

Holy Trinity Catholic Media Arts College

Oakley Road, Small Heath, Birmingham, B10 0AX

Inspection dates 19–20 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Students do not make the gains that they should in Key Stage 3, because progress in English and mathematics is too slow.
- This year, the number of students achieving five or more GCSE passes at A* to C, including English and mathematics, fell sharply and is now well below the national average.
- The gap in achievement between disadvantaged students and others is variable from year to year and across subjects. Currently, there is no coherent programme of action to address this variability.
- Teachers do not match work well to what students already know and understand. Consequently, students do not make the progress they should.
- Not enough of the most-able students achieve the highest grades because they are not sufficiently challenged and monitoring of their progress is weak.
- Subject leaders do not have an effective understanding of their accountability for students' progress from their starting points in Year 7 through to Year 11.
- Communication between senior leaders and other staff has not been effective. This has led to unrest and continues to have a negative impact on the school's ability to make improvements.
- Senior leaders do not have an accurate view of the quality of teaching. Consequently, weak teaching over time has not been identified and addressed.
- Senior leaders have not evaluated accurately the school's work. Over optimistic views of students' achievement have led to an acceptance of low standards.
- Roles and responsibilities within the leadership team are not consistently well matched to the strengths and abilities of leaders.
- Governors do not understand information about students' achievement well enough. They are too dependent on what they are told by senior leaders. As a result, governors are not holding leaders to account effectively enough to drive improvement.
- The records maintained by leaders of appointments to the school are not detailed enough and so do not make clear whether safer recruitment procedures have been followed.

The school has the following strengths

- The behaviour of students is good. They are proud of their school and say that teachers and other staff look after them well.
- Provision for disabled students and those who have special educational needs is effective, and progress for these students is improving.

Information about this inspection

- This inspection was carried out under section 8 of the Education Act (2005) and was deemed as a section 5 inspection under the same Act because of concerns about the school's overall effectiveness.
- Inspectors observed 20 lessons of which six were joint observations with school leaders. A number of shorter visits were also made to lessons.
- Meetings were held with senior leaders, subject and other leaders, subject teachers, the Chair of the Governing Body, groups of students, and with the local authority representative.
- A range of school documentation was scrutinised, including self-evaluation information; assessment and student progress records; school improvement documents; policy documents, including those for safeguarding; and case studies for vulnerable students.
- Inspectors evaluated work from students in Year 7 to Year 10 in English and mathematics and sampled work from other subjects.
- Inspectors took account of the 15 responses on the Parent View online questionnaire, and the views of the 62 members of staff who responded to the staff questionnaire.

Inspection team

Mel Ford, Lead inspector

Her Majesty's Inspector

Jane Millward

Her Majesty's Inspector

Russell Ayling

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Holy Trinity Catholic Media Arts College is a smaller than the average-sized secondary school.
- Nearly all students are from ethnic minority groups. The largest group, at around a third of the students, is of Pakistani heritage. At around half the students, the proportion who speak English as an additional language is high.
- The proportion of disabled students and those who have special educational needs is more than 20%, which is well above average.
- At more than 60%, the proportion of disadvantaged students is well above the national average.
- Some Key Stage 4 students attend alternative provision on a full-time basis. One student attends Blue River Academy in Small Heath, one student attends Bournville College in Birmingham, four students attend South Birmingham City College and two students attend Archway Academy in Birmingham.
- The school meets the government's current floor standards, which set the minimum expectation for students' attainment and progress.
- The headteacher was appointed in September 2014. There have been a number of other changes in staffing following a restructure during the past academic year.

What does the school need to do to improve further?

- Improve the quality of teaching in order to accelerate students' progress, by:
 - ensuring leaders accurately evaluate the quality of teaching informed by the rates of students' progress
 - making more effective use of accurate and well-timed assessment to inform teachers' expectations of what students can achieve so that aspirational targets are set
 - ensuring that teachers plan and set work that is always well matched to what students already know and understand
 - sharing good practice in questioning more effectively so that all teachers challenge students to develop their ideas and responses more carefully
 - improving the application of the school's marking policy so that students always know what they have done well and what they need to do next to improve further.
- Improve achievement significantly, especially at Key Stage 3 in English and mathematics, so that all students and groups of students make at least the progress they should, by ensuring that:
 - progress is monitored carefully from Year 7 onwards so that underperformance is identified rapidly and actions are well targeted to address gaps in students' knowledge and understanding
 - the most-able students are provided with appropriate opportunities to reach their full potential and that their progress is monitored regularly, so that more of these students achieve the highest grades.
- Take rapid action to improve the impact of leadership and management by ensuring that:
 - communication in the school is improved as a matter of urgency so that staff at all levels are able to confidently play their part in securing the required improvements
 - roles and responsibilities are well matched to the strengths and abilities of senior leaders
 - effective systems are in place to enable accurate monitoring of progress for all students and groups of students, including the most able, and that actions taken are accurately evaluated and reviewed on a regular basis
 - the way in which the pupil premium funding is used is evaluated so that it has a greater and more

- sustained impact on closing the gaps between these students and others in the school
- subject leaders are supported to understand and carry out their responsibility to monitor the progress of all students and groups of students from Year 7 onwards and to take appropriate steps where underperformance is identified
- the governing body improves their understanding of information about students' achievement so that they are more rigorous in holding school leaders to account for the quality of teaching and achievement.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- The current headteacher, who was previously the deputy headteacher in the school, took up post in September 2014. He continued a staffing restructure that began last academic year. However, management of the process and its aftermath have been weak. Consequently, a significant proportion of staff feel undervalued and disenfranchised. The resulting mistrust of senior leaders amongst this group is proving to be a serious barrier to the school's ability to drive and secure the required improvement.
- Leaders' evaluation of the school's performance is not effective. They do not have an accurate view of the quality of teaching and have been too content to accept low rates of progress in relation to students' prior attainment. Consequently, too many students do not make the gains that they should over their years in the school.
- Roles and responsibilities within the senior leadership team are not allocated carefully enough to match the strengths and abilities of leaders and therefore to best meet the needs of the school. Some have very limited experience of leading others and lack the expertise to make accurate judgements about the quality of provision. This has contributed to the school's inaccurate self-evaluation.
- Until very recently, leaders have not linked the quality of teaching to how well students achieve. As a result, not enough has been done to eradicate weaknesses in teaching. Too much attention has been paid to final outcomes at the end of Year 11 and not enough to ensuring high-quality teaching in Key Stage 3 that addresses gaps in students' knowledge and understanding at an early stage of their secondary education.
- The school should not appoint newly qualified teachers.
- The school's systems to monitor the progress of students are not effective enough to rapidly identify underperformance. Further, leaders do not routinely ensure that appropriate actions are taken and that these are accurately reviewed and evaluated for their impact.
- Leaders have not used the pupil premium funding well enough to ensure that disadvantaged students make the progress they should in all subjects. There is too much variation from students' different starting points and from one academic year to the next. The blanket approach to the use of this funding means that leaders are not able to identify which interventions have had an impact and which have not.
- Subject leaders in English and mathematics have not been sufficiently held to account for the progress of all students; nor have they been provided with systems and processes to support accountability. For instance, subject leaders have not been required to routinely analyse students' progress at Key Stage 3 or to report outcomes to senior staff. Consequently, they do not have a strategic view of achievement in their subjects across this key stage.
- The school's processes and procedures and their work with other agencies to keep vulnerable students safe are very strong. However, some aspects of the arrangements for safeguarding are weak. For instance, records of recruitment activities are not rigorous enough and, in some cases, appointments made to senior leadership roles are questionable because they do not take account of the advice gained through recruitment processes. This has further contributed to the unrest amongst staff.
- Inadequate achievement overall and variability between different groups of students in the school mean that equality of opportunity is not provided. Nevertheless, students say that any discrimination is dealt with quickly and effectively by all staff, and that bullying is rare because it is not tolerated by any member of staff.
- The curriculum (the subjects taught) is not meeting the needs of all students. There are not enough vocational courses for those students who would benefit. As a consequence, students who find it difficult to manage a mainly academic route access different types of qualifications by attending full-time alternative provision. Although leaders are in the process of reviewing the curriculum, this is mainly at Key Stage 3.

- Students' social, moral, spiritual and cultural understanding is developed well overall through religious education, assemblies, tutor time and personal, social and health education. The school has invited a range of visitors to speak to students, including representatives from the police, the fire service and the wider community. There has been an assembly for Key Stage 4 students to address the risks of extremism and more work of this nature is planned, including a visiting drama group in January.
- This year, the school has reviewed the programme of training for teachers to ensure that it is aligned with whole-school priorities as well as individual needs. There are some very early indicators that this is beginning to have some impact on improving specific areas of teaching. For instance, the very recent training to improve the consistency and quality of marking was well received by teachers and some are beginning to apply what they have learned.
- The school keeps parents informed of their children's progress. The few parents who responded to Parent View were mostly positive about the school's work.
- The local authority has recently provided support for the school during the restructure of staffing. However, this has not enabled leaders to manage this process effectively. Local authority officers report that leaders have not welcomed support for school improvement. As a result, the local authority has not been effective in challenging underperformance.
- **The governance of the school:**
 - Governors are not holding school leaders sufficiently to account for low standards or for the quality of teaching. They are too willing to accept leaders' interpretation of achievement information and do not compare this with that of other schools nationally.
 - Governors have a broad overview of how the pupil premium funding is spent. However, they do not have a good understanding of its impact on improving progress for disadvantaged students.
 - Although governors ensure that safeguarding requirements are met, they have not ensured that documentation for recruitment is rigorous or that appointments made are always appropriate to the level of responsibility required. They are kept informed about the performance management of staff, but, as they have relied on school leaders' inaccurate view of the quality of teaching, they have not provided the necessary challenge. For instance, this year nearly all staff have moved up the pay scale despite achievement in 2014 that is significantly below national averages and expectations.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students is good. In the vast majority of lessons, students demonstrate good attitudes to learning. They are well prepared for lessons and take pride in their work. These positive attitudes are enhanced by the strong Catholic ethos of the school.
- Behaviour around the school, during breaks and lunchtimes is good. Students show respect for staff and for one another. Diversity is celebrated in the school and students show tolerance and understanding of different faiths, cultures and beliefs. They are clear that any bullying on the grounds of difference is unacceptable. They say that bullying is rare in the school and, when it does happen, they know where to go and are confident that staff will deal with it quickly and effectively.
- The behaviour and rewards system is effective. Students understand the consequences of any poor behaviour and feel that these are fair. They say that teachers and leaders are very consistent in applying both sanctions and rewards, and inspectors observed this in practice.
- The school addresses any incidents of poor behaviour quickly and effectively, working well with families and other agencies when required. However, leaders do not use information about behaviour to identify any patterns which may occur. This means that they do not plan actions to address these over time.

- On the very few occasions when inspectors observed low-level disruption, it was the result of work set that was too easy, leaving students with too much time on their hands.

Safety

- The school's work to keep students safe and secure requires improvement. This is because the school's recordkeeping in relation to appointments does not show clearly enough that safer recruitment procedures have been followed.
- The school ensures that students are taught about all forms of bullying, including homophobic bullying and cyber-bullying. Consequently, students know how to keep themselves safe.
- Students respond well to the support, as well as sanctions, taken by the school for poor behaviour. The recently opened Study Centre provides additional resources, including trained staff, to work with those students who struggle with their behaviour in school. The impact of this is seen in the reduction of exclusions this year.
- The school monitors effectively the attendance and behaviour of those students in alternative provision. Staff ensure that these students are safe and that their well-being is supported.
- Attendance is above the national average and improving.

The quality of teaching

is inadequate

- Too much teaching over time, in too many subjects, has failed to secure adequate progress for all students. This is particularly the case in Key Stage 3. For instance, in English this year, the school's own monitoring information shows that only just over half of Year 9 students are on track to make the progress they should from Key Stage 2 and, in mathematics, 41% of students in Year 8 had made either no progress or had regressed.
- Teachers do not routinely use assessment information to inform their planning. This is exacerbated when teachers do not monitor students' progress often enough. It leads to low expectations. Inspectors spoke to students who explained that they had already met their targets, yet new targets had not been set. In one instance, a student spoke of his dismay that his target grade remained at a D for GCSE when he was very keen to achieve a C grade and felt he was working hard to do so.
- In too many lessons observed, inspectors noted that the same work was given to all students regardless of their levels of ability. Some students found the work too easy and some found it too hard, resulting in poor progress overall as was evident in students' workbooks.
- Too frequently, teachers only ask questions of those students who put their hands up and then do not follow through when responses are superficial. Consequently, students are not challenged to answer in more detail. Whilst inspectors noted some good use of questioning, this is not routinely the case and good practice in this area is not shared effectively.
- The school's recently introduced marking policy is not being consistently applied. Where the policy was used well, for instance, in a number of English lessons observed, students were provided with clear advice for improvement that was related to the skills required. In these books students responded appropriately. In other subjects, this was often not the case and, in some instances, books had not been marked for over a month.
- Where teaching is good, students are challenged to achieve more than they thought they could. For example, in a highly effective physical education lesson, students were striving to outdo each other in developing their skills on the trampoline and then providing their partners with focused and specific advice about how they could improve.
- Although evidence was seen of teaching assistants working effectively with students, their support is not

always planned for well enough. For instance, in a history lesson, despite the presence of several support staff, the very small number of students failed to complete more than two sentences of a simple written exercise that lacked any real challenge.

The achievement of pupils is inadequate

- The proportion of students gaining five or more GCSE passes at grade C or above, including English and mathematics, has been consistently below average since 2011. This year it dropped sharply by 10 percentage points to 45% against a national decrease of 5 percentage points. This represents inadequate achievement from students among all ethnic groups, including the many students who speak English as an additional language.
- Progress and attainment in mathematics has been well below average since 2011. In 2014, attainment in this subject is now closer to the national average, although progress overall remains well below. In 2014, progress in English also fell significantly against a national picture of improvement in this subject.
- Students make slow progress at Key Stage 3. Assessment and monitoring, particularly at Key Stage 3, is weak. Information is not used effectively to identify where extra support is needed because too much emphasis is put on progress by the end of a key stage. This means that not enough is done to accelerate progress in Years 7 and 8 and 10.
- The most-able students do not do as well as they should, particularly in mathematics, where progress is well below the national average. This has been the case for the last three years. Leaders do not monitor the progress of this group and so have not identified appropriate actions or interventions to improve outcomes for these students.
- Attainment is variable across subjects. Although subject leaders are expected to analyse examination results each year, they are not required to consider Key Stage 3 information to support their analysis of where students have failed to succeed. This means that action plans have not had enough impact on improving achievement over time.
- The progress of disadvantaged students, particularly those of middle ability, is variable in comparison to other students in the school. For instance, in English, the gap closed for those achieving expected progress but remained too wide for more than expected progress. In mathematics, the reverse was the case. In 2013, in English, disadvantaged students attained, on average, a third of a grade below their classmates and below students nationally. In mathematics, they were half a grade behind their classmates, and more than a grade behind students nationally.
- Students who attend full-time alternative provision usually complete their course successfully. However, although the school tracks their attendance, welfare and attitudes to learning well, progress from their starting points is not monitored. Consequently, the school cannot measure the progress these students have made over Key Stage 4.
- Inspectors noted that, in some subjects, for instance, in graphics and physical education, teachers supported students well in developing their reading, writing and communication skills. However, this is not consistent across the school.
- Disabled students and those who have special educational needs make progress in line with national expectations. Although outcomes vary from year to year depending on the nature of learning difficulties within a year group, overall there is an improving trend. This is because their needs are identified accurately and targeted support is carefully monitored by the special needs coordinator.
- The Year 7 'catch up' funding, which is government funding to improve literacy and numeracy skills, has been targeted effectively to improve the reading skills of those students who are below nationally expected levels when they start at the school.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103538
Local authority	Birmingham
Inspection number	452224

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	587
Appropriate authority	The governing body
Chair	Margaret Holland
Headteacher	Aidan Bannon
Date of previous school inspection	31 January 2013
Telephone number	0121 7720184
Fax number	0121 7729788
Email address	enquiry@holytyrc.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

