

Holy Trinity Church of England Primary School

Inspection report

Unique Reference Number	103413
Local Authority	Birmingham
Inspection number	376897
Inspection dates	29–30 September 2011
Reporting inspector	Carol Worthington

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	David Willey
Headteacher	Christine E Dunford
Date of previous school inspection	12 November 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons led by eight different teachers. Meetings were held with the headteacher, deputy headteacher, other senior leaders, and the Chair of the Governing Body and two other governors. Discussions were held with three groups of pupils from Key Stage 2. Many pupils were spoken to informally. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, tracking of their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed 153 questionnaires returned by parents and carers, and those completed by 122 pupils and 26 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors looked at how effectively the school ensures that its very able and talented pupils achieve the academic standards they are capable of and develop their special talents to the full.
- They investigated how well pupils are able to use their individual targets, and teachers' marking of their work, to know how well they are doing and understand how to improve.
- Inspectors judged whether the good progress shown by pupils' performance in national tests and assessments is brought about by consistently good teaching and learning throughout the school.
- They investigated whether school leaders are justified in judging that some aspects of pupils' personal development are outstanding.

Information about the school

This average-sized primary school is in an inner city location. The majority of pupils are of Black Caribbean or Pakistani origin. Over 10 other ethnic backgrounds are represented in small numbers. Very few are White British. The proportion who speak English as an additional language is much higher than average. The proportion with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. Their statements relate mainly to specific learning or behavioural difficulties. The number of pupils known to be eligible for free school meals is well-above average. Pupil mobility is higher than in most schools. The before- and after-school care on site is privately run, and not managed by the governing body. It is thus subject to a separate inspection.

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

Holy Trinity Church of England Primary school provides a good education for its pupils. Since the previous inspection, there has been a relentless focus on improvement, based on highly accurate school evaluation. This is because the exceptional leadership of the headteacher and deputy headteacher inspires the whole school community to share a common vision and ambition for success. A new leadership structure has been empowered to drive forward improvements in all areas of provision. Staff morale is high. All share high expectations, a strong sense of purpose and belief in the school's success. The governing body makes an exceptional contribution to the work and direction of the school. It supports positive changes and provides a high level of professional challenge to hold the school to account. The improvements made since the previous inspection and the high quality of leadership mean that the school has a good capacity for further improvement.

Academic standards have risen rapidly since the previous inspection. Children make excellent progress in the Nursery and good progress in Reception, where provision of independent opportunities for children to learn by developing their curiosity and imagination is not always consistently built upon. Good progress continues throughout Key Stages 1 and 2, and pupils' attainment is above average in reading, writing and mathematics by the end of Years 2 and 6. The standard of writing is a particular strength in Key Stage 1, which is further built on in Key Stage 2 by the many opportunities for it to develop in exciting ways in all curriculum areas. Science provision is a strong feature throughout the school, and attainment is above average. The strong focus on the application of science to technological problems results in an early interest in engineering, particularly by boys, which is fostered by the school's annual Jobs Fair.

The rapid improvement in pupils' achievements has occurred because of the improvement in teaching from satisfactory to consistently good. Teachers have good expertise and plan interesting lessons which their pupils enjoy, so motivating them to learn. They assess their pupils' work regularly, providing feedback which ensures that virtually all build consistently on work done, and pupils themselves understand how to reach higher targets. Despite the imaginative opportunities for learning provided by the broad curriculum, it does not always challenge the very able and gifted pupils to the full. Their progress is carefully monitored to make sure they reach higher academic levels, but the school does not have a wide range of opportunities for them to develop their talents beyond the taught curriculum.

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Pupils' excellent behaviour plays an outstanding role in their successful learning. They are highly considerate and supportive of each other in lessons and around the school. Pupils are proud of their school and make an excellent contribution to its life by willingly taking on responsibility in posts such as monitors and pupil mediators, although they have fewer opportunities to experience or influence communities further afield. The school council is highly influential and holds regular progress discussions with members of the governing body. Both girls and boys have equal opportunities to succeed in school and are keen to do so, but despite the school's efforts, some girls in particular have low aspirations for their future life. Through their good personal development and academic standards, however, all pupils are well-prepared for the next stages of their education, and life beyond school.

What does the school need to do to improve further?

- Raise the aspirations and achievements of all pupils, particularly girls and those who are very able and/or talented, by:
 - providing a greater variety and progression of independent activities to develop children's curiosity and imagination throughout the Early Years Foundation Stage
 - providing more enrichment activities such as clubs, visits and opportunities to work with specialists in secondary schools and external organisations such as the Children's University
 - ensure that girls, and their parents and carers, are given opportunities to engage with professional female role models through visits and activities such as the Jobs Fair.

- Increase pupils' awareness of the wider community, both locally and globally, so their very positive contribution to the school community can be extended further afield.

Outcomes for individuals and groups of pupils**2**

Children enter the Nursery with early skills and knowledge well below the levels expected for their age, but rapidly gain ground. Throughout the school, pupils enjoy their learning and achieve well as a result. Their excellent behaviour was a major factor in securing good progress throughout a Year 6 session where pupils took it in turns to direct their classmates in multiplication exercises, carefully chosen to challenge their ability to use mathematical language when doing so. In Year 5, pupils showed their good ability to evaluate their own and others' learning, during presentations of their research on famous authors. Pupils in Year 2 excitedly described their investigation into melting ice, being able to predict confidently that water would make steam when heated and would refreeze to ice in a freezer. Pupils with special educational needs and/or disabilities make good progress because of the school's high expectations and the support and guidance they get. In particular, well-qualified teaching assistants encourage independence and develop learning through

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channelling pupils’ thoughts and ideas during lessons and withdrawal groups.

Pupils develop as confident young people. Their social skills are very good and despite the great variety of ethnic heritages, they say with conviction, ‘We are all the same.’ The school council’s influence is apparent in the design of the new amphitheatre, trim-trail and infant playground. Pupils in Years 5 and 6 play important supervisory roles as the playground crew at break times. All pupils value the role of peer mediators in resolving disputes and are sure they always have someone to talk to if they are in difficulty. As a result, pupils say they feel safe in school and their parents and carers agree. Although the school council was instrumental in getting road signs changed outside the school, the school community has relatively few opportunities to reach out into the wider community. Pupils gain a good knowledge of healthy lifestyles from their science lessons, active playtimes and the discussions of the school council with the school catering service. More boys than girls take part in active play and clubs, but there are some girls in the football team.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good throughout the school and there are some examples of outstanding practice when teachers consistently challenge the whole range of ability in the class and constantly check and re-check learning. Most teachers know their pupils’ needs well and use well-targeted questioning to move learning on at a rapid pace. Very occasionally, learning is slower because the full range of ability is not sufficiently addressed and there is not enough work planned for those who complete

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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their work and need further challenge. However, teachers are usually able to provide extension activities very quickly on these occasions, so that learning continues.

The curriculum is well-organised and provides imaginative opportunities for learning, such as 'wow' days when pupils look at their family origins from all over the world. This is effectively followed by a week of lunch menus to illustrate food specialities from these parts of the world. The curriculum meets the needs of most groups well, including those who have special educational needs and/or disabilities. There are a variety of well-supported clubs and activities, but not many opportunities for the very able and talented pupils to develop their special talents in these activities.

The school's comprehensive and well-organised arrangements for the care of all pupils make a strong contribution to their good personal development and well-being, and support their learning effectively. Some pupils said how much they value the work of the learning mentor and other support staff when they need someone to help them with personal difficulties. There are many examples of barriers to learning being overcome for pupils with special educational needs and/or disabilities. Attendance is maintained at its above-average level by school leaders' strong line on absence during term time. The good guidance given to pupils and their families when they start school and when they leave for secondary education is extended to transfer between key stages in school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since the previous inspection, the senior leadership team has fully resolved the key issue to extend the leadership roles of middle managers. All who have a management responsibility are now fully involved in effective monitoring and evaluation of outcomes, continually improving provision and the quality of education. All adults have high expectations that are communicated effectively to pupils. Even more challenging targets are set each year, and usually met or exceeded, so pupils' attainment and progress continue to improve year on year.

The governing body's effectiveness is outstanding. Its members bring a high degree of professional insight into their involvement in developing and improving the school. They take the views of parents, carers and pupils into account when ensuring that good provision for safeguarding retains its high priority. They regularly monitor and

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evaluate the effectiveness of the school’s high priority for regular training in safeguarding and child protection.

The school places the promotion of equality of opportunity at the heart of all its work. School leaders have the highest of aspirations for all pupils and act upon them consistently at all levels. The performance of different groups and individuals is very closely tracked so that any barriers to learning are rapidly identified and tackled. As a result girls, boys, all ethnic groups and those with special educational needs all achieve equally well. The most-able pupils’ progress is carefully monitored and the percentage of Level 5s in English, mathematics and science increases year on year, but the school recognises that despite this, some have low aspirations for their future lives. There is no racial discrimination. There is a good partnership with parents and carers. The school provides ample opportunities for them to be kept informed of their children’s progress, and invites them to share their children’s learning in family workshops and, in some cases, to extend their own learning through adult education.

The school has a good understanding of its culturally diverse community and uses this to celebrate its similarities and differences. It is a very close community, where pupils support each other’s faiths and understand their common values. The school offers its own premises for other schools and agencies to run joint activities, such as the popular mathematics club and ‘Inspire’ workshops. It has developing links with local schools and one in a rural setting, and has links with overseas communities where many of its pupils’ families have their origins. It has relatively few other links with its local community but pupils visit local churches and places of worship.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

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

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Children’s social skills develop rapidly in the Nursery, as with the help of Max the puppet they share morning greetings and learn that ‘good sitting’ is required on the carpet. Later on, they widen their vocabulary through exciting role play of the story of the ‘Three Billy-goats Gruff’, and start making friends when playing in the sand tray. Reception children make good progress in daily sessions to identify letters and sounds, and practise writing short sentences about ‘Spot’ the dog. They enjoy making coloured patterns and sorting big and little teddy bears to reinforce the concept of mathematical sequences and vocabulary.

Children are confident and happy in this secure and welcoming environment. Their personal, social and emotional development is good. They behave well and have good relationships with each other and with adults. Reception children fully understand the class routines, independently starting to brush up spilt sand when they hear the ‘tidy up bell’.

Teachers plan a wide range of motivating activities to encourage learning, particularly in the Nursery, where there are many activities to develop curiosity and imagination, such as the Bamboo forest, tent and playhouse. Reception children’s activities are more formally carried out and assessed in group work, but children learn best when their independent learning activities also have clear learning objectives, so they can start to understand what they have learnt through play. There are fewer activities to develop children’s curiosity and imagination at a higher level as children move from the Nursery into Reception.

Planning and assessment are good and include activities across all the areas of learning for the Early Years Foundation Stage. There is a well-equipped learning environment indoors and immediately outdoors. The safety and welfare of all children has a high profile. The good partnership with parents and carers extends to home visits. Leadership is good and directed towards further improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a much larger than average return of completed questionnaires. Virtually all parents and carers were overwhelmingly positive about the school. A very small number of adverse comments concerned bullying, the quality of food and equal cultural events for children of all ethnic backgrounds. Inspectors’ evidence concurred with the many positive views on behaviour, progress, teaching and school leadership.

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Pupils themselves said that bullying is rare, and very quickly dealt with, they praised the quality of food since the school council had taken their views to the catering service, and they felt that they celebrated each other's faiths and cultures well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at 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 inspection team received 153 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	56	61	40	2	1	0	0
The school keeps my child safe	76	50	68	44	0	0	0	0
The school informs me about my child’s progress	81	53	63	41	4	3	1	1
My child is making enough progress at this school	73	48	72	47	6	4	1	1
The teaching is good at this school	79	52	71	46	1	1	1	1
The school helps me to support my child’s learning	71	46	77	50	3	2	1	1
The school helps my child to have a healthy lifestyle	60	39	86	56	5	3	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)	57	37	87	57	1	1	1	1
The school meets my child’s particular needs	53	35	89	58	9	6	0	0
The school deals effectively with unacceptable behaviour	58	38	87	57	2	1	3	2
The school takes account of my suggestions and concerns	47	31	91	59	6	4	3	2
The school is led and managed effectively	68	44	72	47	3	2	1	1
Overall, I am happy with my child’s experience at this school	85	56	64	42	3	2	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



3 October 2011

Dear Pupils

Inspection of Holy Trinity Church of England Primary School, Birmingham, B20 3LP

Thank you for being so friendly and helpful when my colleagues and I visited your school. We really enjoyed our visit and think that Holy Trinity School gives you a good education.

Your headteacher, deputy headteacher and governing body do an excellent job in running the school. Teaching is good, so you enjoy your lessons and work hard. You all make good progress in reading, writing, mathematics and science, and this prepares you well for secondary school. You do not have so many opportunities to develop your special talents through clubs and activities. Children in the Nursery and Reception really enjoy their learning, but do not always have more challenging activities to develop their curiosity and imagination as they get older. We think both of these could be improved.

All the staff really care about you and you told us you can always talk to an adult if you are worried. You learn how to keep yourselves safe and healthy. You make a good contribution to your school by taking on many responsible jobs such as peer mediators and play leaders. We think your behaviour is excellent, and you take care of each other and respect your teachers. Your school is a very strong community, but we think you could make more links with other communities, both locally and in the wider world.

Although you do really well in school, some of you, particularly girls, have low aspirations for the future, and we think this should be improved so that you all have high expectations of using your good education well as you go on to secondary education and further.

I wish you well for the future.

Yours sincerely

Carol Worthington
Lead inspector

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