

Inspection of Holy Trinity CE Primary Academy (Handsworth)

Havelock Road, Handsworth, Birmingham, West Midlands B20 3LP

Inspection dates: 27 and 28 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Holy Trinity Academy is a small school that serves a diverse community well. Community, respect, trust, courage, perseverance and friendship are the school's values, which pupils know and uphold. Pupils enjoy the caring and stimulating environment leaders and staff have created around these values. Pupils study a broad range of subjects. They have opportunities to develop their talents and interests beyond the curriculum.

Leaders and teachers want children to have the best possible start to their education when they join the school. They ensure that pupils enjoy learning and are fully ready for secondary education by the time they leave the school. They have designed a curriculum that helps pupils make the progress they need to do so.

Pupils feel safe at school because staff look after them well. Bullying is not an issue in the school. Pupils trust staff to deal with it well if it happens. Pupils respond positively to the school's praise and reward behaviour policy. They behave well in lessons and around school.

Leaders make sure that parents feel welcome at the school. They encourage parents to be involved in their children's education. Many parents appreciate that leaders and staff are approachable.

What does the school do well and what does it need to do better?

Leaders' key priority over the last three years has been to improve the way pupils learn. They have designed a new curriculum. They have appointed teachers to lead subjects. Staff attend regular training sessions to continue to develop their skills.

Pupils follow a well-organised programme of study from Reception Year to Year 6. Teaching in the early years prepares children well for the start of key stage 1. Children become more independent and develop their social skills. Staff teach them early literacy and numeracy, and about the world around them. In key stages 1 and 2, pupils study the full range of national curriculum subjects. Teaching is planned to ensure that they make the progress they need to be ready for key stage 3.

Teachers check that all pupils can remember and use what they have learned. In some subjects, like science and design and technology, lessons start with a quiz that helps pupils recall previous learning. In mathematics, lessons end with a short test or problems to solve to check new understanding. Pupils also have more formal tests at the end of units of learning in most subjects. Teachers use this information to provide extra support to help pupils catch up if needed.

Pupils respond well to the school's approach to learning. They enjoy the activities set. They work well with each other and do not disrupt lessons.

The full implementation of the new curriculum was delayed by the disruption caused by the COVID-19 pandemic and some staffing issues. Leaders and teachers are still developing teaching approaches and assessment systems in a few subjects. As a result, the way pupils learn, and teachers' checks of progress, are not fully consistent.

Improving pupils' reading skills is a key focus area within the curriculum. The school has introduced a new phonics scheme in November 2021 which is already having a positive impact. The new approach is popular with staff and pupils. Staff have had specific training to provide support to pupils who find learning to read difficult. These pupils receive effective extra help to keep up with other pupils in their group. Staff also support the few pupils in key stage 2 who still have issues with reading well.

Support for pupils with special educational needs and/or disabilities (SEND) is effective. The special needs coordinator works closely with all members of staff to ensure that pupils with SEND enjoy school and make progress. Teachers adapt materials and provide extra help in lessons for pupils with SEND.

One of the school's aims is to ensure that pupils have opportunities to broaden their horizons. The programme of educational trips and visits interrupted by COVID-19 is restarting. After-school clubs are popular and well attended. Pupils readily take on responsibilities as members of the school council. They learn about democracy, tolerance, and the rule of law in personal, social, and health education. They also learn about healthy relationships, and the need to respect other people's faiths and beliefs.

Leaders and staff work well as a team for the benefit of pupils. Staff know that leaders listen to their concerns and are mindful of their workload. New members of staff appreciate the support they get during their induction period and beyond.

The multi-academy trust provides valuable support to leaders, staff, and governors.

Safeguarding

The arrangements for safeguarding are effective.

All members of staff receive regular training. They are aware of their responsibility and are confident to identify and report concerns. Leaders follow up concerns raised and act swiftly to address serious issues. They work well with families and external agencies to protect children who are at risk.

Leaders and governors are trained in the safe recruitment of staff. They know how to deal effectively with complaints about staff.

Pupils learn how to manage risk in their everyday life outside school, and to avoid risky and inappropriate behaviours online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers are still developing approaches to learning and the monitoring of pupils' progress. As a result, there are inconsistencies in how the curriculum is delivered and in assessment practices. Leaders need to ensure that the curriculum is developed equally well and delivered consistently across all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140463
Local authority	Birmingham
Inspection number	10201063
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	Board of trustees
Chair of trust	Sarah Smith
Headteacher	Paula Burns
Website	http://www.htcepa.bham.sch.uk
Date of previous inspection	23-24 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England school, within the diocese of Birmingham. Its most recent section 48 inspection took place in November 2016. The next inspection will be within eight years of the last section 48 inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, who is also the designated safeguarding lead (DSL), the deputy headteacher, who is also the special educational needs coordinator, and the assistant headteacher, who is also curriculum and early years leader. The lead inspector spoke with the chair of the governing body. The lead inspector also met with the chief executive officer and the director of education of the multi-academy trust.
- The inspectors carried out deep dives in these subjects: early reading, science, mathematics and design and technology. For each deep dive, inspectors met with

subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors checked safeguarding arrangements and school records. They discussed safeguarding policies and case studies with the DSL. They talked to teachers and other staff about the safeguarding training they had received and how they put this training into practice.
- The inspectors observed pupils' behaviour during breaktimes and lunchtimes, talked informally to groups of pupils, and talked to parents at the start and end of the school day.
- The inspectors considered responses from staff and pupils to their online inspection questionnaires.

Inspection team

Patrick Amieli, lead inspector

Ofsted Inspector

Mike Onyon

Ofsted Inspector

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