

Holy Trinity

Carlton Road, Barnsley, South Yorkshire, S71 2LF

Inspection dates

3–4 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a rapidly improving school.
- The headteacher, along with other leaders, has brought about much needed improvement across all areas of the school's work. He has high expectations and has tackled weaker teaching robustly.
- Pupils' achievement is improving rapidly. Pupils are now making good progress throughout the school in a range of subjects, including English and mathematics.
- Systems to track pupils' progress are extremely thorough. Teachers use this information to plan effective lessons that meet the needs of individuals.
- Disabled pupils and those with special educational needs make good progress.
- Pupils eligible for the pupil premium funding are now making better progress, and the gap between their achievement and that of other pupils, is reducing.
- Teaching has improved rapidly because teachers are well supported by leaders. Most teaching is now good with some that is outstanding, which is having a positive impact on pupils' progress.
- Behaviour is consistently good. Pupils are eager to learn and their attitudes to learning in the classroom are almost always exemplary.
- Safety is good. Pupils know how to keep themselves safe and the school works successfully to keep them safe.
- Excellent promotion of pupils' personal, spiritual, moral, social and cultural development is at the heart of the school's success.
- The governing body are well informed about the school's performance. Governors both support leaders and hold them to account.

It is not yet an outstanding school because

- There is not enough outstanding teaching, particularly in the primary phase, to ensure that pupils make consistently rapid progress.
- Marking of pupils' books does not always lead to improvements in pupils' knowledge and skills.
- Some of the least able pupils are not always able to access the tasks set in class effectively.
- The support given by additional adults in the classroom is not always of consistently high quality.
- The attendance of a minority of pupils is not as good as it should be.

Information about this inspection

- Inspectors observed 43 part lessons.
- Inspectors met with five groups of pupils of different abilities and ages, and talked informally with others in lessons and around the school. An inspector also listened to a group of 10 pupils, from Years 2 to 6, reading.
- Inspectors met with representatives of the governing body and the local authority. They also met with senior and middle leaders and spoke informally with many teachers.
- Inspectors took account of the 65 responses to the online questionnaire (Parent View) and 44 inspection questionnaires completed by staff. They also spoke to a parent on the telephone.
- Inspectors scrutinised a wide range of documents including the school's view of its own performance and action plan, the school's data on current pupils' progress, planning and monitoring documentation, evidence of the work of the governing body, records relating to behaviour and attendance and documents pertaining to safeguarding.

Inspection team

Sally Lane, Lead inspector

Additional Inspector

Diane Buckle

Additional Inspector

Steven Goldsmith

Additional Inspector

Marcia Harding

Additional Inspector

Lynne Selkirk

Additional Inspector

Full report

Information about this school

- Holy Trinity is an all-through school for pupils aged 3 to 16. It opened in 2012.
- The proportion of pupils eligible for support through the pupil premium is around the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those looked after by the local authority.
- The majority of pupils are White British, with a small number from a range of minority ethnic backgrounds. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action is below the national average. The proportion supported at school action plus is also below average. There is a large number of pupils who have a statement of special educational needs. This proportion is above average for Barnsley and that found nationally.
- A small number of pupils attend alternative provision. The school uses Barnsley College and Motor Mouth to provide vocational courses.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching so that all pupils make rapid and sustained progress, by ensuring that:
 - the proportion of outstanding teaching increases, particularly in the primary phase
 - all pupils, especially the least able, are supported to access the tasks set in class effectively
 - marking includes comments that show pupils how to improve their work and teachers require them to respond to these
 - the support given by additional adults working in the classroom is of a consistently high quality.
- Continue to improve overall attendance, so that it is at least in line with the national average.

Inspection judgements

The achievement of pupils

is good

- Actions taken by senior leaders have led to rapid improvements in pupils' progress and attainment. This summer, the school predicts that those achieving five GCSEs at grade C and above, including English and mathematics will be 10% higher than the national average.
- The proportion of pupils who are making at least good progress in English and mathematics by the end of Year 11 is well above the national average. In mathematics, the proportion of pupils making more than expected progress is also well above the national average. This represents good achievement given these pupils' starting points.
- Most children enter reception with skills significantly below those expected for their age. Most children make progress that is better than expected, so that they achieve well, to reach standards in line with the national average by the end of Key Stage I.
- Progress in Key Stage 2 has continued to strengthen. Work in pupils' books demonstrates high expectations and good achievement. Pupils are making increasingly better progress in reading, writing and mathematics and their achievement compares favourably with the national average.
- The accuracy of the school's assessment of pupils' current attainment and progress was confirmed by inspectors' examination of pupils' work and observations of pupils' learning. Representatives from the local authority also ratified the school's assessment.
- Most pupils' very good attitudes to learning are a contributing factor to them making good progress over time.
- The school actively promotes equal opportunities and tackles discrimination effectively. It ensures all groups of pupils, including disabled pupils and those who have special educational needs and those for whom English is an additional language, are making similar rates of progress to all pupils across the school because additional support is provided swiftly when it is needed.
- The gap between the attainment of pupils eligible for the pupil premium, including those known to be eligible for free school meals, and other pupils in the school is closing. School data shows there is no discernible difference between the achievement in English and mathematics between these two groups in the primary phase. In the secondary phase, these gaps are much narrower than those found nationally.
- The most able pupils make good progress because they are usually effectively challenged by the work they are set. These pupils enjoy working at increasingly harder tasks. Appropriate tasks are not always given to the least able pupils. Despite this, overall, their achievement is similar to that of other groups of pupils.
- Reading is supported well, ensuring that pupils read widely and often. However, the development of reading through phonics (letters and the sounds they make) requires improvement in Key Stage 1.
- The school has now stopped entering pupils early for GCSE English and mathematics. This is to make sure that the most able pupils have a better opportunity of reaching the highest grades in GCSE examinations.
- Pupils who are eligible for additional help with literacy and numeracy as part of the government's Year 7 'catch up' programme are given extra, well-targeted support. As a result, the gap between their achievement and that of other pupils is narrowing.
- The small number of pupils who attend work-related courses elsewhere achieve success in chosen courses.

The quality of teaching**is good**

- The quality of teaching has improved rapidly due to the effective support given to teachers to help them improve. It is now good across the school.
- Teachers know pupils well and usually have high expectations. They plan interesting and challenging activities, with which pupils of all ability readily engage. However, some of the least able pupils sometimes find some of the tasks too difficult.
- Pupils say 'there are always good lessons every day, teachers make our learning interesting and enjoyable'.
- There are good relationships and a purposeful atmosphere in almost all classrooms, which enables pupils to make good progress. Teachers use questioning effectively to check, develop and explore pupils' knowledge and understanding in almost all lessons.
- The school rigorously tracks the progress of all groups of pupils and makes effective use of a wide range of strategies to provide support for pupils who are falling behind, which has a positive impact on their progress. Pupils, particularly in the secondary phase, know what they are aiming for from the targets they are set for each subject.
- In reception, staff provide a stimulating, happy atmosphere, both indoors and outdoors. Children are confident, they quickly learn to work well with each other and make good progress.
- Good teaching is now enabling successful learning in reading and mathematics. The progress in writing in Key Stage 2 is a little further behind. Not enough teaching is outstanding in order to maximise all pupils' achievement in every class across the primary phase.
- The teaching of phonics is inconsistent in quality, so that not all pupils are fully engaged in all sessions in Key Stage 1. Teachers' skills in helping pupils apply their knowledge of phonics to their routine writing and spelling also vary.
- The quality of support from adults who support pupils in need of additional help, including those with special educational needs, is variable across the school.
- The marking of pupils' books is regular. It tells them how well they are doing and generally how they can improve their work. However, pupils are not given specific tasks related to making these improvements. They do not always have the opportunity to act upon any advice given, or to revisit their work and improve it.

The behaviour and safety of pupils**are good**

- The behaviour of pupils is good. Pupils conduct themselves well; they are polite and friendly and show respect towards one another and adults. One pupil said, 'There is a sense of respect for everyone, we are a harmonious community'. Pupils mix well socially and in the primary phase pupils' play happily with one another. Their actions reflect the caring, Christian ethos of the school, which makes a strong contribution to pupils' personal development and well-being.
- Pupils have very positive attitudes to learning across the school. They are eager to learn and are usually highly motivated. This contributes a great deal to their successful learning. Pupils show great respect for the school. They value the excellent facilities they have and do not drop litter. Pupils take pride in their appearance.
- The school's work to keep pupils safe and secure is good. Pupils have an extremely well developed awareness of different forms of bullying and understand discriminatory language. They say that bullying is extremely rare and are confident in the school's ability to deal with it swiftly. The responses to questioning in a Year 5 religious education lesson showed that pupils had an excellent awareness of how to keep themselves safe. They also learn about all forms of safety in alternative curriculum days.
- There have been no permanent exclusions and the numbers of fixed-term exclusions are low and reducing. Improvements in the behaviour of a small minority of pupils, who find it more difficult to conform than most, are documented well.
- The school ensures that pupils are safe when attending alternative provision. They are in daily contact and pupils sign in and out, with any non-attendance followed up rigorously. Termly

reports keep parents, pupils and the school aware of their progress.

- The school recognises that attendance needs to improve further. The school is using a number of effective strategies to improve attendance, including working with parents. Absenteeism is, therefore, slowly decreasing but the attendance of a minority of pupils remains a concern.

The leadership and management

are good

- The headteacher, well supported by other leaders, has worked relentlessly to improve the quality of education provided. The vast majority of staff share his dedication, commitment and high expectations and as a result, there have been rapid improvements in all aspects of the school's work since it opened.
- Senior leaders and governors have an accurate view of the school's strengths and weaknesses. This has led to the elimination of weaker teaching and improvements in pupils' achievement across the school. Leaders have a clear understanding of the need to continue to improve even further the quality of teaching, and of the support from additional adults particularly in the primary phase, and the attendance of a small minority of pupils.
- The local authority has provided a wide range of support and advice in improving the quality of teaching and raising standards in the primary phase. Expertise from external advisors and collaboration with other schools, has been used effectively to help the school improve at a faster rate.
- Underpinning the positive picture of good pupils' achievement is the strength of systems for checking pupils' progress.
- Heads of subjects are clear about what needs to be improved and have put action plans in place. They are held rigorously to account by senior leaders. These middle leaders are enthusiastic for improvement; hence they are constantly sharing good practice. Secondary middle leaders recognise the need to further build on the relationships with their primary colleagues.
- Teaching is improving due to effective monitoring by middle and senior leaders, and the rigorous management of staff performance, which is linked to pupils' progress. If staff do not meet their targets, they do not progress to the next level on the salary scale. Effective strategies have confronted weaker performance. Staff have benefited from high quality training and support, linked to the improvements needed in their own quality of teaching.
- The school actively promotes physical education and sports. Primary pupils benefit from the expertise and support of secondary physical education teachers. The school ensures access to competitive sports and is using the additional sports funding well to improve primary pupils' skills.
- The curriculum prepares pupils well for the next stage of their education. The majority of secondary pupils progress to higher level courses in local colleges. Pupils value the external careers support they receive. A wide variety of after-school clubs take place and opportunities, such as the Archbishop of York Youth Trust Award, give pupils opportunities to serve others. The Archbishop of York was in the school in the week prior to the inspection to celebrate the excellent charity work pupils had undertaken.
- The Catholic and Church of England foundation contribute to an outstanding vision and ethos in which pupils' spiritual, moral, social and cultural development is central. All pupils study religious education for ten per cent of curriculum time, which allows them to explore their own religious beliefs, alongside those of others. Assemblies successfully promote pupils' understanding of moral issues.
- Many parents are supportive of the school and most of those who responded to Parent View were very positive about the education and care that it provides for their children.
- The school meets all government requirements in relation to safeguarding, including recruitment. All policies and procedures are in place to ensure pupils' health and safety.

■ The governance of the school:

- Governors are well informed about the quality of teaching. They know how well all groups of pupils are doing through their good understanding of national comparative performance data. Governors know where the school is doing well and where it needs to improve. They pay close attention to how additional funding is allocated, and are aware that the achievement of those pupils eligible for such funding is good, but there are some relative weaknesses in pupils' attendance. Governors contribute to discussions about teachers' performance management and are fully aware of how increases in salary are linked to teachers' achievement of their targets. They ask rigorous and searching questions to make sure that the headteacher and other leaders keep focused on improving the school. Governors visit the school regularly and meet with parents at a range of events.
- Governors monitor the school's finances closely, which are sound.
- Governors make sure that all required child protection and safeguarding procedures are met and undertake relevant training to keep abreast of any changes.

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

Unique reference number	135896
Local authority	Barnsley
Inspection number	430653

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

Type of school	All-through
School category	Voluntary aided
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,150
Appropriate authority	The governing body
Chair	Bob Krause
Headteacher	Simon Barber
Date of previous school inspection	Not previously inspected
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