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Inspection Report

**Better
education
and care**

Unique Reference Number 103413
LEA Birmingham
Inspection number 276911
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Patricia Potheary RISP

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

Type of school	Primary	School address	Havelock Road
School category	Voluntary aided		Handsworth
Age range of pupils	3 to 11		Birmingham, West Midlands B20 3LP
Gender of pupils	Mixed	Telephone number	0121 4649900
Number on roll	252	Fax number	0121 4649900
Appropriate authority	The governing body	Chair of governors	Mr David Willey
Date of previous inspection	13 March 2000	Headteacher	Miss Christine Dunford

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Holy Trinity is an average-sized Church of England primary school in a deprived area of Birmingham. Pupils come from a wide range of ethnic groups and more than half speak English as an additional language. Almost a quarter of pupils do not stay at the school for the full six years. The number of pupils with learning difficulties and disabilities is high. The school provides before-and-after school care and has an adult education centre on site.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Holy Trinity School is a warm, orderly and happy place to be, valued by pupils and parents alike. Pupils make satisfactory progress and the school provides satisfactory value for money, which is in line with the school's own view. The children get a good start in the Nursery and Reception classes, where they make good progress because of high quality teaching. The school is very effective in helping and caring for the pupils, which enables them to make good personal and social progress and take their place as active citizens of the school. The before-and-after school clubs, on-site adult education centre and close work with parents contribute well to the overall well-being of pupils. The quality of teaching is satisfactory overall and children really work hard and enjoy their learning, especially where teaching is good. However, some lessons are not planned well enough to suit all pupils, particularly the most able, who then do not always progress as well as they could. Very effective support is given to pupils who need extra help with their learning. Leadership and management are satisfactory and the headteacher, staff and governors have an accurate view of the school's strengths and weaknesses. With significant building work and staffing issues successfully resolved, the school is now in a good position to improve further. Actions to improve teaching, for example, are already beginning to make a difference. There have been many improvements since the last inspection, particularly in the quality of the building and environment.

What the school should do to improve further

- In order to build on the gradually improving standards, the headteacher and governors should continue to:
- Improve the quality of teaching and learning, bringing all lessons in line with the best
- Ensure that teaching meets the different needs of all pupils, especially the most able, by building more systematically upon their prior learning.

Achievement and standards

Grade: 3

By the time they leave at the end of Year 6, pupils' achievements in English, mathematics and science are satisfactory compared to similar schools. Standards, however, when compared to all schools, are below national averages on entry to Year 1 and remain so throughout the school. The achievement of Year 6 pupils has improved steadily in recent years. In 2005, the school met the targets set, as a result of consistently good teaching in Years 5 and 6. Achievement could be better, especially for some of the most able pupils who do not always reach the expected levels indicated by their earlier attainments. The limitations to better progress are largely due to inconsistencies in the quality of teaching in Years 1 to 4. The younger pupils, by the end of Year 2, do not meet their targets in reading, writing and mathematics and make only satisfactory progress overall compared to their levels on entry to Year 1. Pupils

in the Nursery and Reception class, starting from well below average levels of attainment, make good progress in all their early learning goals. Pupils with learning difficulties and disabilities and those who enter with very low attainment make good progress during their time at the school. The school does equally well with pupils from different ethnic groups.

Personal development and well-being

Grade: 2

The pupils are a delight to meet and show very helpful and caring attitudes towards visitors. Pupils quickly develop good social skills, take responsibility willingly, becoming play leaders in the playground for example, and they clearly enjoy their work. Pupils, from Nursery to Year 6, work responsibly on their own or with others. These are skills which will stand them in good stead in their future lives. The strong spiritual ethos of this church school means that children are respectful of others, have a strong moral understanding and behave in an exemplary way. They enjoy cultural events such as concerts and visits, which also prepare them well for living in a multi-cultural society. Most pupils have a good sense of how to stay healthy and can discuss why they eat more fruit or take more exercise. Their understanding of how to stay safe is excellent. Attendance is good and pupils take great pride in receiving the weekly attendance awards. Pupils play an eager part in running the school community and are outstanding in how they use the class and school councils to make things happen. The strong provision for personal development and well-being is transformational in the lives of many children at the school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and the quality of learning is satisfactory. Pupils begin to make good progress and achieve well when they enter the Nursery and Reception because of the good teaching they receive. They then make inconsistent progress until the last two years, when teaching becomes more challenging and well targeted. Where lessons are good, teaching is enjoyable and builds well upon pupils' previous learning. The quality of teaching has improved this term, with changes in teaching staff and closer mentoring by the deputy headteacher, and this is already helping more pupils to make good progress. The main weakness is that in some lessons, where everyone learns the same thing, the work is too easy for some and too hard for others. Those who find learning difficult are usually supported well and make good progress, but the most able children don't always have enough opportunity to reach the higher levels of understanding. The recent introduction of individual targets based upon improved assessment and marking, is set to help each child progress at the right pace. Many, but not all, pupils are now aware of what they need to do to improve in each subject. Parents are given strong and successful guidance in how to help their children at home, which is helping many pupils to make better progress.

Curriculum and other activities

Grade: 2

Pupils receive a well-planned curriculum which meets their different needs and meets requirements. It includes a strong emphasis on the skills needed for future learning and employment, especially basic skills as well as good citizenship, personal and health education. There have been very good improvements in the Foundation Stage curriculum and good developments in the ICT curriculum. Pupils have sound opportunities for extra-curricular activities. The school is working towards the Healthy School Award with some success, although not all pupils receive the optimum amount of physical education. Pupils in Years 3 to 6 enjoy their 'enrichment hour' when small mixed age groups benefit from activities such as art, digital photography, keep fit and cookery. The curriculum is enriched by good opportunities for regular visits such as camping in North Wales and France. This increases pupils' enjoyment of school and develops the rounded range of skills necessary to achieve well.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good. Pastoral care and protection of pupils is of a very high order. Pupils and their parents say how much they appreciate the way children are kept safe and secure. The support begins with a very useful programme of home visits before children start in the nursery. This is the start of the very positive relationships between home and school. Pupils with learning difficulties and those who speak English as a second language are well supported. Early intervention by the learning mentor plays a vital role in supporting pupils as soon as they need help, so that their learning continues. Pupils' progress is tracked well and is now being used to help class teachers set meaningful targets for pupils, which they share with them. This process is not embedded or consistent, which the school is working to rectify.

Leadership and management

Grade: 3

Leadership and management by the headteacher, deputy headteacher and other leading staff are satisfactory, with several key strengths. They are rightly focused on raising achievement and progress for all pupils. They have ensured an attractive, safe and stimulating environment, which helps pupils to overcome often significant deprivation and begin to learn and contribute within a supportive community. The school has a leading aspect award for inclusion and every pupil, regardless of their differences, has very good opportunities to make a valued contribution. Day to day organisation of the school is very smooth and the emphasis, through systematic monitoring, is on continual improvement. Leadership and management are satisfactory rather than good because many strategies for improvement are too new to have translated into raised achievement. The drive to improve standards was slowed after the last inspection by significant building work and staffing issues; however, these have been resolved well.

Now that the school is more settled and new initiatives are beginning to show results, the school is in a good position to improve further. School leaders have identified the main issues facing the school and are realistic about how effective it is at present. However, the school development plan is not as clear as it might be to ensure everyone works towards the key priorities for improvement. Parents and carers are involved well in the process of improving the school. Governors, in particular, have become increasingly confident and experienced in their work, and now contribute strongly to school improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so helpful to us when we visited your school; we enjoyed the time we spent with you very much. We can see why you are so happy at Holy Trinity. We also enjoyed meeting your teachers and seeing you do so many things.

What we liked most about your school:

How you look after the school and help to keep it clean and attractive

The mature way you behave, help each other, and work hard in lessons

The interesting things you are given to learn and the visits that you make

The kind way the staff at the school look after you and keep you safe

How useful the school council is to you all and how well you use it to make things even better.

What we think could be even better:

The way lessons help you to reach your targets

The way that work is matched to what you have learned before.

What we have asked the school to do now:

To continue with good ideas for making lessons help you learn even more

To make sure lessons build on what you know already.

We wish you all the very best in the future,