

# Inspection of Holy Trinity CofE Primary School

Trinity Road South, West Bromwich, West Midlands B70 6NF

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Inspection dates: 19 and 20 April 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

This is a happy and inclusive school where pupils are at the heart of every decision made. Adults and pupils show a deep level of respect and care for one another. Everyone is highly valued.

Holy Trinity CofE Primary School has a strong Christian ethos that underpins every choice that leaders make. At Holy Trinity, they believe that all people are precious and honoured in God's sight, and this is evident in the highly positive relationships between everyone in the school community.

Leaders have high expectations and expect pupils to work hard and achieve their best. Pupils understand this. They behave very well during lessons, when moving around the school and at playtimes. They are polite and well mannered. Older pupils support younger ones at lunchtime in the hall.

Leaders ensure that there are a wide range of opportunities that broaden pupils' experiences. Pupils enjoy a range of clubs, including sports, art and choir. There is a key focus on belonging and fitting in with reflection and prayer areas around the school, a peace garden and green therapy, where pupils connect with nature. There are many experiences for pupils to take part in, such as poetry workshops, business enterprise events and residential visits. Pupils find these exciting and look forward to taking part.

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

Leaders are ambitious for all pupils to achieve well. They know that some pupils have previously not achieved as highly as they could. There have been many positive curriculum changes over the past few years. However, the significant impact of the pandemic delayed some of this work. As a result, some Year 6 pupils did not achieve well in last year's key stage 2 tests. However, efforts to help anyone who had fallen behind are well considered and are demonstrating positive effects for current pupils.

Leaders have developed a curriculum which is broad and ambitious. Their plans set out the key knowledge and skills pupils should learn from early years to Year 6. In a small number of foundation subjects, the implementation of the curriculum is at an earlier stage. As a result of this, pupils' learning is not as well embedded in these subjects as it is in others. Teachers have a good understanding of the subjects they teach. This is especially evident in writing and mathematics. Pupils are proud to show the work in their books and talk about their learning throughout the school.

The curriculum in the early years is well sequenced and allows children to build on what they already know and can do. Recently, leaders have developed ambitious plans to improve the teaching of language in the early years. Staff have had training to promote high-quality interactions between adults and children, but this is not fully

embedded. As a result of this, there is currently variability in the quality of interactions, and staff occasionally miss opportunities to develop children's language.

Reading is a high priority in the school. Pupils across the school experience a broad range of appropriate texts. The school's phonics programme is well planned and gets pupils off to a good start in reading. All staff have had training in the teaching of phonics so that they can support pupils effectively with their reading. Where children are behind, they get extra support to help them catch up. This is having a positive impact on many of the pupils. Older pupils talk about their favourite books with understanding and pleasure. Everyone values reading.

Leaders and staff work together to identify any pupils with special educational needs and/or disabilities (SEND). Pupils usually learn well across different subjects because teachers understand their needs and mostly know how to make adaptations to support pupils such as the use of additional practical equipment. However, occasionally, the support given to pupils is not as closely matched to their needs as it could be. When this happens, sometimes these pupils do not achieve as well as they could.

Pupils' personal development threads through all learning in school. Leaders have carefully considered the local context and as a result, have developed a curriculum focusing on the key areas of health, mental fitness and future employment. Staff meet the emotional needs of pupils through extra support and nurture. The school provides good pastoral support and pupils know how to keep themselves safe and healthy. In discussions, pupils confidently share their ideas and feelings.

The school is well led. Staff appreciate steps taken by leaders to help them manage their workload and promote their well-being. Governors are ambitious for the school and its pupils. They know the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure pupils are safe. There is a strong, effective culture of safeguarding in the school. Staff know their pupils well and are quick to pick up on any concerns. They receive training regularly that ensures they can identify any problems that pupils may face. Staff have a thorough understanding of the role they play in keeping pupils safe. Strong communication ensures that staff share concerns swiftly.

Leaders make sure that pupils develop the knowledge they need to keep themselves safe. Leaders work closely with pupils and families who need extra help and support. They also work with relevant agencies. Leaders are strong advocates for families and pupils.

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

### (Information for the school and appropriate authority)

- The curriculum in a few foundation subjects is in the early stages of implementation. Pupils' learning in these subjects is less well developed. Leaders need to continue their work to ensure the curriculum is embedded, and pupils develop and deepen their knowledge across all aspects of the curriculum.
- The extra support that pupils with SEND receive to keep up with their learning varies in quality. As a result, additional support does not consistently have the desired impact on pupils' learning. Leaders should ensure that all additional support is well planned and effective.
- The school's strategy for teaching language in the early years is not consistently applied by all staff. Where this is the case, there are missed opportunities to develop children's language. Leaders should ensure that their ambitious plans for language development are fully realised.

## 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

<b>Unique reference number</b>	103986
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10278829
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	465
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Hazel Bloxham
<b>Headteacher</b>	Joanne Corbett
<b>Website</b>	<a href="http://www.schools.sandwell.net/holytrinitypri/">www.schools.sandwell.net/holytrinitypri/</a>
<b>Date of previous inspection</b>	6 and 7 June 2017, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative provisions.
- The school has a breakfast and an after-school club.
- The school is in the Diocese of Lichfield. Its most recent section 48 inspection took place on 17 November 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will likely be in 2025.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other leaders.

- Inspectors met with representatives of the governing body and the local authority.
- The inspection focused on early reading, mathematics, English, history and art. Inspectors discussed the curriculum with subject leaders and undertook joint visits to lessons. They also talked to pupils and teachers and looked at samples of pupils' work. An inspector also observed pupils reading.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. Inspectors also reviewed the school's evaluation of its own performance and the school's development plans.
- Inspectors talked to staff about their role in keeping pupils safe.
- Inspectors held informal and formal discussions with pupils and observed lunchtime.
- Inspectors reviewed responses to Ofsted's online survey, Ofsted Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

Emma Gater, lead inspector

His Majesty's Inspector

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