



# Holy Trinity Church of England Primary School (VC)

Inspection Report

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**Unique Reference Number** 104223  
**Local Authority** Walsall  
**Inspection number** 286884  
**Inspection dates** 11–12 December 2006  
**Reporting inspector** Mike Capper

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

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<b>Type of school</b>	Primary	<b>School address</b>	Church Street
<b>School category</b>	Voluntary controlled		Clayhanger, Brownhills
<b>Age range of pupils</b>	3–11		Walsall WS8 7EG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01543 452327
<b>Number on roll (school)</b>	238	<b>Fax number</b>	01543 374113
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Philip Rowley
		<b>Headteacher</b>	Kevin Myatt
<b>Date of previous school inspection</b>	27 February 2001		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This church primary school takes most of its pupils from the local community. The proportion of pupils eligible for free school meals is below average, as is the number identified as having learning difficulties. Children's attainment is broadly in line with the levels expected for their age when they start school in the Nursery.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. Pupils are happy, very well cared for and grow into very responsible members of the community. Their behaviour is exemplary and they are extremely eager learners. There is a positive buzz in lessons, with one pupil summing up the views of many by saying that 'we enjoy school so much because teachers are kind and we learn lots of interesting things'. Very close links with the church have a particularly strong effect on pupils' outstanding spiritual development. The good curriculum is enriched by a wide range of visits, visitors and clubs that help to make learning purposeful.

Standards are above average by the end of Year 6. This reflects pupils' good progress through the school. Pupils achieve well because good teaching provides good academic support and meets differing needs successfully in most lessons. Pupils make especially good progress in English. This is because the teaching of basic skills is very well structured and teachers plan work that carefully builds on what pupils already know. Throughout the school, well-trained teaching assistants play a vital part in pupils' learning, especially when working with small groups in literacy. In mathematics, although progress is generally good, there are some missed opportunities to stretch more-able pupils. This occasionally slows the pace of learning.

Provision in the Foundation Stage is satisfactory, with recent initiatives helping it to improve. Children make satisfactory progress in the Nursery and Reception class and standards are similar to those found nationally by the start of Year 1. In these classes, teachers plan interesting activities but do not provide enough opportunities for children to work outside. The school has rightly identified that more needs to be done to improve the quality of assessment in the Foundation Stage. This does not give a clear enough picture of overall attainment by the end of the Reception year, making it difficult to track progress accurately.

Good leadership and management contribute to the success of the school. The commitment of the headteacher and deputy headteacher to ensuring that all pupils fulfil their potential can be seen in all aspects of school life. There are good systems for checking how well pupils are doing and weaknesses are dealt with quickly. The rigorous way that senior managers successfully tackled a slight dip in test results in English demonstrates a good capacity for further improvement. Parents rightly value the school. One parent summed up their views: 'The school is friendly and welcoming. Children learn good values and do well'.

### What the school should do to improve further

- Improve Foundation Stage provision by developing the quality and rigour of assessment and ensuring that there are more opportunities for children to work outside.
- Ensure that there is greater challenge for more-able pupils in mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. In the Foundation Stage, children make satisfactory progress from their starting points. By the end of the Reception year, standards are similar to those found nationally, with children having a good knowledge of letter sounds and well-developed social skills.

From Year 1 onwards the pace of progress quickens and the most recent school and national test results show that pupils make good progress in Years 1 to 6. In 2006, standards were above average by the end of Year 6. Pupils make very good progress in English, benefiting from a highly structured teaching programme and from the many opportunities that they have to write purposefully. In mathematics, progress is good in most lessons, though there is an occasional lack of challenge for more-able pupils. This slows the speed at which skills improve.

Throughout the school, pupils with learning difficulties or disabilities make good progress. They are given effective support in lessons from teachers and skilled teaching assistants.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good personal development is strongly supported by the distinctive Christian character of the school. Pupils achieve well because they enjoy all aspects of school life. Consequently, they are very positive about their work. They try very hard in lessons and their behaviour is excellent. Pupils talk very enthusiastically about school life. As one pupil said, 'School is always fun'. Attendance is satisfactory. Although it is discouraged, there is a relatively high incidence of term-time holidays.

Pupils' spiritual, moral, social and cultural development is good. Pupils quickly learn to care for and respect others and they take responsibility well. There is a very active school council and pupils successfully manage a budget by running a tuck shop. Pupils contribute well to the community by raising money for charities and delivering harvest goods to the elderly. These activities, together with their good basic skills, successfully prepare pupils for the next stage of their education. Pupils know how to stay safe and are developing an understanding of healthy lifestyles, though this is not always reflected in their choice of playtime snacks.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils make good progress because they are taught well. Pupils' understanding is helped by teachers' clear explanations, searching questioning, and the skilled use of modern technology to illustrate and reinforce learning. For example, in an outstanding

lesson in Year 5, good use of an interactive whiteboard significantly enhanced pupils' understanding of probability. In the Foundation Stage, calm and patient support ensures children settle quickly. Free-choice activities are well resourced, though there are some missed opportunities to extend learning when children are working independently.

Throughout the school, teaching is more effective in English than in mathematics. In English a well-structured programme of work allows teachers to focus exactly on what needs to be taught. Effective team work between the class teacher and teaching assistants is a significant strength in supporting learning in English, and group work enables tasks to be well matched to pupils' abilities. In mathematics, teaching is not always as precise and there are occasions when work does not provide enough challenge for more-able pupils.

## **Curriculum and other activities**

### **Grade: 2**

The school provides pupils with a very wide range of experiences both in and out of lessons. Creativity is fostered very imaginatively and pupils produce high quality work in art. Pupils' learning is enriched through 'special days' in subjects such as art and music. Business enterprise days give older pupils very good opportunities to learn about the world of work. A science club run in partnership with a neighbouring secondary school has a good effect on learning by giving pupils opportunities to learn new skills. Pupils like being able to learn Spanish and French in different year groups because 'it helps us when we go to secondary school'. The Foundation Stage curriculum is satisfactory. There is a good balance between teacher-led activities and those chosen by the child but not enough use is made of the outdoor area to support learning.

## **Care, guidance and support**

### **Grade: 2**

All members of staff are deeply committed to the care of their pupils. Their high quality personal support makes this a happy school where pupils are keen to do their best. Pupils know that they can turn to adults if they have problems. Clear guidelines for behaviour and relationships result in both being excellent. There are good links with professionals, such as the school nurse, to safeguard the well-being of pupils.

Academic support is good. There are thorough systems for assessing pupils' progress in English and mathematics. Any pupils who are falling behind are identified and supported quickly. In English, pupils are given targets to help them understand how to improve. Pupils would like to have similar targets in other subjects. In the Foundation Stage, learning is carefully assessed but the systems used are over-complicated. This makes it difficult to check that all children are doing well enough and gives a misleading picture of attainment at the end of the Reception year.

## Leadership and management

### Grade: 2

The headteacher and deputy headteacher work together very well and have established the school at the heart of the local community. They have a good understanding of the school's strengths and weaknesses because their monitoring of provision is good. Under the skilled guidance of the deputy headteacher, the school has gathered a wealth of information about how well pupils are doing from year to year. This is used rigorously to identify any underachievement and to respond to it quickly. The school has rightly identified the need to ensure that there is now more rigour in assessments in the Foundation Stage so that the same thorough procedures can be applied there. Parents are regularly consulted for their views and contribute well to school improvement by raising funds for resources.

Subject leaders play an important part in supporting colleagues and checking standards. The effect of this is most evident in English, where the strong recent push to improve provision has been very well managed and has resulted in improved progress. Developments in mathematics are more recent and have not yet had a sustained impact on learning. Governance is good. Governors are kept very well informed by the headteacher and provide good challenge to senior managers.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We are very pleased that you come to such a good school. We hope that your Christmas performance went well. It sounded super!

What we liked most about your school

- Good teaching helps you to learn new things quickly.
- By the time you leave the school in Year 6 you are doing better than children in most other schools.
- You behave extremely well and are keen to take responsibility. The well-organised school council helps you all to contribute successfully to school life.
- There is a good curriculum that provides lots of exciting things for you to do in and out of lessons. We especially like the wonderful links with the church.
- All adults in school are very kind and caring and they give you good support if you are struggling with your work.
- Your headteacher and teachers lead the school well and are working hard to make it even better.

What we have asked your school to do now

- Make sure that teachers check more carefully how well children in the Nursery and Reception class are doing.
- Try to give children in the Nursery and Reception class more opportunities to work outside.
- Help you do even better in mathematics by making sure that there is always enough challenge for the most able pupils.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all well for the future. We hope you continue to help your teachers by working hard and trying your best.