

Holy Trinity Academy

Teece Drive, Priorslee, Telford, Shropshire TF2 9SQ

Inspection dates

15–16 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher and senior leaders are ambitious for this school and its pupils. They have set high expectations for staff and pupils.
- Leaders have established a culture in the school in which strong Christian faith, coupled with aspiration and a sense of unity, helps pupils and staff feel supported and valued.
- Teaching, learning and assessment are usually good or better. Most teachers expect pupils to behave well and work hard. In the great majority of lessons, pupils are set challenging work. In a few lessons, time is not used well enough, and pupils do not deepen or extend prior learning.
- GCSE results are good. Pupils do well in nearly all subjects. Results in mathematics are very good. In science and English, results are more uneven.
- Pupils' personal development and welfare are excellent. The school is a caring community. Pupils are very well supported and cared for. Pupils' behaviour is usually good. In a few instances, teachers do not insist on agreed standards of behaviour.
- Middle leaders are enthusiastic and hardworking. However, not all check that agreed approaches to setting work, improving behaviour, promoting literacy and presentation of written work are implemented.
- A broad and balanced curriculum gives pupils good opportunities to pursue their academic interests. Extra-curricular activities are extensive and help pupils develop a wide range of sporting, artistic and social skills.
- Pupils' personal development and welfare are excellent. The school is a caring community. It fosters a belief in serving others. Pupils who have special educational needs (SEN) and/or disabilities are supported well. Disadvantaged pupils are given additional support and make good progress.
- The sixth form is very well led. It is small but growing. It makes a significant contribution to the wider life of the school. Sixth formers are usually taught very well and mostly achieve good examination results. However, a few outcomes are less strong, including the extended project qualification. Sixth formers choose from a range of academic and vocational subjects, including at A level. Nearly all are successful in securing places at their choice of university.
- Leaders are well supported by an effective governing body. They have worked hard to establish this new school. It is growing in size and popularity. Governors discharge their responsibilities, including for safeguarding, effectively.

Full report

What does the school need to do to improve further?

- Improve teaching and learning further by ensuring that all middle leaders:
 - check carefully that time is used well in lessons
 - minimise uneven approaches to setting challenging work, managing behaviour, promoting literacy and expectations of presentation of written work
 - share more widely best practice in building on pupils' prior learning.
- In the sixth form, tackle the few remaining areas of underperformance, including the extended project qualification, so that A-level students achieve good or better outcomes across all of their courses.

Inspection judgements

Effectiveness of leadership and management

Good

- The school is led very well by a determined, honest and principled headteacher. His commitment to improving the life chances of all pupils is reflected in the high standard of education and care provided for pupils. He is ably supported by a growing senior leadership team.
- School leaders have a considered and realistic understanding of the school's strengths and the areas to improve. They have a clear vision of the next steps needed to improve the school even further. In particular, they are appointing an additional leader to the senior leadership team, following the school's rapid growth, and recognise the need for middle leaders to play a more pivotal role in monitoring the quality of teaching. Some middle leaders have not yet ironed out unevenness in the implementation of school policy, including in relation to setting challenging work, managing behaviour, promoting literacy and expectations of the presentation of written work.
- Christian values of faith, aspiration and unity underpin the school's work. They are reflected in the approach taken by the school to working with staff and pupils. All members of the school community are expected to share and promote these values.
- Leaders have high expectations of staff and pupils. Staff are expected to work hard and, in turn, are well supported. Leaders work with staff to reduce workload. Nearly all staff said that they enjoy working at the school. Pupils are expected to conduct themselves well. These high expectations have ensured that the new school is successful.
- Pupils study a wide and relevant curriculum. In Years 7 and 8, pupils are taught the subjects of the national curriculum. In Year 9, pupils begin to study for nine GCSE qualifications, including English, mathematics and science. All students study religious education to GCSE and may choose from a range of other options. New vocational courses in engineering and health and social care are being introduced. Opportunities to take part in extra-curricular activities are ample. Pupils value the extensive range of sporting, artistic, cultural and other specialist events, which are organised every Friday afternoon.
- The school is an attractive and well-maintained learning environment. Stimulating displays and well-organised study areas enrich the pupils' experience of school.
- Pupils' moral, social, cultural and spiritual development is excellent. A well-established programme of personal, social and health education, coupled with the school's caring ethos, and regular inspirational and reflective assemblies support pupils' personal development exceptionally well. The school's Christian values and the values of Britain

today are threaded through the education provided for pupils.

- Additional funding for those pupils eligible for support through the pupil premium is spent well. Pupils are supported inside and outside the classrooms. A recent review of how this money is spent has led to further improvements in provision. Funding for pupils who have SEN and/or disabilities is used well.
- Staff, parents, carers and pupils are all very supportive of the school. They share leaders' vision and ambition and believe the school is much better than the predecessor school.

Governance of the school

- The governing body is effective.
- Although the governing body took up its responsibilities just under three years ago, many governors have experience of other successful schools.
- Governors have an accurate understanding of their responsibilities. They possess a wide range of relevant skills, including finance, human resources and school improvement.
- Information provided to governors by senior leaders is honest and accurate. It allows governors to ask pertinent question and to hold the school to account for its performance.
- Governors are hardworking. They have ensured that the new school gets off to a good start. The school is growing in size and popularity.
- Statutory responsibilities are discharged well, including those for safeguarding. Governors are trained regularly and ensure that they are kept up to date with local and national education developments.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is a strength of the school. Systems for keeping pupils safe are strong and well established. There is a culture in the school that fosters care and concern for each individual.
- Pupils feel safe when they are in school. They know who to turn to if they have any concerns. Bullying is rare and always dealt with quickly. Pupils and parents are given a wealth of information about how to counter bullying. Vulnerable pupils may spend break and lunchtimes in 'safe spaces'. Pupils are helped to keep themselves safe outside of school, including when online and when using social media.
- Pupils help each other to keep safe. An active group of pupils meets regularly to review

the school's safeguarding arrangements. Where needed, it makes suggestions for improvement.

- Staff and visitors to the school are subject to stringent checks. Training for staff is relevant and regular. It includes updates about relevant local and national issues. Liaison between the school and children's social care services is effective. Relationships with external agencies are productive.

Quality of teaching, learning and assessment

Good

- A rich seam of effective teaching runs through the school. It is grounded in the very good relationships that exist between pupils and staff. Teachers know their pupils very well.
- Teachers are enthusiastic. They have good subject knowledge and are keen to share this with pupils. In the best lessons, for example in English, mathematics and in the sixth form, teachers challenge pupils to work hard at complex tasks, inviting them to make connections with previous learning. They insist that pupils acquire and use subject-specialist vocabulary. Pupils are encouraged to see how learning in one subject is relevant to another.
- In these lessons, teachers often make very good use of questioning. They formulate precise questions, often targeted at individual pupils, which elicit thoughtful and lengthy responses. Pupils are usually eager to offer responses to questions. For pupils who struggle with new ideas or concepts, teachers are adept at providing additional help.
- Teachers usually make good use of detailed information about previous learning to plan the next steps. Teachers start lessons by explaining what the learning will be. In most instances, this challenges pupils to work hard and think carefully. Higher-attaining pupils are usually set work that stretches them. However, in a few instances, for example in technology and science, the work set does not build on what has gone before, and learning objectives can be either muddled or too easy. Opportunities to extend learning are not taken. In other instances, considerable time is wasted at the start of the lesson sorting out or explaining what the objectives are.
- Not all teachers insist that pupils work carefully enough. In these cases, written work can be untidy and policies on the presentation of work are not adhered to. In a few lessons, teachers do not promote literacy in the way agreed by the school. In a very few instances, teachers allow unnecessary chatter or fail to challenge inattentive behaviour.
- Teachers make regular use of the extensive information and communications technology equipment available. This helps to interest and engage pupils, including by encouraging them to work on their own as necessary.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very proud of their school. They wear their uniform smartly and bring the right equipment to lessons. Pupils are nearly always friendly, polite and courteous. They show consideration and respect to visitors as well as to each other.
- Pupils value their education. They benefit from the very positive relationships that exist in the school. The strong ethos of concern for others, which permeates the school, helps them to flourish as individuals.
- Nearly all pupils are eager to learn and they value their education. They grow in confidence during their time at the school, including by responding to opportunities to help others. For example, pupils serve as leaders in the school community and raise money for different charities. Pupils are strongly encouraged to develop a sense of social justice and to understand how the lives of others can differ from their own.
- Pupils are given opportunities to work with others, to develop new ideas and to reflect on the impact their actions can have on others. Pupils receive sufficient independent advice and guidance about the next stages of their education or training. They leave the school as thoughtful, confident and caring young people.
- Leaders check carefully on the welfare of pupils, including any who are at risk of harm or who are taught in alternative provision.

Behaviour

- The behaviour of pupils is good. The school is a calm and orderly community.
- Pupils behave sensibly at break and lunchtimes. They are supervised well. Few drop litter and most are quick to tidy up after themselves. They move around the landings and walkways in the school in a safe way.
- Pupils' level of attendance is higher than average, including for vulnerable pupils. Pupils are usually very punctual to school and lessons.
- Pupils fully understand how they are expected to behave in lessons. They said that the 'standard card' system is mostly used consistently by teachers. Not all teachers insist that pupils adhere to the agreed standard of behaviour. In these instances, a few pupils talk when they should not or fail to listen. However, pupils are confident that behaviour is markedly better than in the predecessor school. Disruption in lessons is rare. If it does occur, it is usually dealt with very well.

Outcomes for pupils

Good

- Pupils achieve well at this school. They make good progress from their starting points, including those who have SEN and/or disabilities. Pupils who are supported by the pupil premium do well.
- GCSE results are good in nearly all subjects. Pupils left school in 2016 with GCSE results that were above average. GCSE results were similar in 2017. In GCSE mathematics, pupils do particularly well. Their results are well above the national figure. Pupils are supported well in developing numeracy skills.
- GCSE results in English were less strong although still average overall. Pupils studying for GCSEs in 2018, and other pupils across the school, are generally making good progress in English. In a few instances, lower-attaining younger pupils are not helped sufficiently to improve their literacy.
- Outcomes in science are uneven. GCSE results in 2016 were below the national average. Although these results improved in 2017, current pupil progress across the school is not consistent enough.
- Higher-attaining pupils have not done as well as lower-attaining pupils in recent years. Although this has now been tackled across the school, this has yet to result in better outcomes at GCSE.

16 to 19 study programmes

Good

- Sixth-form students achieve well across most of their subjects. They are taught by enthusiastic and well-qualified staff who keep their own subject knowledge up to date.
- The sixth form is very well led. Leaders make regular checks on the quality of teaching and learning, attendance and subject performance. Where needed, they agree any action that needs to be taken.
- Leaders have planned programmes of study that meet statutory requirements and that build on students' prior attainment. They allow for the study of A levels as well as the pursuit of vocational options. Sixth-form students receive regular and impartial careers guidance that gives them clear plans for the future. Students leave the sixth form to go onto further academic study, including Russell Group universities, and to higher-level apprenticeships.
- Nearly all students complete their courses of study. Over the last two years, very few left at the end of Year 12 and none left during Year 13. Students are punctual to lessons and attendance levels are high. They make very good use of their own study time. Their attendance and behaviour are good.
- Teaching and learning in the sixth form are good. Students make good progress from

their starting points, particularly in vocational courses. A few A-level students did not do as well as they should have in some courses in 2017, including the extended project qualification.

- Students spoke highly of the care and support they receive, including when making applications for university or employment with training. They enjoy the diverse opportunities available, outside of the classroom, to all those in the school (Friday afternoon enrichment), and have access to a growing range of sixth-form-only visits, trips and activities.
- Students benefit from a programme of personal, social and health education that helps ensure that they know how to keep themselves safe and supports them in developing personal, social and employability skills. They make a notable contribution to the wider life of the school, for example helping younger pupils read more fluently, and to local and international charities.

School details

Unique reference number	142067
Local authority	Telford and Wrekin
Inspection number	10048371

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

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	594
Of which, number on roll in 16 to 19 study programmes	48
Appropriate authority	The governing body
Chair	Mrs Maggie Langdale
Headteacher	Mr Angus Neal
Telephone number	01952 386100
Website	http://holytrinity.academy
Email address	angus.neal@taw.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Holy Trinity Academy was opened in new accommodation on 1 September 2015. It is a joint Roman Catholic and Church of England school, administered by the Roman Catholic Diocese of Shrewsbury and the Church of England Diocese of Lichfield.
- The school is smaller than most other secondary schools. The sixth form is very small

but growing.

- An average proportion of pupils have SEN and/or disabilities. An average proportion of pupils are eligible for support through the pupil premium. A large number of pupils join the school at times other than at the start of the school year. Most pupils at the school are White British.
- One pupil attends alternative provision. This provision is known as House One. It is run by the local authority.
- The school meets the government floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 11.

Information about this inspection

- Inspectors visited lessons to observe teaching and learning, including in the sixth form. They spoke with pupils from all years about their work. They looked in a large sample of pupils' books and work folders across a range of subjects.
- Inspectors met with senior leaders and other staff. They met with the chair of governors. They considered reports written about the school and minutes of key meetings.
- Inspectors scrutinised a range of other key documents, including information about safeguarding, pupil welfare and pupil progress. They considered information that is available publically, such as GCSE and A-level examination results.
- Inspectors took account of 36 responses to the Ofsted online staff questionnaire. They also took account of 47 responses to Parent View, the online parental questionnaire, including seven written comments.

Inspection team

Mike Cladingbowl, lead inspector	Ofsted Inspector
Adele Mills	Ofsted Inspector
Paul Topping	Ofsted Inspector

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