

# Trinity High School and Sixth Form Centre

## Inspection report

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<b>Unique Reference Number</b>	132819
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	360443
<b>Inspection dates</b>	4–5 October 2010
<b>Reporting inspector</b>	David Driscoll

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	13–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	811
Of which, number on roll in the sixth form	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Prever
<b>Headteacher</b>	Marian Barton
<b>Date of previous school inspection</b>	14 November 2007
<b>School address</b>	Easemore Road Redditch, Worcestershire B98 8HB
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<b>Email address</b>	trinityhigh6th@aol.com

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## Introduction

This inspection was carried out by five additional inspectors, who observed 44 lessons taught by a total of 40 teachers. They held meetings with groups of students, staff and a representative of the governing body. They observed the school's work, and looked at records of pupils' progress and attendance, the school's development plan, records of checks on teaching, documents relating to the safeguarding of pupils, and the responses to 56 parental questionnaires and to the staff and students' questionnaires.

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

- How successful the school is at improving individual subjects in order to raise achievement, including in the sixth form, where progress is slower than the very best.
- Whether the management of provision for students with special educational needs and/or disabilities is ensuring that those supported at school action plus make at least satisfactory progress and that those on school action are removed from the register when appropriate.
- How successfully the school is improving boys' literacy skills.
- The impact on students of the apparently extensive partnerships with other schools.

## Information about the school

Trinity High School is smaller than average and the number of students on roll has fallen significantly since the school was last inspected. Most students come from a White British background, with around one in four from a wide range of other ethnic backgrounds. The proportion known to be eligible for free school meals is above average. A high proportion of students are identified as having special educational needs and/or disabilities, although the proportion with a statement of special educational needs is average.

The school holds specialist status for business and enterprise. It is part of the Forward Consortium, consisting of eight high schools, three special schools and a college of further education.

**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

Trinity High is a good school that is improving rapidly under the determined leadership of the headteacher, senior managers and the governing body. After the previous inspection, the school's leaders went 'back to basics' in order to improve the school's outcomes, and this has proved highly successful, demonstrating the school's good capacity for improvement. Accurate self-evaluation, based on extensive monitoring and backed up with comprehensive analyses of data, has led to great improvements in all areas of provision and in behaviour, attendance, attitudes and, most of all, achievement. GCSE results have risen at a much faster rate than the national average. The most recent results were above average for the proportion attaining five or more qualifications at grades A\* to C, although below average for the proportion gaining the highest grades of A\* and A, especially in English and mathematics. The good discipline established around the school provides the basis for an effective learning environment, where students want to do well. Most groups of students make good progress because teaching ensures they are made to think and work hard in lessons. Some of the highest attainers make slower progress than others, either because they find some of the work too easy, or because they quickly finish a task and have to wait for others to catch up. Girls make consistently good progress, but some boys' are held back by their relatively weak literacy skills which are not improving as quickly as their other skills. They are sometimes given too much help in their literacy lessons, rather than letting them think and carry out tasks for themselves. The school has attempted to address this, but its efforts are not supported by the same level of detailed planning that has brought about such successes in other areas.

Almost all other outcomes have shown the same rapid improvement as students' achievement. The most notable of these is students' outstanding feeling of being safe in school, a view very strongly supported by parents and carers. The curriculum now ensures that students have a comprehensive understanding of how to keep themselves safe, such as when using the internet, and all are very confident that teachers take any concerns seriously and act on them immediately.

While senior leaders have understandably concentrated on improving the main school, less attention has been paid to the sixth form and targets for its improvement are not as challenging as those in other year groups. Monitoring there has not been as extensive, so the quality of self-evaluation is not as accurate and plans of action are less detailed and effective. Nevertheless, most students in the sixth form make satisfactory progress, and for those on applied courses progress is good. Students enjoy their lessons, but all are often given the same task, which some find too easy or too hard. Students are rightly very complimentary about the support they receive, particularly the guidance on what to do when they leave. The school is very successful in this respect, with all students last year going on to continue their education or straight into employment.

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

- Raise the proportions of students achieving grades A\* and A at GCSE, especially in English and mathematics, to the national average by July 2011 by ensuring that the highest attainers are always given sufficiently challenging work and that they are moved on as soon as they complete a task.
- Improve boys' literacy skills by:
  - ensuring that they are given the opportunity to think and work things out for themselves in lessons
  - drawing up and implementing plans that provide detail on how provision is to be improved.
- Improve provision for, and the progress made by, students' in the sixth form by ensuring that:
  - the work given to students is consistently challenging, regardless of their ability
  - targets for improvement are equally as challenging as those for other year groups
  - accurate self-evaluation is used to develop sharply focused plans for improvement.

## Outcomes for individuals and groups of pupils

**2**

Students achieve well, and almost all of them, as well as their parents and carers who responded to the questionnaires, agreed that students of all ages enjoy their education. Attendance is broadly average, although improving and is now close to being above average. Students make good progress from their below-average starting points to leave Year 11 with average GCSE results. Most groups of students, including those from a minority ethnic background, now make good progress. Students with special educational needs and/or disabilities who are supported on school action plus had previously underachieved, but the reorganisation of support has ensured that this is no longer the case and they make equally as good progress as their peers.

The pattern of improving progress indicated by examination results was matched by the good learning that inspectors observed in lessons. Students were punctual to lessons, and arrived ready to learn. They paid close attention to their teachers, and particularly enjoyed activities where they were encouraged to develop their independence and thinking skills. These skills are now well-developed, and, together with students' above average attainment in information and communication technology, ensure they are well-prepared for the next stage of their lives. Most students work hard and are keen to do their best in lessons. Behaviour is invariably good, with only a few students drifting off task when they find the work too easy. However, even in these instances, there is never any disruption to learning.

Students have a good understanding of what constitutes a healthy lifestyle, but are loath to put their understanding fully into practice. They are keen to exercise, for example, but will admit, with some embarrassment, that their diet contains too much fat and sugar. Students make a good contribution to the school and local community, often through

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enterprise activities promoted by the school's specialist status. Several of these activities involve public speaking to a variety of audiences for students of all abilities.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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>2</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>

<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

**How effective is the provision?**

Teachers throughout the school make good use of learning objectives, not only to ensure that all students are clear about what they are to learn, but also to refer back during the lesson to check that all understand and are keeping up. This is particularly successful in ensuring that middle- and lower-attaining students make good progress, as teachers quickly identify those who need extra help. It is less helpful in identifying the highest attainers who need extending. The students enjoy the way that teachers place their topics into useful, everyday contexts. These often use the school's specialist status. Percentages are taught using compound interest rates, for example, while students' reasoning skills are developed when they argue for and against the effects of globalisation. Students benefit from many opportunities to work on their own or in small groups, often with assessment activities built in so that they learn from each other's opinions and come to see constructive criticism as a powerful tool for improving their own work. This is supported by high quality marking, with particularly informative comments.

The curriculum is well planned to meet the needs of most groups of students. There are many additional means of support available to help any who are failing to make the same good progress as others, most notably the one-to-one programme. This has been very

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successful in supporting students who may not otherwise have achieved a grade C in GCSE in English and mathematics, and the success is seen in the huge improvement in the proportions leaving school with five good GCSE grades, including English and mathematics, which now stands at the national average. The strategy of providing extra literacy lessons for the lower-attaining boys has not proved as successful, although their progress is satisfactory.

The back to basics approach taken by the school's leaders was firmly based on establishing consistency of procedures across the school. New school rules were drawn up and are consistently enforced so that all students know what is, and is not, acceptable behaviour. This has resulted in an improvement in behaviour and a rapid fall in exclusions which are now below average. Almost all excluded students are new to the school and the short, sharp shock technique ensures that they learn to behave as well as others. Exclusions in Year 11, for example, are now very rare indeed. Quick contact with parents and an improvement in students' enjoyment have raised attendance. The reorganisation of support for students with special educational needs and/or disabilities has proved successful, especially for those with emotional or behavioural difficulties, or who are supported on school action plus. However, too many students remain on the register of students with special educational needs and/or disabilities, even when they are making better progress than others, simply because they are lower attainers. Overall, the school provides a safe and welcoming environment where students are happy and rightly confident that they will receive the support they need to do their best, and good quality guidance on their next steps in education or employment.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The school's leaders, including the governing body, have been successful in driving the school forward by setting challenging targets for its performance. Consistency has been the key to the school's success. All staff have been trained in the basics of good classroom management and teaching, and the school's monitoring procedures ensure that these are adopted by all. Unannounced checks on lessons have shown that teaching is now consistently good, and areas for improvement are identified in even the very best lessons. Staff are keen to improve their practice, because they know that training is always provided to make sure that their areas for improvement can be turned into strengths. Lessons were learnt from the successes of the business and enterprise specialism, where students make outstanding progress to reach high standards of attainment, and used to improve the provision and subsequent performance of students in other subjects. Weaknesses in other subjects have now been eliminated and progress is good across the

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school. The governing body is well-informed, challenging and involved in the life of the school, although more so in the main school than in the sixth form.

The school adopts good practice across almost all areas of safeguarding, although there is some variation in the quality of risk assessments. Good partnerships have been maintained with specialist agencies to support students whose circumstances make them vulnerable, especially those at risk of harm, and the school has many links with businesses that enhance the curriculum. The consortium arrangements have a negligible impact on the outcomes for students, as very few take courses at other schools or colleges. The school makes a good contribution to community cohesion in the local area. This has had a strong impact on reducing anti-social behaviour and in cutting the number of racial incidents in school to almost zero. However, students have relatively few opportunities to engage with those from other areas of the United Kingdom, or from other countries. As well as successfully tackling discrimination in school, the improvements in students' progress have led to a narrowing of the gap between different groups, and the school's continued approach to ensuring good equality is evident in the way it plans to reduce those gaps that still exist.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Sixth form**

Most students leave the sixth form with examination results that are broadly average, having made satisfactory progress from their broadly average starting points. There is greater variation in the teaching in the sixth form than in the main school, as monitoring and evaluation are not as effective, so there are marked differences in the performance of students on different courses. Students on applied courses, and especially those related to the business and enterprise specialism, make good progress. They are actively involved in lessons and often have to work on their own initiative on assignments that they find



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stimulating. For some other subjects, though, students spend too long listening to the teacher without being actively involved. This approach does not make the best use of the accurate assessment information available to set work that all students find challenging at their own levels. Nevertheless, students enjoy their lessons, because they get on well with their teachers and respect them. There are good lines of communication between students and teachers, who respond quickly and effectively to any issues they raise. There is a sound range of courses on offer, and students rightly feel well supported in their studies. However, the school's leaders are aware that some students are better suited to applied courses, rather than the ones they are studying, and so are looking to increase the number of such courses on offer.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

**Views of parents and carers**

Very few parents or carers responded to the questionnaire, and several felt unable to answer all questions as their children had only recently joined the school. Almost none of the questionnaires contained a comment. Of those responding, the great majority were happy with all that the school provides and their views were similar to those arrived at by the inspectors. A very small minority of parents or carers were concerned that the school does not promote healthy lifestyles. Inspectors' discussions with students during the inspection showed that the school does promote healthy eating and an active lifestyle, but that students are not keen to change their eating habits.

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

Ofsted invited all the registered parents and carers of pupils registered at Trinity High School and Sixth Form Centre 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 811 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	43	31	55	1	2	0	0
The school keeps my child safe	20	36	35	63	0	0	0	0
My school informs me about my child's progress	20	36	28	50	4	7	0	0
My child is making enough progress at this school	23	41	25	45	4	7	0	0
The teaching is good at this school	16	29	36	64	1	2	0	0
The school helps me to support my child's learning	16	29	32	57	2	4	0	0
The school helps my child to have a healthy lifestyle	15	27	32	57	6	11	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)	21	38	24	43	3	5	0	0
The school meets my child's particular needs	16	29	34	61	2	4	0	0
The school deals effectively with unacceptable behaviour	18	32	29	52	1	2	1	2
The school takes account of my suggestions and concerns	13	23	34	61	1	2	0	0
The school is led and managed effectively	15	27	34	61	1	2	0	0
Overall, I am happy with my child's experience at this school	28	50	24	43	3	5	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



6 October 2010

Dear Students

**Inspection of Trinity High School and Sixth Form Centre, Redditch, B98 8HB**

Many thanks for all your help when we recently visited your school. Your opinions allowed us to get a clear picture of the education you are receiving. You go to a good school where you are taught well and the great majority of you make good progress. In order to make sure you all do equally well, we have asked your teachers to ensure that the most able among you are given work that you find difficult, but achievable if you try your best, and that those of you who are struggling with basic English are allowed to do more for yourselves.

You all told us how safe you now feel in school, partly because the behaviour is now much better in lessons, so you can get on with learning without being distracted. We agree. Your behaviour was good both in and out of lessons. Your teachers listen to your concerns and are quick to take actions to support you when the need arises. We were impressed by how well you work on your own or in small groups. You are developing your independence and have good skills in using computers. Overall, you leave school well equipped with all the skills you will need in later life.

Your school is improving rapidly. You said that you think that the school's senior leaders do a good job, and you are right. They have taken the school from one where everything it did was only satisfactory, to one where almost all aspects are good. The main area to work on now lies in the sixth form. Students in the sixth form are well supported and have confidence in the staff. The teaching here is satisfactory, so the progress made by students is not as good as that in other year groups. We have asked the school's leaders to concentrate now on improving the sixth form, using the same approaches that have proved so successful lower down the school. You can help by putting your views forward more often and playing a more active role in lessons.

Yours sincerely

David Driscoll  
Lead inspector

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