

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	104223
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	336260
<b>Inspection dates</b>	12–13 May 2010
<b>Reporting inspector</b>	David Carrington

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phillip Rowley
<b>Headteacher</b>	K W Myatt
<b>Date of previous school inspection</b>	11 December 2006
<b>School address</b>	Church Street Walsall WS8 7EG
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons involving the work of 10 teachers. Meetings were held with groups of pupils, staff and governors. The team observed the school's work, and looked at school self-evaluation documents, external monitoring reports and development planning. Inspectors also analysed 116 questionnaires completed by parents and carers as well as those from school staff and the pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the degree to which there has been effective improvement in Nursery and Reception, especially in assessment and the range of experiences given outside
- the impact of work to improve the achievement of middle-ability pupils, especially in writing and mathematics
- the effectiveness of the use of assessment to support learning, the tracking of progress and monitoring of provision in order to further increase achievement
- current trends in attendance.

## Information about the school

Holy Trinity Church of England Primary School is average in size. Nearly all the pupils are from White British backgrounds and all speak English as their first language. A relatively small proportion of pupils have special needs and/or disabilities that centre on behavioural, social and emotional or speech and language difficulties. The school is sited in an area of housing growth and has increased in size over the last few years. Not many pupils are entitled to free school meals.

The school hosts before- and after-school clubs which include provision for children in the Early Years Foundation Stage. Since these are managed privately, they were not inspected by the team. In school, children in the Early Years Foundation Stage attend the Nursery and Reception classes.

The headteacher was away from school for 11 weeks during the middle of the current school year. The deputy headteacher served as acting headteacher during that time.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Holy Trinity CofE Primary is a good school. There is consistently good teaching in all classes, with some outstanding practice. Pupils make good progress and attain above-average standards because expectations are high and the results of assessment are analysed very carefully to identify the next crucial steps in pupils' learning. Leadership and management are in very capable hands. The headteacher leads the school with a passionate belief that the staff have great expertise and that they do their best for the pupils. Staff morale is high in school; there is a 'can-do' ethos and the staff live up to the headteacher's ambitions. The result has been good improvement in recent years and good capacity to take things further in the years to come.

The personal development of pupils is good on all counts. While just under a quarter of the parents and carers voice concerns about behaviour, especially bullying, behaviour is in fact good. The school is a very settled place of learning at all times. The bullying that does take place is dealt with fairly and squarely. When quizzed, the pupils themselves admit that some of the alleged bullying is actually a form of teasing or lower-level argument. At times, a number of disputes between families spill over into school. The good quality spiritual, moral, social and cultural development of the pupils is a key factor in the calm and focused learning that takes place. Pupils enjoy school greatly and attendance is above average.

The curriculum is rich and rewarding. It provides pupils with good opportunities to develop the necessary skills and knowledge for their age. School leaders recognise that the greater fostering of pupils' initiative and responsibility for their own learning is the key improvement area. This is to ensure teaching and the curriculum become outstanding features of provision, as care, guidance and support are already.

There are excellent partnerships between the school and outside agencies, other schools and key individuals locally. These enable the school to provide good opportunities for all pupils to succeed in their learning and to enjoy a range of activities that might otherwise prove difficult to offer. The school has developed an effective partnership with parents and carers that helps pupils settle well in school and work purposefully. These well-formed links contribute to the good-quality provision and outcomes in Nursery and Reception. While pupils have good opportunities to support their school and local community, there are fewer links with different groups of people in other parts of Britain and overseas than school leaders would like.

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

- Strengthen the curriculum further so pupils use their initiative more and show

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- greater responsibility for their own learning
- Improve pupils' active partnerships with groups of people outside the local area, especially overseas.

## Outcomes for individuals and groups of pupils

**2**

The school has a good track record of above-average attainment in both Key Stages 1 and 2. Progress has accelerated well in Nursery and Reception during the last three years, so the children make good progress. In lessons, pupils work with great diligence and enthusiasm and make good strides in their learning. For example, the Year 2 pupils worked briskly and successfully in an observed mathematics lesson to round numbers to the nearest hundred. Pupils had every opportunity to talk to each other about the process, their successes and difficulties. They were clearly developing good reasoning and problem-solving skills in this lesson and their accuracy of calculation was honed very effectively.

Such good progress is mirrored in pupils' books. Between September and May this school year the pupils have worked systematically to improve their skills and knowledge in writing and mathematics. There is a clear difference in attainment levels between the start and end of the period, as shown in a middle ability Year 4 pupil's writing which progressed from a limited skill level to writing accounts using attention-getting vocabulary and more sophisticated punctuation. Higher attainers do well in school and those with special needs and/or disabilities are notably eager to match the successes of the other pupils. The 'chitty' reward system is particularly valuable in encouraging lower attainers to make good progress.

Pupils feel safe in school and they are alert to healthy choices when eating and in the sports, dance and games activities provided. The school's robust procedures to bring full attendance have been successful. Pupils are keen to come to school and attend punctually. Little time is lost in school, which means pupils are able to develop good skills and knowledge for their future education and leisure.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The school's evaluation that teaching is good with some outstanding lessons was borne out during the inspection. In every class observed teaching and learning were at least good. This was confirmed by the sample of pupils' work carried out. A key feature of teaching in school, as shown in lessons and pupils' books, is that a lot is packed into each lesson. In some lessons observed, the pupils completed significantly more work than would be expected. They left such lessons thirsting for more.

Over the last three years the school has developed a reliable and effective system of assessment that gives some responsibility to the pupils themselves to evaluate their own work and identify the next steps in learning. School leaders have identified and are addressing the remaining inconsistency in the provision of such opportunities. It is evident that the pupils have the maturity, sense and behaviour to be given even more chances to share their own ideas about their progress and what works well in learning for them. The outstanding practice seen in a few lessons shows the school has the capacity to develop a first-rate assessment programme.

The curriculum is extended by a rich programme of out-of-school activities and special themes. Year 5 pupils showed great enthusiasm in their music session led by local authority specialist staff. Their breath control and sustained energy allowed them to play brass and woodwind instruments with zest. The school's plan to refine the curriculum so it gives greater responsibility to pupils to direct their own learning is advancing well. The curriculum also fosters pupils' personal, social and emotional education well. The politeness, good conduct and friendliness of pupils is the result of this provision and also the excellence of care, guidance and support which is targeted at each pupil's individual needs. If pupils are troubled, not sure of how to respond to a situation or need reassurance on anything, there is a willing member of staff on hand to give advice and encouragement. The talented teaching assistants are central to such support and the pupils talk fondly of the staff and their care.

*These are the grades for the quality of provision*

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Please turn to the glossary for a description of the grades and inspection terms

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

There is energy and enthusiasm in abundance among the staff to make continual improvements which benefit the pupils. Leadership responsibility is well devolved among the staff, so that when the headteacher was absent recently, the school maintained its effectiveness and improvement continued as planned. The intentions published in the school improvement plan are turned into reality. The good improvement to the progress of middle-ability pupils is a case in point. Priorities are chosen wisely and are based on rigorous self-review. The new system of progress tracking has many merits and senior leaders know how it can be refined to bring about even greater progress among the pupils.

Governors give reliable and effective support to the school and they are not afraid to ask questions to help refine provision for the pupils and to help them understand pupils' achievement. They are keen to find out more about the progress tracking system to enable them to probe even further. School staff value the contributions made to the school's success by governors. Staff and governors agree that the promotion of community cohesion, while effective, could be even more powerful. They are alert to opportunities to extend pupils' understanding of people's lives elsewhere in this country and overseas.

Parents and carers and the pupils themselves recognise that the safety and security of children is a core mission of the school. Procedures for safeguarding pupils are comprehensive and dependable. The school accepts the need to ensure that all policies, publications and necessary data are fully cross-referenced and housed in one location. In practice, there is great vigilance in school and possible risks are identified early and rectified quickly.

Discrimination of any form is not tolerated. Generally, the school is a harmonious community where the Church of England ethos is strong. Although a church school, admissions procedures reflect fairly the diversity of the local community, which adds to the equality of opportunity provided for pupils. The school includes a small number of pupils who have had little success in other schools. They are doing well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children's good progress is due to the improvements made in the last three years to the quality of provision. The outside area is now an inviting, stimulating and well-resourced zone where children very much enjoy playing and learning. Inside, the classrooms are inviting, warm and bright with lively displays of the children's work. It is not easy for the children to move freely between centres of interest and investigation because the building layout constricts access to some areas. However, staff compensate for this difficulty by ensuring children have a good curriculum that includes a well-judged balance between adult-led activities and those chosen by children.

The Early Years Foundation Stage is well led and managed. All statutory requirements are met, including for children's health, hygiene and welfare. The accuracy of assessment has been sharpened and is now fully reliable. This enables staff to match activities to the specific needs of each child, which they do well. By the end of Reception most children achieve their targets in all six areas of learning. They are well equipped for their education in Key Stage 1.

The sheer enjoyment of learning shown by the children was captured in a Nursery physical education session in the hall. The children worked energetically and enthusiastically to develop different ways of travelling across the floor to end up in a line ready to file out. They readily used the ideas gained from the story of animals told to start them thinking. Their imagination was captured well as they leaped, bounded, strode and slid.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A good proportion of parents and carers returned their questionnaires. Chief among their concerns are behaviour, bullying and how the school responds to these matters. Because of the relatively high level of concern, inspectors investigated these matters in more detail. Inspectors are convinced that bullying is no more widespread in this school than it is elsewhere, and that the school takes any example very seriously and deals with it thoroughly. The pupils agree this is the case. However, school leaders agree that they can redouble their efforts to keep parents and carers informed of the success of future work to stamp out bullying fully.

In their other responses to the questionnaire and in their personal comments, parents and carers' opinions are positive. Over 90% view the other areas on the questionnaire as successful in the school. This matches inspectors' judgements on these matters.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 116 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	52	49	42	3	3	3	3
The school keeps my child safe	74	64	35	30	4	3	1	1
The school informs me about my child's progress	59	51	47	41	6	5	1	1
My child is making enough progress at this school	63	54	58	41	3	3	0	0
The teaching is good at this school	63	54	46	40	2	2	0	0
The school helps me to support my child's learning	61	53	48	41	4	3	0	0
The school helps my child to have a healthy lifestyle	60	52	48	41	5	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	42	53	46	5	4	1	1
The school meets my child's particular needs	56	48	49	42	6	5	3	3
The school deals effectively with unacceptable behaviour	37	32	50	43	19	16	8	7
The school takes account of my suggestions and concerns	46	40	49	42	14	12	4	3
The school is led and managed effectively	56	48	49	42	4	3	4	3
Overall, I am happy with my child's experience at this school	63	54	43	37	6	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 May 2010

Dear Pupils

Inspection of Holy Trinity CofE Primary School, Clayhanger WS8 7EG

Thank you for the warm and friendly welcome you gave us during our recent visit. We found many good things at your school. The chief judgement we made is that you go to a good school. We noted many other good things.

- You reach above-average standards because you make good progress in your work.
- You are well behaved, listen carefully to your teachers and work hard in lessons.
- You enjoy learning and have good ideas about ways in which you can improve what you do.
- Children in Nursery and Reception love coming to school and they learn lots of new things every day.
- Your lessons are fun because your teachers make them really interesting and they give all of you work that is challenging enough.
- Your headteacher has created a very strong team of staff and governors who all want you to do well.

If you read our report, which we hope some of you will do, you will find out more about these things. You will also see there are two things that can be improved for you.

- We want your teachers to use your good ideas more in planning your work and in checking how well you are learning.
- We have asked your school to give you more chances to learn about people in other parts of the country and around the world.

We know you are good helpers for your teachers. You can continue this by talking to them about your ideas to make your learning even better. Give them your thoughts about your successes and difficulties in your work too.

We wish you great success in the future.

Yours sincerely

David Carrington

Lead

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