

# Holy Trinity CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	103986
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	377002
<b>Inspection dates</b>	10–11 October 2011
<b>Reporting inspector</b>	Doris Bell

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>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	327
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Pegler
<b>Headteacher</b>	Dawn Elsom
<b>Date of previous school inspection</b>	26 November 2008
<b>School address</b>	Trinity Road South West Bromwich B70 6NF
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	10–11 October 2011
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## Introduction

This inspection was carried out by three additional inspectors. They visited 31 lessons taught by 13 teachers. They also met with parents, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, the raising attainment plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding policies and procedures. Inspectors also analysed the responses to the questionnaires returned by 84 parents and carers, together with those from staff and pupils.

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

- Is the school doing enough to raise attainment in Year 6?
- Is teaching good enough to accelerate pupils' progress, do teachers use assessment information well enough to do this and are literacy and numeracy skills promoted at every opportunity?
- Do leaders and managers at all levels know what to do to improve teaching and learning, do they have the skills to do this, and is the school's capacity for further improvement getting better as a result?
- Do pupils understand how to keep themselves safe, fit and healthy, do they behave well and are they well enough prepared for their future?

## Information about the school

The school is larger in size than the average primary school. The proportion of pupils known to be eligible for free school meals is above average, as is the proportion with special educational needs and/or disabilities. The proportion of pupils from minority ethnic backgrounds, including those who speak English as an additional language, is also above average. While most of these pupils are of Asian heritage, the cultural mix in the school means there are now 24 different home languages spoken. The school has its own breakfast club.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to accelerating pupils' progress by establishing more consistently good teaching and learning throughout the school.

When they start school, children's skills are below, and sometimes well below, those expected for their age. Attainment has been significantly below average in Year 6 for several years. Although it has risen slightly in the past three years it is still too low, and too few pupils reach the higher levels in national tests. This represents inadequate achievement over time and means pupils are not well enough prepared for secondary school and later life. The school, assisted by the local authority, has improved the monitoring and evaluation of teaching and learning. Senior managers regularly check planning, meet with staff to make them accountable for their pupils' progress, and undertake analyses of pupils' work. Middle managers carry out similar tasks within their areas. All of this is beginning to improve English, especially writing and mathematics. Coaching and mentoring have improved the performance of individual teachers, and the quality of teaching is now satisfactory. There is not enough consistently good teaching across the school to accelerate pupils' progress at the pace needed to raise attainment quickly.

There are weaknesses in the interpretation of data, which leaves school leaders with a rosier view of attainment than is the case. It also means the school's self-evaluation, while mostly accurate, is over-generous in important aspects. Data are not interrogated well enough to give specific information about different groups of pupils, for example, those with special educational needs and/or disabilities, or those who speak English as an additional language. This is improving as a result of recent changes in the management of the provision for these two groups of pupils, but the new approaches are not yet embedded in practice.

Changes in the curriculum mean that, in some classes, pupils are being successfully encouraged to use their literacy skills in topic work, and content from the subjects covered in topic work gives a purpose to their writing. This was noted in the work on the Second World War, but it is not evident throughout the school. Weaknesses in spelling and punctuation, and sometimes in handwriting, make pupils' writing difficult to read. Pupils' weak calculation skills limit their ability to solve mathematical

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problems quickly. In some classes, pupils are successfully encouraged to use their mathematical skills in other subjects, for example, handling data in science, and when mathematical learning is linked to real life situations. However, these good practices are underdeveloped.

Pupils know how to keep themselves safe, fit and healthy, although they admit they do not always practise what they know to be right. Behaviour is satisfactory. Pupils report that there is some pushing and shoving in the playground, which they do not like, but they are confident that the school deals adequately with any untoward behaviour, including bullying.

Where school leaders have focused on improvement, for example in moving inadequate teaching to satisfactory, improving attendance, improving writing, and giving middle managers the skills to improve their subjects, there is an emerging trend of improvement, despite some remaining weaknesses. The systems now in place, some of which are in the process of being refined further, are sufficient for this to continue the improvement. Overall, this means the school has satisfactory capacity for further improvement.

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

- Accelerate pupils' progress in English and mathematics by achieving more consistently good teaching across the school. Within this:
  - ensure teachers' planning, and the activities arising from it, always meet pupils' differing learning needs
  - improve the curriculum so that it gives teachers better guidance on how to promote literacy and numeracy skills at every opportunity
  - establish greater accuracy in analysing and using assessment information to move learning on faster for all groups of pupils.
- Improve pupils' calculation skills, give pupils more opportunities to use and apply their mathematical skills in problem solving activities, and relate mathematical learning more to everyday life.
- Ensure literacy skills are consolidated and extended in different subjects in all classes, and improve pupils' spelling, punctuation and handwriting skills.

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

**4**

The school has had some success in improving writing, but even in Year 6 pupils have to be constantly reminded to use capital letters and full stops correctly. The new approach to guided reading is helping pupils to understand meaning behind the written word. In a Year 6 session, pupils were able to explain how to find basic and deeper meaning in a text. Although a lack of vocabulary slowed them down, they knew to use dictionaries to find the meanings of words they did not understand. The recent focus on linking mathematics to everyday life is making mathematics more

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meaningful for the pupils, even although it is not fully embedded across the school. A good example was noted in a Year 3/4 lesson where pupils learned the importance of measuring accurately and then discussed a range of occupations where accurate measuring skills would be needed.

Pupils with special educational needs and/or disabilities make satisfactory progress. Their learning is focused on individual needs, but the quality of support they receive is variable, as is the way their progress is tracked and recorded. Pupils who speak English as an additional language make satisfactory progress in learning to speak English, supported by the recent deployment of bilingual staff.

Pupils are sufficiently aware of personal safety, including e-safety. They and the vast majority of their parents and carers say the school keeps them safe. They would feel confident approaching an adult for help. Some pupils, and parents and carers voiced concerns about behaviour. While behaviour overall is satisfactory, not all pupils behave well without constant reminders from staff. Some classrooms are noisy and playground behaviour can be over-boisterous. Pupils are aware of the need for a balanced diet and plenty of exercise, and attendance at extra-curricular sporting activities is good. Pupils readily accept responsibility, for example, as monitors, and school councillors. They are concerned that there has been no training for playground buddies this year, and make constructive suggestions for improvement. They raise money for a range of charities, gaining an understanding of the need to care for others. Pupils have a satisfactory understanding of different cultures and backgrounds at home and abroad.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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

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## How effective is the provision?

Teachers’ planning usually takes account of pupils’ different ages and stages of learning. Activities engage the pupils, build on their interests and prior knowledge, and spur them on to want to learn more. Where this is not the case, pupils become restless and their learning falters. In good lessons, the pace of learning is brisk because pace and timing require high levels of concentration, and pupils rise well to the challenges set. This was noted in a Year 3 mathematics lesson where pupils used a range of information to create tally charts. Where teaching is less successful there is too much teacher talk and too little time for pupils to complete tasks. In an inadequate lesson expectations were too high for some pupils and they failed to learn. The topic-based curriculum is providing more real life contexts for learning and includes a good range of extra-curricular activities. However, literacy and numeracy skills are not fully embedded within it, and opportunities are therefore missed to develop these skills further.

Until recently, tracking the progress of pupils with special educational needs and/or disabilities, and pupils who speak English as an additional language, was not possible because the school had combined these pupils on the special needs register. This has been sorted but it means that data to show the progress of each group is limited. Observations show that both groups make the same satisfactory progress as other pupils. The provision for pupils who speak English as an additional language extends to supporting their parents in learning English.

The satisfactory care, guidance and support provided for all pupils ensure that sufficient attention is paid to the needs of pupils whose circumstances might make them vulnerable. The breakfast club helps get the day off to a good start. The learning environment has many attractive displays, but it is cluttered, and the open plan layout does not support quiet, concentrated effort. School leaders have worked hard to improve pupils’ attendance, and it is now satisfactory. Satisfactory arrangements are in place to ease pupils’ transition into high school, and from year to year within the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

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Senior and middle managers are now embedding ambition and driving improvement satisfactorily. They have used local authority support well to develop the skills necessary to do this and all now have a clear focus on improvement. Expertise in using assessment information to set challenging targets is growing and is now satisfactory. However, the ability to make the best use of that information at all times is limited because different methods of evaluating progress are sometimes confused, leading to over-generous judgements about attainment and achievement. Additionally, systems to track the progress of different groups, although improving, have lacked sharpness in the past. There is an air of optimism in the school with new staff settling into their roles and teamwork becoming established. Teachers of same year-groups plan together, leaders check their work and ensure areas for improvement are being followed up more rigorously.

Governance is satisfactory. The governing body has a clear understanding of the schools’ strengths and weaknesses and recognises that pupils’ progress needs to accelerate. It is involved in the task group set up by the local authority to do this. The governing body has not held the school sufficiently to account in the past, and has few mechanisms in place to seek and act on the views of parents, carers and pupils. Appropriate systems are in place for safeguarding, safer recruitment and child protection. Training is up to date and the school is vigilant in keeping the site secure. The governing body uses its expertise well in this but it has not fully developed quality assurance processes in these areas.

Because school leaders promote equality of opportunity satisfactorily, all groups of pupils make satisfactory progress. However, the small proportion of pupils reaching the higher levels each year indicates that school leaders do not always cater for higher-attaining pupils well enough. School leaders have a good awareness of the linguistic and ethnic mix. The school is a cohesive community where pupils accept and celebrate each other’s similarities and differences. Visits to local places of worship give pupils an understanding of different faiths and cultures at home and abroad, and a link with a rural school gives them an understanding of pupils’ backgrounds in a different locality. Community cohesion is promoted satisfactorily.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>3</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>4</b>

## Early Years Foundation Stage

Children’s progress is satisfactory. It is improving as a result of new management, improved resources and good use of the outdoor area. Teaching is responsive to children’s individual needs. For example, having noted that some children lack caring skills staff introduced a fish tank to provide opportunities for them to take responsibility and develop their skills in this respect. Children are enthusiastic learners who select activities, all of which have a clear learning focus, and persevere with them. They respond well to the calm, well-regulated atmosphere and the good role models presented by the staff. Good attention is paid to their health, safety and welfare. The developing links with parents and carers add to this.

Children’s learning and personal development are assessed regularly, but the systems are new and not fully embedded across all classes. Early literacy and numeracy skills are developed satisfactorily in all areas of learning. Children particularly enjoy reading and sharing books, most can count confidently to five, and some can do so up to ten. Nursery and Reception children are developing good social skills as they share the outdoor area. They move confidently around the many activities planned for them, although adults sometimes try to direct their learning too much, instead of building on the children’s own interests.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

There were fewer responses to the questionnaire for parents and carers than is normally the case, and very few written comments to explain the responses. The inspection team investigated the negative responses, and most findings are given elsewhere in this report. With regard to listening to parents and carers, inspection evidence indicates that the school regularly sends parents and carers information about the curriculum and school events but it does not regularly seek their views or encourage them to contribute to school improvement.

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

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity CofE 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 327 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	51	37	44	2	2	1	1
The school keeps my child safe	49	58	30	36	3	4	1	1
The school informs me about my child’s progress	33	39	42	50	8	10	0	0
My child is making enough progress at this school	29	35	48	57	3	4	4	5
The teaching is good at this school	32	38	44	52	6	7	1	1
The school helps me to support my child’s learning	29	35	47	56	7	8	1	1
The school helps my child to have a healthy lifestyle	33	39	46	55	4	5	1	1
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)	30	36	48	57	4	5	1	1
The school meets my child’s particular needs	26	31	49	58	6	7	3	4
The school deals effectively with unacceptable behaviour	30	36	43	51	8	10	3	4
The school takes account of my suggestions and concerns	22	26	46	55	8	10	7	8
The school is led and managed effectively	32	38	41	49	9	11	1	1
Overall, I am happy with my child’s experience at this school	33	39	42	50	4	5	3	4

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <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.**



12 October 2011

Dear Pupils

### **Inspection of Holy Trinity CofE Primary School, West Bromwich, B70 6NF**

Thank you for welcoming us to your school and for talking with us about what you do there. It is good to see that you are beginning to understand how to improve your own work and that you know how to check it against the success criteria your teachers share with you. We noted that your behaviour is satisfactory, although lessons can be a bit noisy at times, making it difficult for you to hear what your teachers and other pupils are saying. You told us you 'don't like shouting teachers' or pupils. You can change this yourselves, by getting on with your work quietly so that everybody can hear and learn.

We found that, although your school does most things satisfactorily, it is not doing enough to help you make the good progress needed to reach higher levels in your work. This means you are not always well enough prepared for secondary school and beyond. We have therefore given your school a 'notice to improve', aimed at accelerating your progress and closing gaps in your learning as quickly as possible. In order to do this, we have asked those who lead the school to:

- bring all teaching up to the same quality as the best, ensure that staff give you as many opportunities as possible to develop good literacy and numeracy skills, and to help you understand why they are important in everyday life
- improve the way assessment information is analysed and used to help you make faster progress
- improve your calculation, spelling and punctuation skills.

Inspectors will visit the school again to check how well things are improving. You can help in all of this by working hard at all times and listening carefully to those who teach you. We hope all of this will increase your enjoyment of learning, as well as helping you to do much better.

Yours sincerely

Doris Bell  
Lead Inspector

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