

# Holy Trinity CofE Primary School

Trinity Road South, West Bromwich, B70 6NF

**Inspection dates** 27–28 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- While teaching is improving, it has not secured good achievement.
- Attainment is low in English and mathematics.
- Progress in mathematics is not good across the school. Pupils' skills at solving mathematical problems are weak.
- While progress in writing is improving, weaknesses remain in the accuracy of pupils' spelling.
- The pace of learning sometimes slows when teachers talk for too long.
- Teachers do not always plan work that closely matches the abilities of all pupils so work is either too hard or too easy.
- The quality of teachers' marking and feedback is too variable.
- Leaders' judgements of the school's performance are sometimes too generous.

### The school has the following strengths

- Behaviour is good. Pupils feel very safe in school.
- Attendance has risen markedly because pupils enjoy all aspects of school.
- The school uses its extra government funding effectively.
- Leaders are having a positive impact on raising achievement. Leaders' checks on the quality of teaching are frequent. Their clear feedback ensures that teaching is improving.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Parents are happy with the changes and improvements made by the executive headteacher. The school provides good help for parents so that they can support their child's education at home.

## Information about this inspection

- The inspectors observed the teaching in all classes. They visited 25 lessons taught by 16 teachers, as well as sessions for small groups of pupils led by teaching assistants. The executive headteacher and other senior school leaders joined them for some of these visits.
- The inspectors held discussions with pupils, the executive headteacher, other teachers, and the Chair of the Governing Body and two other governors. The lead inspector met with a representative of the local authority.
- The inspectors heard pupils read and looked at a range of evidence, including records of pupils' progress, safeguarding documentation, behaviour logs and the results of the school's checks on the quality of teaching. They also examined the work in pupils' books.
- Too few parents completed the survey on the Parent View website for their views to be considered. The inspectors looked at the results of a survey of 137 parents that the school has recently undertaken. They also took account of the views of 12 parents with whom they talked at the school gate and the views of several parents with whom they spoke on the telephone.

## Inspection team

Gerald Griffin, Lead inspector

Additional Inspector

Carol Deakin

Additional Inspector

Andrew Sierant

Additional Inspector

# Full report

## Information about this school

- This is a larger than average-sized primary school.
- One third of pupils are from Indian families. The remainder come from a wide variety of backgrounds.
- A higher than average proportion of pupils speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, those in care and others) is above the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school federated with Grove Vale Primary School in March 2013. There is a single executive headteacher for both schools. The two schools share a governing body.

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

- Improve teaching so that pupils make faster progress by making sure that:
  - teachers do not talk for too long before pupils get down to work
  - work is planned that matches closely the different abilities of all pupils in the class
  - marking consistently provides pupils with clear advice about how to make their work better.
- Raise pupils' progress in writing and mathematics by providing more opportunities for pupils to:
  - check the accuracy of spelling and correct spelling errors
  - practise solving mathematical problems.
- Strengthen leadership and management by ensuring that evaluations of all aspects of the school's performance are accurate.

## Inspection judgements

### The achievement of pupils requires improvement

- Children start school in the Nursery and Reception classes with levels of knowledge, skills and understanding that are low. Last year, children, including the more able, made expected progress in most areas of learning except personal development, which was good. Pupils start Year 1 with low standards.
- Attainment is low in all years, and was so for those Year 6 pupils who left school last year.
- The achievement of these pupils was inadequate and below the previous year. Even though they made good progress in their final year at school, teaching was not good enough to compensate for the legacy of the inadequate teaching they had received in the past.
- The achievement of current pupils requires improvement. Pupils in Year 6 are making good progress in lessons and are catching up on work missed in the past.
- Progress across the school is variable because teaching is not consistently good. Pupils now in Years 4 and 5 made the progress they should last year. Half of the pupils now in Years 2 and 3 made no better than expected progress.
- The progress of more-able pupils requires improvement because they are not consistently provided with work that sufficiently challenges them. For example, in mathematics, some of them waste time practising calculations they can already do rather than moving on to more difficult and demanding work.
- In mathematics, too many pupils do not make good enough progress because they do not spend enough time solving mathematical problems. This is a weakness in their work.
- Last July, attainment in reading in the tests at the end of Years 2 and 6 dropped over the previous year. This was the legacy of poor teaching in the past. Attainment is now rising across the school. For example, the results of the Year 1 screening check in phonics (linking letters to the sounds they make) in 2013 showed a marked improvement over the previous year. This is because teachers' skills at teaching phonics have been improved. Additionally, pupils are reading more often because the school has been successful in encouraging many more parents to read with their child at home. The range of books in the well-stocked school library has been expanded. Older pupils told an inspector that, as a result, they now borrow from the library more frequently than they did in the past. They said they enjoy reading and were keen to tell an inspector all about the books they were reading. However, progress in reading is still not good enough and is in need of improvement.
- Progress in writing is improving because pupils are starting to use vocabulary proficiently to express their ideas clearly. However, it is not yet good for most pupils because spelling is not accurate enough. Pupils do not spend enough time checking the accuracy of spellings or making corrections.
- The progress of older boys, which has been well behind the girls in the past few years, has accelerated. This is because the school provides them with topics which they enjoy. For example, they enthusiastically told an inspector about their recent Second World War project and their visit to a museum.

- Indian pupils, who made slow progress in the past, now make similar progress to their classmates. This is a sign that teaching across the school is improving.
- Disabled pupils and those who have special educational needs make similar progress to their peers because of the extra support provided to meet their specific needs.
- The gap in attainment between those eligible for the pupil premium and their classmates at the end of Year 6 closed in mathematics. In English, the gap was reduced to one term this year. This shows the school uses its extra funding effectively. It is used to fund extra support for these pupils who have missed work in the past. It is also used to boost their self-esteem and ambition, which is making them better learners.

### The quality of teaching

### requires improvement

- Teaching is not producing consistently good progress across the school because, in some lessons, pupils spend too long listening to the teacher and not enough time actively learning for themselves. For example, introductions sometimes last too long and pupils' concentration wanders.
- Teachers' plans do not always take sufficient account of the differing needs of pupils in the class. Too often the same work is planned for the whole class. As a result, some pupils struggle with work that is too hard while others race through tasks that are too easy.
- Marking is inconsistent. At its best, for example in Year 6, it provides pupils with precise messages about how they can improve their work. Here pupils are encouraged to reply to the teacher to show that they have understood the comments by correcting inaccurate work. This is not the consistent picture across the school, especially in mathematics.
- In the Nursery and Reception classes, teachers plan an appropriate balance of adult-led and child-chosen activities that cover all the areas of learning, both in the classroom and outdoors. Last year, assessments of children's work and their progress were not accurate enough, which meant they were not given consistently challenging work.
- Teaching assistants are generally deployed effectively to promote pupils' learning, especially disabled pupils, those who have special educational needs and pupils known to be eligible for support through the pupil premium.
- In lessons, relationships are positive. Teachers plan interesting work and pupils said that they enjoyed lessons.
- Teachers plan many opportunities to develop well pupils' spiritual, moral, social and cultural awareness. For example, pupils are taught about different cultures and have opportunities to celebrate each other's festivals.

### The behaviour and safety of pupils

### are good

- Pupils feel extremely safe in school. Their knowledge of how to keep themselves safe is well developed. For example, older pupils know how to keep themselves safe when using the internet.

- Bullying is unheard of and pupils are confident that staff would effectively resolve any incidents. Older pupils understand its different forms, such as cyber-bullying, and how to respond to them. Pupils feel very well looked after and supported by adults.
- Attendance has been below average over recent years. This term it is average, which reflects pupils' growing enjoyment of learning. Pupils are punctual to school.
- Pupils enjoy assessing their own work and that of a partner. This means they share good ideas, which they use to make their work better. This confident collaborative work contributes to their gaining independence.
- Pupils have positive attitudes towards learning. They need little or no supervision when they are working independently. They understand fully that the part that they play in lessons is important if they are to reach the standards of which they are capable.
- Pupils are very willing to accept responsibilities. For example, as members of the school council. Older pupils are keen to help younger ones in the dining hall.

### **The leadership and management** requires improvement

- Leadership and management require improvement because leaders have not ensured that teaching is yet good enough to secure good progress throughout the school. School leaders and governors have worked over the past two years to improve the school and to overcome the inadequate achievement of the past. They are securing improvements in pupils' achievement and in teaching and they have the capacity to improve the school further.
- Leaders have taken appropriate steps to improve teaching. For example, they have sharpened staff skills in teaching phonics, which is helping to improve pupils' reading. However some plans have not yet had enough time to become good practice. For example, leaders have worked to improve marking; successfully with some teachers but not yet with all.
- The school makes regular checks on the quality of teaching, progress and behaviour. Leaders' judgements are too generous on aspects such as achievement, the impact of teaching and leadership and management on pupils' progress. They are accurate about behaviour.
- Subject leaders regularly check progress in their areas of responsibility and use this information to improve teachers' skills. For example, training has made sure that teachers are familiar with the levels at which pupils are working in English and mathematics. However, subject leaders have been less successful at making sure that teachers use this information effectively to set challenging tasks that match closely the different abilities of pupils in each class.
- The leader of the Nursery and Reception classes is new in post. She has already made changes to improve the way staff assess children's progress. It is too early to judge their success.
- The school has made good use of support from the local authority and outside advisers. For example, the school is acting upon the local authority's recommendation to improve provision in the Nursery and Reception classes.
- The way subjects are taught promotes well pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to reflect on right and wrong, their feelings and respect for others. The recent changes to the curriculum to make it more engaging for older boys has been successful.

- Pupils thoroughly enjoy their physical education lessons. These make an important contribution to their healthy physical development. Leaders have firm plans for spending the new primary school sports funding. For example, it will be used to improve the teaching of physical education, and pay for coaches to broaden the range of lunchtime and after-school sports clubs to increase pupils' participation in school games.
- Parents spoken to expressed positive views about their children's progress, the quality of teaching and leadership of the school. They very much appreciate the improvements made by the executive headteacher. This confirms the outcomes of the school's own survey of parents. The school has introduced a number of popular courses that help parents support their child's learning at home.
- Leaders have a very clear commitment to combating discrimination and promoting equality of opportunity. This is shown in the better attainment of those for whom the school receives the pupil premium. The school fosters positive relationships with outside agencies and other schools to improve pupils' life chances even more.
- Child protection training for staff is thorough, and leaders implement child protection policies rigorously. The school completes all statutory checks on the suitability of staff to be employed.
- **The governance of the school:**
  - The governing body has a largely accurate picture of how well pupils are progressing compared with other schools through their regular visits to see the school at work and their understanding of data. They use this information well to ask the school searching questions about its performance. For example, they are taking a keen interest in the different ways the school is spending its pupil premium money. Governors make sure that the school is spending the pupil premium funding on those eligible for it. The governing body has a strong focus on staff training and is keen to improve its own skills. Governors check that the management of teachers' performance is rigorous. Only those teachers that have met the challenging targets set by the school, including those for pupils' progress, are considered for pay increases and promotion.

## 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>	103986
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	428122

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

<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>	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pauline Brown
<b>Headteacher</b>	Andy Leivers
<b>Date of previous school inspection</b>	20 November 2012
<b>Telephone number</b>	0121 5531573
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