

Inspection of Holy Trinity CofE Secondary School, Crawley

Buckswood Drive, Gossops Green, Crawley, West Sussex RH11 8JE

Inspection dates: 8 to 9 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This highly inclusive school has a strong sense of community. One member of staff described it as a 'culture of fellowship'. Pupils like and trust their teachers. They know their teachers expect the best from them. Relationships are very positive because staff take the time to get to know their pupils well. Pupils feel safe and cared for.

Staff and pupils recognise the recent improvement in pupils' behaviour overall. This is helping pupils to learn more effectively. Pupils appreciate the clear behaviour rules and the rewards they receive for their efforts. In lessons, most pupils behave well. At breaktimes, pupils are respectful of each other and happily chat together. If bullying happens, most pupils are confident that it will be dealt with effectively by the staff, including the pastoral team.

The school offers a wide range of activities to develop pupils' talents and interests. Pupils enjoy sports and arts clubs as well as some more unusual ones such as game board club and croquet club. Pupils greatly enjoy the 'cultural capital' days when the school organises visits and activities to help them experience the world around them. Sixth-form students are strong role models. They enjoy organising events and helping younger pupils with their reading.

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

Leaders recognise that pupils have not always achieved as well as they should in the past. Previous difficulties in recruiting staff had been of concern. However, more high-quality staff have now been appointed. In addition, teachers are also benefiting from a comprehensive training programme which is further developing their teaching skills and knowledge. The school is working hard to improve progress across all subjects. As a result, current pupils are achieving well.

The curriculum in key stage 3 provides pupils with a strong foundation for later study. In key stage 4 and in the sixth form, pupils have a wide range of options to choose from. The sixth-form curriculum is well matched to students' aspirations and ambitions. Pupils with special educational needs/and or disabilities (SEND) follow the same curriculum as their peers. The school recognises that more pupils would benefit from studying an even more ambitious curriculum, such as represented by the English Baccalaureate (EBacc). Numbers studying modern languages are increasing, and leaders are ensuring that pupils are aware of the benefits of taking languages.

In many lessons, the teaching reflects the careful curriculum plans that outline what pupils will learn and in what order. Teachers are knowledgeable and enthusiastic about their subjects. They present information clearly and logically and revisit topics to ensure pupils learn more and remember more. Many teachers use questioning well to test pupils' understanding of new content. Action is currently being taken to ensure the curriculum is securely and consistently embedded across every subject.

The school identifies where pupils with SEND need extra support. Pupils who are more disadvantaged are actively encouraged and supported to achieve well. Many teachers are becoming skilled at adapting the curriculum for those with particular needs. Some pupils with SEND receive additional bespoke support that helps them learn and achieve.

A range of strategies have recently been introduced to develop pupils' reading skills. Some have only been in place a few months, and leaders have not yet evaluated how well they are working. The weakest readers receive help from specialist staff. Consequently, these pupils are starting to become fluent and confident readers.

The school works hard to provide support for pupils who do not come to school regularly. This is paying dividends. Likewise, leaders' work to improve behaviour has resulted in far fewer suspensions this year. The school is generally a calm and orderly place for pupils to learn. Pupils are courteous and polite.

The personal development of pupils is strong. The school has designed a carefully considered programme from Year 7 to 13 that teaches pupils how to stay safe and look after their health and well-being. Pupils have a range of opportunities to develop their leadership skills, such as school council representatives, ambassadors and chaplaincy assistants. High-quality careers advice and guidance prepare pupils well for their next steps. Most sixth-form students gain places at their chosen university or on apprenticeship courses, with some going on to prestigious universities.

Leaders and governors are committed to making the school the best it can be. They talk with enthusiasm and pride about the school. They are focusing on the right things to move the school forward. However, as yet, they do not always evaluate the impact of their actions with sufficient rigour. Staff enjoy working at the school because of the sense of shared moral purpose to improve pupils' life chances. They appreciate the consideration leaders give to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too few pupils in key stage 4 choose to study a modern foreign language. This means that the proportion of pupils gaining the EBacc is below the government ambition. Leaders should continue their efforts to increase the uptake of languages to support pupils in studying an ambitious curriculum.
- The quality of education is not yet securely and consistently embedded across all subjects. This means that pupils' achievement is not as high as it should be. The

school should ensure that teachers consistently apply their training and development to help pupils achieve well.

- The school does not consistently check the impact of actions to improve key aspects of the school, such as reading. Consequently, many strategies are not always improving pupils' achievement as intended. The school should further consider the impact of its work in strengthening how well pupils learn and achieve.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126098
Local authority	West Sussex
Inspection number	10287978
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,356
Of which, number on roll in the sixth form	244
Appropriate authority	The governing body
Chair of governing body	Michelle Leach
Headteacher	Revd Chrissie Millwood
Website	www.holytrinity.w-sussex.sch.uk
Date of previous inspection	21 March 2018, under section 8 of the Education Act 2005

Information about this school

- The senior leadership team was restructured in September 2023. As part of the restructure, one deputy headteacher and one assistant headteacher joined the school at the start of the academic year.
- This is a Church of England secondary school within the Diocese of Chichester. The school's last section 48 inspection for schools of a religious character was in June 2022.
- Leaders make use of two registered alternative providers and one unregistered alternative provider for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.
- Meetings were held with the headteacher, senior leaders, staff, pupils, the chair of governors and seven other governors. An inspector held a telephone conversation with a representative of the local authority. An inspector met with a representative of the diocese.
- An inspector held a telephone discussion with a member of staff at two alternative providers.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, modern foreign languages and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to staff, including early career teachers, about behaviour and their workload in school.
- Inspectors considered the responses to the confidential staff survey. They took account of the responses to the online survey, Ofsted Parent View, including parents' free-text comments, and a telephone conversation with a parent. Inspectors considered the views of pupils shared in the confidential pupil survey, through discussions held with pupils throughout the school, and a written submission from a pupil to the inspection team.

Inspection team

Paula Sargent, lead inspector	Ofsted Inspector
Peter Fry	Ofsted Inspector
Eliot Hodges	Ofsted Inspector
Giles Osborne	Ofsted Inspector
Cathy Reid	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023