



Holy Trinity Catholic Media Arts College

Inspection Report

Better
education
and care

Unique Reference Number 103538
LEA Birmingham
Inspection number 276948
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Davinder Dosanjh HMI

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

Type of school	Comprehensive	School address	Oakley Road
School category	Voluntary aided		Small Heath
Age range of pupils	11 to 16		Birmingham, West Midlands B10 0AX
Gender of pupils	Mixed	Telephone number	0121 7720184
Number on roll	620	Fax number	0121 7729788
Appropriate authority	The governing body	Chair of governors	Rev A Rohan
Date of previous inspection	29 November 1999	Headteacher	Mrs Anne Ayling

Age group	Inspection dates	Inspection number
11 to 16	5 July 2006 - 6 July 2006	276948

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Holy Trinity is a popular, smaller than average comprehensive school serving inner city Birmingham. The school, is co-educational with a higher proportion of boys than girls. The proportion of students from minority ethnic groups is approximately 58% and of those whose first language is not English is 22%. Eligibility for free school meals is well above the average. The proportion of students with learning difficulties and disabilities is above average. The school gained specialist status for media arts in 2005. In 2005/06 the school had an acting headteacher in post with most of the senior leadership team in acting roles.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Holy Trinity is a good school with some outstanding features. This matches the school's view of itself. The Catholic ethos is strong throughout the school and embraces the diversity of student cultures. Spiritual, moral, social and cultural development is outstanding. The school is a very caring and inclusive community where students access a wide range of support. Staff are very committed and dedicated. Parents echo this view and some comment that the school is an extended family. Attendance and behaviour are good. Students make good progress by the time they leave school. GCSE examination results have continued to rise. The school is working hard to raise achievement and standards at Key Stage 3. It has put in place a number of strategies to improve boys' achievement. However, the school is yet to monitor and review the impact of these. Teaching is good overall and the school has adopted the Teacher Effectiveness Enhancement Programme (TEEP). This is very effective in lessons where it is being implemented but it is not yet embedded throughout the whole school. Teaching and learning are not monitored consistently across the school. Good guidance and support ensure that students feel safe and enjoy learning. The current system of academic tracking does not provide a sufficient overview of the students' progress. An outstanding feature of the curriculum is the family learning programme, which is an innovative development and enables parents to learn in the same environment as their children. The school's media arts specialist status is having a beneficial impact on the curriculum, resources and learning. The school has achieved a great deal in a year. The acting headteacher provides a clear vision and is supported well by the acting senior leadership team. Improvement since the last inspection has been satisfactory. The school has a good capacity to improve further, now has a clearer view of its priorities for development and provides good value for money.

What the school should do to improve further

- Monitor and review the impact of strategies to raise boys' achievement.
- Ensure the consistent monitoring of teaching.
- Further develop a consistent approach to the tracking of students' academic progress.

Achievement and standards

Grade: 2

Achievement is good and students reach average standards. Students enter the school with attainment which is below the national average and make good progress by the end of Year 11. Standards at the end of Year 9 are average and declined in 2005, particularly in English. The school is working hard to improve achievement and standards at Key Stage 3 and students are making good progress in lessons. The national tests in 2006 for science and mathematics show improvement. The proportion of students achieving five or more A* to C grades at GCSE has risen steadily since the time of the last inspection. In 2005, the school achieved its best ever GCSE results.

Results are high in media studies and English literature, helped by specialist college status, but low in French. The school's strategies to raise achievement at Key Stage 4 have been successful. The students benefit from good teaching, and good care and support. Students with learning difficulties and disabilities make similar progress to other students. Boys, do not always achieve as well as they should. The school has put in place a number of strategies to improve boys' achievements which need closer monitoring. The school is exceeding its targets for GCSE.

Personal development and well-being

Grade: 2

Students' personal development and well-being are good. The great majority of students enjoy school, as shown by above average attendance and good behaviour. Spiritual, moral, social and cultural development is outstanding. The school's strong Catholic ethos results in very strong spiritual awareness. Awareness of different cultures is significantly strengthened by the school's multicultural intake. Students show respect for each other and relate very well to each other and to staff. Good awareness of a healthy lifestyle is shown by water consumption throughout the day and students' knowledge and understanding of healthy eating issues. Students who eat healthily at lunchtime, however, are in the minority. There is good participation in extra-curricular activities, including sport. Students show a good awareness of health risks. They feel safe from discrimination, behave responsibly and have confidence in the wide range of support available. They actively participate in a wide range of activities that have a community dimension. The level of involvement in the local community is outstanding, for example students are involved in the decision making of a local community safety forum. The work of the school council is another very strong feature both in terms of its impact on the life of the school and the involvement of all students in its work. Students make good progress in the development of basic skills. They display initiative and good team working skills in lessons. Each year, about three quarters of those leaving the school go on to further education and training. Older students show good awareness of their career options and the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teachers' enthusiasm, confidence and good subject knowledge lead to teaching which is good overall. It is particularly good in lessons where the TEEP cycle is consistently applied, and is outstanding in some lessons where a relentless pace and variety of activities challenge all students, including the gifted and talented. Both boys and girls behave well in class and are equally ready to engage and respond. They work well together in paired and practical group activities and are learning to assess their own work. Teachers challenge them well to think before they answer questions. Boys do not achieve as well as girls when they have to research their information from books and produce extended writing. Support staff and learning mentors are well deployed

to support individual students with learning difficulties or disabilities, or with English as an additional language, enabling them to make good progress. There is good collaboration with the class teachers. Provision for information and communication technology (ICT) is good and students use it effectively to make class presentations. Assessment of students' work is satisfactory. Marking is thorough and positive but does not always give students clear guidance about how they might improve. Individual teachers are monitoring students' progress and setting challenging targets but there is no overall review system in place.

Curriculum and other activities

Grade: 2

The curriculum is good because it is broad and meets the needs of the students. Students are well prepared for further education and employment and there is good provision to develop work related skills in Years 9 to 11. The Year 7 alternative curriculum enables vulnerable students to be more gradually introduced into secondary schooling. The family learning group is an outstanding innovative development which enables parents to learn in the same environment as their children. The range of opportunities at Key Stage 4 has been enhanced by the increasing number of vocational courses. The school makes good use of its media arts specialist status to provide high quality ICT resources in most subject areas. These facilities have been used to strengthen links with primary schools and to develop the ICT skills of some of the family learning group. The media arts college status is creating new and exciting learning opportunities for students, such as trips abroad and involvement in local arts projects. The curriculum is enhanced by a rich programme of extra-curricular activities which students value and support. The provision for stretching the most able is very extensive and involves close links with neighbouring schools.

Care, guidance and support

Grade: 2

Students receive good guidance and support and high quality care. Systems to promote personal development are particularly strong, with many outstanding features. The commitment of all staff and the school's success in involving parents are significant elements in the very high quality of care provided to all students, including the most vulnerable. There is a strong pastoral system with staff giving focused and coordinated support to individuals. The work of teaching staff is significantly enhanced by the very close cooperation with outside agencies and by the work of a wide range of other adults on site, including youth workers, mentors and a counsellor. The school is very effective in its use of a variety of approaches to address identified needs, such as low self-esteem and anger management. Policies and procedures to protect the safety of students are fully in place. Healthy lifestyles are promoted well throughout the curriculum. The monitoring of academic development is satisfactory. The current system does not provide a sufficient overview of students' progress. Good quality advice is provided regarding option choices available in Years 10 and 11 and opportunities for education and training after Year 11. Students have good access to

individual careers advice through the Connexions service and this is further enhanced by the involvement of business personnel and theatre groups.

Leadership and management

Grade: 2

The overall quality of leadership and management is good. The acting headteacher and her senior colleagues have a clear vision that is well communicated at all levels. They have created a strong ethos of teamwork, so that staff are willing to try and share new initiatives. Together they promote a very high quality of care for all students. Parents and students feel valued and consulted in the decision making process. Subject leaders carry out a self-evaluation of their departments but there is no consistency of approach to their monitoring of teaching and learning. The school therefore is not able to evaluate its overall performance in this area. Strategies for raising the overall attainment of boys are not consistently monitored. Funding as a media arts school has resulted in improved provision for ICT and resources overall provide good value for money. The school is recognised by its link colleges as an effective provider of teacher training and has successfully used this as a source of recruitment. The school has made satisfactory progress in addressing the key issues from the last inspection. Work is ongoing in relation to the consistent assessment, target setting and tracking of the students' progress, so that they all achieve as well as they can. This is a key strand of the current school improvement plan but refers mainly to the year 2006. The role of the governors is satisfactory in ensuring that the school meets legal requirements. Governors now recognise the need to give much stronger direction to the school's strategic planning. There is a good capacity to improve. The new leadership team has a good understanding both of priorities for development in the longer term and the need to monitor closely the outcomes of its strategies for 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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	1	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	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Dear Students Thank you for being so welcoming and helpful when we came to inspect your school recently. The inspectors enjoyed talking with you and seeing you at work. You were mature and courteous in the way you spoke with each of us. Your school is a good school with some outstanding features. You make good progress by the time you leave school and are taught well. The guidance and support you receive are good and you respond with positive attitudes towards each other and to your work. We were particularly impressed with the respect and consideration you show each other and your spiritual, moral, social and cultural development is outstanding. The school has very successfully embraced a wide range of different cultures. Staff are very committed and dedicated and your parents also agree. The school is a very caring community where you receive lots of support. The school's media arts specialist status is creating new and exciting learning opportunities for you. We have asked your school, with your help, to improve the achievement of boys and, although you are well taught, some elements of teaching need to be monitored more closely. The checking of your academic progress needs to be more consistent. We know how involved the school council has been in many aspects of the life and work of your school. We are confident, therefore, that you can help to bring about further improvements. The managers, teachers, governors and staff are highly committed to their work and know that your school has the potential to do even better. We wish you every success in the future. Yours faithfully Davinder Dosanjh Her Majesty's Inspector of Schools