.
- A handful of students attend off-site provision at the local authority pupil referral unit, usually for short periods of time. The school maintains some day-to-day practical arrangements with the local authority and receives support from the diocese. There are no national or local leaders in education on the school staff.
- The proportion of students supported through 'school action' is below average. The proportion supported by 'school action plus' or with a statement of special educational needs is below average.
- The school hosts a specially resourced provision for students with visual impairment. At the time of the inspection, seven students with visual impairments were attending the school, all of whom took part in mainstream lessons.
- The school draws the majority of its pupils from primary schools in Hulme and Moss Side but welcomes students from all parts of the Manchester Diocese. There are plans in place to develop a sixth form.

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

- Develop the school's self-evaluation report so that it becomes more useful and ensure this is disseminated more widely.

## Inspection judgements

### The achievement of pupils

### is outstanding

- The majority of students start school with average levels of academic attainment. Over the last three years higher than average proportions of students gained five good qualifications at GCSE, including English and mathematics. The average point scores students attain across subjects has been significantly above average for three years.
- Attainment in science is outstanding. In both English literature and religious studies, well above average proportions of students reach GCSE grades A\* to C and also the higher grades.
- The proportions of students making and exceeding the progress expected of them in English and mathematics has been above average for three years. Following a slight dip in 2012, progress improved markedly in 2013. Inspection evidence, including lesson observations, scrutiny of work in books and a close consideration of the school's internal tracking data, shows that students in the current Years 10 and 11 are on course to reach higher standards in 2014.
- Students who begin the school with low levels of attainment make excellent progress. They catch up on their peers and leave with a good set of qualifications. The proportion of students reaching the higher grades of A\* and A in their GCSE examinations varies between subjects but is broadly in line with the national average. The progress of the most able is accelerating and the school recognises this as an area for continued focus of resources.
- Sensible use of 'catch-up' and pupil premium funding, to support students individually and in small groups, ensures that those students known to be eligible for free school meals make outstanding progress. In 2013, students supported through the pupil premium attained at slightly lower levels than their peers in terms of points scores, but the gap is closing rapidly.
- Students from minority ethnic backgrounds make up the majority of the school population and they make excellent progress. White British students also make good progress. The promotion of equality of opportunity and the fostering of good relations between groups is a highlight of the school's success.
- Most girls make outstanding progress and overall their attainment is higher than boys. This mirrors the pattern in most schools nationally. Trinity is aware of this and has redoubled its efforts to improve boys' progress; the school predicts a marked improvement in 2014. In the last three years, predictions of progress and attainment have proved to be accurate.
- Focused support in the classroom for disabled students, including those with visual impairment, and those with special educational needs, results in these students making the same high levels of progress as their classmates.
- The small numbers of students who follow off-site courses are safe, attend well and make good progress in their studies according to school records.
- Teachers place considerable emphasis on improving students' literacy so it is not a barrier to achieving examination success. The accelerated reading programme is effective in Key Stage 3.
- High proportions of students leave the school to join local sixth form colleges to take A-level qualifications; the grounding they receive at this school gives them a very good foundation for their further studies. Other students successfully gain places on vocational courses or apprenticeships.
- Students take part in a wide range of arts and physical activities. Drama, dance, music, athletics, basketball and football are popular activities and students often excel in school teams, clubs and societies.
- In a small minority of subjects, some groups of students, including boys and the more able, do not make good progress. This varies from year to year, but in 2013 included geography and modern foreign languages. The school recognises this inconsistency and inspectors' observations and school predictions show a much more positive picture in future years.

### The quality of teaching

### is outstanding

- Outstanding teaching results in students' excellent levels of understanding, knowledge and learning across a wide of subjects. Students behave well and are attentive because they are taught well.
- Teachers have high expectations. Lessons start promptly and teachers begin briskly demonstrating an enthusiastic approach to what they are going to teach. This sets the right tone and establishes a purposeful atmosphere.
- Homework is given regularly and marked. Teachers focus on giving the most detailed feedback to those students who are demonstrating the most difficulty in understanding. In these books students are given a clear indication of what they need to do to improve and what their targets are. In other books, simple ticks or statements such as 'well done, excellent work' are sufficient to keep students on the right track.
- Teachers support the development of literacy across the curriculum by identifying weaker use of grammar, spelling and punctuation and encouraging students to develop confidence when speaking to groups.
- Lessons are challenging because students are not spoon-fed knowledge. Worksheets are used but students are also given time to develop their learning in more depth. Teachers recognise that children sometimes learn best when they find things out for themselves and the library is popular and used well. Technology is used effectively, both by teachers as a presentation tool and by students to research subjects.
- The bureaucracy of lesson planning is kept to a minimum. However, this does not prevent teachers from ensuring that the structure of lessons promotes good learning. Students are given sufficient time to practise and reinforce what is taught. Textbooks are used well as a source for information and to develop understanding.
- Teachers are experts in their subjects. The use of supply staff is kept to a minimum. A robust professional development programme is in place, based upon teachers' needs and sharing good practice. Currently, there is a push to improve the progress of the most able boys in the school.
- Teaching assistants provide excellent individual support to students with special educational needs and this enhances their progress. A few support staff who responded to the staff survey thought more staff development opportunities could be made available.

### **The behaviour and safety of students are outstanding**

- The behaviour of students is outstanding. Inspectors collected a wide range of evidence to indicate that day-to-day behaviour is almost always impeccable. Students are keen to learn; they bring the right equipment to lessons and are quick to settle. They do not dawdle between classes. Classrooms and corridors are tidy and there is very little litter and no graffiti.
- Exclusions from school are rare and used as a last resort. Few students are identified as needing 'school action' to improve their behaviour. Attendance rates are very high and the number of students who are persistently absent is small.
- Students' behaviour improves as they grow older and mature. This is a result of staff having high expectations and the headteacher leading by example. Consistent behaviour management by all staff means that students have a very clear understanding of their responsibilities and the consequences of not coming up to the expected standard.
- Parents, staff, and students are almost unreservedly positive about both behaviour and safety. The school enjoys the support of parents in imposing rules and regulations and having high expectations. Attendance at parents' evenings is high, but a few parents who responded to the Ofsted Parent View survey feel that more could be done to enhance communication.
- Students are fully aware of different forms of bullying and the school does all it can to imbue a strong sense of 'right and wrong'. The school is a multi-cultural community in which prejudice-based bullying and name-calling is very rare and dealt with highly effectively.
- The school's work to keep students safe and secure is outstanding. The school has a very detailed and comprehensive safeguarding policy. There are high levels of staff supervision at break and lunchtime and high expectations in terms of sensible movement around the school.

Students understand how to identify and manage risk. The school works successfully with outside agencies to tackle particular incidents and to safeguard those students at risk and those who have child protection plans. Designated teachers and other teaching, support and administrative staff receive training appropriate to their levels of responsibility. The school reacts quickly to any identified concerns and ensures they are addressed. Governors understand and give a high priority to their responsibilities in terms of keeping students safe.

- Citizenship and personal studies lessons cover sex education in the context of the school ethos of relationships based on love, care, respect and trust. They are coherent and comprehensive in coverage and developed from the appropriate legislation to ensure that a structured programme is offered to every student.

## **The leadership and management are outstanding**

- The headteacher provides the school with strong leadership. He has successfully created an orderly and hardworking community where students and teachers can flourish. There is an expectation that everyone does their best and show respect and courtesy at all times. On the rare occasions when this does not happen he intervenes directly to make sure the quality of teaching and learning does not fall below the standard expected.
- Senior leaders monitor the progress of every student accurately. They intervene to support students who have the greatest need and are in danger of slipping back academically. Middle leaders produce well-targeted development plans. The headlines from these plans are drawn together in a three year strategic plan for the whole school.
- Leaders know who their best teachers are. Performance management arrangements are straightforward and do not rely upon burdensome bureaucracy or jargon-ridden criteria. The school uses the Teachers Standards as a baseline to measure the quality of teaching over time. Strong links have been established between monitoring of the performance of teaching, the programme of professional development, promotion and salary progression.
- Pupil premium funds are monitored carefully and spent well. The outcome of this can be seen from the outstanding rates of progress students make.
- The curriculum meets the needs of students well and ensures that all students are on appropriately challenging courses. It ensures that there are many opportunities for academic success both at the school and when students leave. In the words of the Chair of the Governing Body, 'We do not offer Mickey Mouse courses at Trinity'. A small number of students have been entered earlier than is normal for GCSE examinations this policy has been carefully applied so that it does not hold back the more-able. There is a wide variety of extra-curricular activities, and the school makes best use of its position in the centre of Manchester to access artistic and cultural events.
- Students' social, moral, spiritual and cultural development is outstanding. They value education and are proud of their school and its reputation.
- Child protection and safeguarding policies and practice meet requirements. The school promotes equality of opportunity soundly and rejects discrimination in all its forms.
- Appropriate careers advice is offered and students are enabled to make informed choices about academic, vocational pathways and apprenticeships. Students are encouraged to aim high, and visit prestigious universities.
- **The governance of the school:**
  - Governors have high expectations of senior leaders and hold them to account for almost all aspects of the work of the school. The only exception to this rule is in their acceptance of the whole-school self-evaluation document, which is not of the best quality. Wider dissemination and more frequent review of an improved self-evaluation report would avoid confusion about the schools' current position when judged against Ofsted criteria. However this is largely an administrative issue and does not have a serious impact on their knowledge of the quality of teaching, academic achievement or their ability to hold the school to account.
  - It is clear from minutes that some governors have a keen awareness of trends in students'

academic achievement over time and evaluate both internal and external data about attainment and progress with accuracy. They ask searching questions of the school's leaders in meetings in relation to the impact of spending, including the pupil premium, on students' personal and academic progress, although this is not fully recorded in the self-evaluation report.

- The governing body keeps a close eye on performance appraisal arrangements and ensures that teachers receive financial reward if they meet their targets for the progress of the students in their care. Governors oversee financial stability and ensure managers make the most efficient and effective use of resources.

## 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>	137801
<b>Local authority</b>	Manchester
<b>Inspection number</b>	440343

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Hilton
<b>Headteacher</b>	David Ainsworth
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0161 226 2272
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