

Holy Trinity CE Primary Academy (Handsworth)

Havelock Road, Handsworth, Birmingham B20 3LP

Inspection dates

12–13 October 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not ensured that pupils have made consistently good progress since the school opened as an academy.
- Pupils have weaknesses in their reading, writing and mathematical skills.
- Most leaders who oversee different subjects or key stages are new to post so have had limited impact, to date, on improving teaching and learning.
- The school development plan does not focus on areas of priority sufficiently well. Checks are not carried out early enough to determine the impact of actions taken on pupils' learning.
- Targets set for teachers are not aspirational enough and do not challenge teachers sufficiently.
- Governors do not check that the school complies with government guidance on what information should be published for parents.
- Teachers do not pick up and address pupil errors and misconceptions quickly enough. On occasion, the work set for the most able pupils, including in the early years, is too easy.
- Pupils' attitudes to learning are inconsistent and not all pupils take enough pride in their work. Some pupils do not behave well enough in lessons and around school.
- Pupils' knowledge of British values is at an early stage of development.
- Leaders' assessments of starting points for children in the early years are sometimes too low. This affects leaders' ability to accurately measure the progress that children make.
- Funding for disadvantaged children in the early years is not used well enough to ensure that these children attain as well as other children nationally.

The school has the following strengths

- Phonics is taught well. Standards in Year 1 are now in line with the national average.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development.
- Safeguarding arrangements are effective.
- Pupils' personal development and well-being are good. Pupils know how to stay healthy and feel safe at school.
- Pupils from many different backgrounds work and play together well.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - providing training and development for middle leaders so that they carry out their roles effectively and contribute towards improving teaching and learning
 - making sure the school development plan focuses more closely on the key priorities and is checked periodically against measurable success criteria
 - setting aspirational performance targets for staff to ensure that pupils make accelerated progress
 - ensuring governors check that the school complies with DfE guidance on what information academies should publish for parents
 - further developing pupils' knowledge and understanding of British values.
- Improve the quality of teaching, learning and assessment across the school in order to accelerate progress by ensuring that teachers:
 - pick up and address errors or misconceptions as they occur
 - provide appropriately challenging work for pupils, especially the most able
 - raise their expectations of pupils' behaviour and how pupils present their work
 - check that reading books are matched closely to pupils' different abilities and that they read a range of books regularly
 - provide opportunities for pupils to increase their stamina in writing at length and apply their grammar, punctuation and spelling skills accurately
 - extend pupils' problem-solving and reasoning skills in mathematics.
- Improve the leadership and provision within the early years by ensuring that:
 - assessments of children on entry are accurate and supported with a range of evidence
 - greater levels of challenge are provided for the most able children
 - the early years pupil premium funding enables the differences between disadvantaged children and other children nationally to diminish.

An external review of pupil premium funding should be undertaken in order to assess how this aspect of leadership may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the school opened as an academy, there has been considerable instability in teaching. The headteacher has begun to address this and staffing has now been stabilised. Nevertheless, weaknesses in teaching have not been sufficiently reduced to enable pupils to make consistently good progress.
- The headteacher has increased and added to the capacity of leadership within the school. A teaching and learning coach has been appointed to help raise the quality of teaching, and staff members oversee different subjects or key stages. However, further work is required to improve the quality of teaching across the school.
- Some of the leaders that have been appointed are new to post and have not received sufficient training to carry out their roles effectively. For example, these leaders observe lessons and check pupils' books, but do not focus sufficiently on the impact that teaching has on pupils' learning.
- Leaders' evaluation of how well the school is doing is too generous. It does not accurately pinpoint where weaknesses lie. As a result, the school development plan does not always focus carefully enough on the most pressing priorities. Success criteria generated for actions are not evaluated until the end of the academic year. This limits the ability of leaders, including governors, to assess the effectiveness of actions taken, or adapt the plan if the tasks identified are failing to improve teaching and learning.
- The headteacher has established an effective appraisal system for all staff, including support staff. Annual targets are set which focus on staff areas of responsibility and raising the achievement of pupils in their respective classes. However, targets set are not always aspirational enough and do not challenge teachers sufficiently. For example, records checked show that some targets set, in relation to pupil progress, were exceeded by a considerable margin.
- Pupils have a growing awareness about British values but this is not secure. Most pupils demonstrate respect for others and have a good understanding about different cultures and people with different religious beliefs. This aspect helps prepare pupils for life in modern Britain. However, their understanding of the rule of law, democracy and individual liberty is underdeveloped.
- The school's curriculum is broad, with particular strengths in music. Interesting topics and activities help in pupils' spiritual, moral, social and cultural development. For example, pupils learning about China visited a Chinese restaurant to experience Chinese food. Extra-curricular activities are also popular, for example football and netball, and some pupils learn to play a musical instrument. These experiences help to develop pupils' physical and musical talents.
- Leaders use the pupil premium effectively in key stages 1 and 2 to support pupils who are disadvantaged. Focused teaching is provided through a range of intervention programmes and the family support worker is on hand to help families and pupils with specific problems. Subsidised trips ensure that disadvantaged pupils do not miss out on the exciting opportunities offered. This demonstrates leaders' commitment to equality of opportunity and ensures that these pupils achieve at least as well as others in the school. However, leaders' use of the early years pupil premium is less effective. In

2015, fewer disadvantaged children in the early years reached a good level of development compared to other children nationally.

- The sport premium grant is used well by leaders to strengthen teachers' ability to teach physical education. It funds a sports coach to lead weekly sessions for pupils, which teachers observe. This has increased teachers' confidence in leading sports lessons. Additional equipment has also been purchased, together with fitness training for pupils. Pupils enjoy sport and understand how it contributes to their well-being.
- The majority of parents have positive views of the school. Parent comments included: 'My child is very happy at this school. He wouldn't want to go anywhere else.' However, a very small number were concerned that bad behaviour in class occasionally disrupts learning and that communication between home and school could be improved.
- Leaders work in collaboration with other schools in the area in order to check that teacher assessments are accurate. The local authority also checked the end of early years' assessments in 2016 and Year 6 writing. These were, overall, found to be accurate. A review of the school was commissioned by leaders in September 2015. The recommendations made were appropriate but the school's own evaluation was not challenged robustly enough.

Governance of the school

- The governance of the school is ineffective. Governors have not held leaders to account sufficiently over time to ensure that outcomes for pupils have remained good. At the time of the inspection, some statutory documents were missing or not up to date on the school's website. Most of these documents were provided during the inspection; however, a small number do not meet requirements. For example, an accessibility plan has not yet been written due to governors receiving inaccurate advice. Also, the pupil premium strategy, although available, does not meet the most recent government requirements.
- Governors receive regular updates about pupils' progress and achievement from the headteacher. However, sometimes the information presented to them is too general and gives an overly positive picture of achievement. Governors are aware that progress in key stage 2 is an area for development but have not detected weaknesses in the early years and key stage 1.
- Governors ask lots of probing questions in meetings and suitably challenge senior leaders about finance, curriculum issues and health and safety. Sub-committees review policies systematically and governors ensure that they keep their training up to date in order to fulfil their statutory duties.
- Each governor is linked to a class. They visit school regularly to talk to pupils and observe lessons in order to gain a greater understanding of how well pupils are doing.
- Governors have a strong commitment to ensuring that all pupils are treated equally. For example, governors had a presentation about sexual orientation and gender identity of pupils following a member of staff's attendance at a conference.
- Governors ensure that pupils and staff are safe, that finances are used appropriately and that the headteacher's performance is reviewed annually. They are aware of how the pupil premium and sports funding are spent and the impact these are having on pupils' achievement.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher has developed a cohesive culture for keeping children safe. All staff receive training to ensure they know precisely what action to take if they have concerns about pupils. Appropriate checks are carried out for adults who work in school. The headteacher makes appropriate and timely referrals to the local authority where necessary. Safeguarding records are well kept and stored securely.

Quality of teaching, learning and assessment

Requires improvement

- Teaching requires improvement because teachers have not ensured that pupils make consistently good progress.
- Teachers do not pick up and address errors or misconceptions quickly enough. As a result, pupils carry mistakes and misunderstandings forward. Teachers' expectations, on occasion, are too low and work set is not challenging enough, especially for the most able pupils. For example, Year 6 pupils were required to copy out given sentences and add basic punctuation such as full stops, question marks or exclamation marks in the right place. Pupils were capable of adding higher-order punctuation, for example dashes or colons, but these were not included. This, therefore, limited pupils' progress and their ability to exceed age-related levels.
- Phonics is taught well in the early years and key stage 1. Pupils acquire early phonics skills and apply them well to their early reading. However, once these skills are established, teachers do not check that pupils read regularly or from a wide range of books, including pupils in key stage 2. On occasion, pupils' reading books are not matched to pupils' abilities; some are too hard and others too easy.
- Pupils' grammar, spelling and punctuation skills are not well enough developed in most year groups. Pupils complete grammar, spelling and punctuation exercises or tests to check their levels of understanding. However, teachers do not provide enough opportunities for pupils to apply these skills in their independent writing. Also, pupils have limited opportunities to write at length and build up their stamina in writing longer pieces.
- Pupils are not given enough opportunities to use problem-solving or reasoning skills in mathematics. This restricts their ability to apply and further develop their mathematical knowledge. As a result, too few pupils make good progress in mathematics and too few exceed age-related expectations.
- Most teachers mark pupils' work in accordance with the school's policy. For example, teachers regularly provide pupils with 'next steps' to help them improve their work. Pupils are also beginning to assess their own learning and write comments to demonstrate how confident they feel following an activity. On occasion, teachers' comments are overly positive and do not accurately reflect how well a pupil has done, or they too readily accept untidy work.
- Some teachers make good use of resources to support pupils' writing, for example 'word mats' with key vocabulary. Pupils draft their ideas on mini whiteboards and discuss their ideas with partners in order to help rehearse what they are going to write. Drama opportunities are also used to improve pupils' oral skills as well as their written

skills. For example, Year 1 pupils retold the story of the 'Three Billy Goats Gruff' with masks before writing sentences in their books.

- Teachers' explanations of what pupils are going to learn at the start of the lesson are clear, and as a result pupils know what they are expected to do. Clear criteria are also shared and checked both during and at the end of lessons so that pupils know if they have been successful in their work. Teachers use subject vocabulary well in English and mathematics lessons.
- Intervention programmes, additional one-to-one support or small-group support is in place for pupils who have special educational needs and/or disabilities. The new inclusion manager has carried out an audit of provision and has already identified ways in which to improve this support for pupils. These include target plans for individual pupils and training for teachers to help accelerate the progress of pupils with additional needs.
- Disadvantaged pupils also receive additional support in order to help them achieve as well as their peers. Pupils' personal and social development are monitored closely by senior leaders and additional opportunities provided to inspire and motivate pupils, for example through the 'grow to learn' project, working in the school's allotment.
- Teaching assistants work closely with teachers and provide helpful support to individuals or small groups. This helps these pupils to achieve at least as well as their peers.

Personal development, behaviour and welfare Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a good understanding about keeping themselves healthy. They know that regular exercise and a good diet are crucial elements of staying healthy. Pupils enjoy the physical activities available at playtimes and make good use of the climbing frame, cricket nets and football goals. This aids their physical development.
- Pupils are well cared for by staff and enjoy school. Good supervision is in place at playtimes and lunchtimes. Training has been provided for midday supervisors to lead lunchtime games and carry out first aid if needed. Relationships between all adults and pupils are good.
- Pupils are confident and independent. They happily take on additional responsibilities in school. For example, older pupils take their responsibilities as peer mediators seriously when sorting out pupil disputes. They also enjoy being members of the 'playtime crew' and looking after younger pupils at breaktimes.
- Pupils have a good awareness of different types of bullying. Pupils say that bullying happens occasionally, such as being pushed over or being called names. However, they are confident that if issues are reported to staff or peer mediators, they are dealt with effectively.
- Pupils report that they feel safe in school. They are taught to keep themselves safe in personal, social, health and economic education (PSHE) lessons. Staff provide regular reminders about road safety when pupils are out of school, for example when walking to church. Pupils visit the 'life caravan' to learn about the dangers of drugs. Pupils are

confident to report incidents to adults or confide in them if they have any worries.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils do not consistently demonstrate good attitudes to learning and some do not behave as well as they should in lessons and around school. Where teaching does not interest or motivate them, pupils drift off task, leave their seats and do not complete much work. On occasion, pupils call out in lessons or talk over the teacher. Some key stage 1 pupils run in the corridor at lunchtimes and this sometimes leads to accidents.
- Although pupils are proud of their school, some do not take enough pride in their work. Work is crossed out and handwriting is not always as neat as it could be.
- Most pupils understand and follow the school rules. These are displayed prominently around school and pupils enjoy receiving the smiley tokens awarded for good behaviour and being placed on the 'happy board'. Some teachers use effective behaviour management techniques, for example using a tambourine to indicate to pupils that they must stop and listen. School records show that the number of recorded incidents is decreasing. If a pupil breaks the school rules three times in one day, parents are always notified and sanctions are applied. Leaders take swift action to follow up serious incidents.
- In terms of their conduct, most pupils are polite, friendly and respectful. Pupils of all ages and backgrounds play and mix well together at break and lunchtime.
- Attendance over time is broadly average. Leaders keep a close check on pupils who are absent and involve the education welfare officer when pupils are persistently absent. School records show that some attendance issues are associated with pupils' adherence to religious customs or medical reasons.

Outcomes for pupils

Require improvement

- Progress for pupils at the end of key stage 2 in 2015 and 2016 was below the national average. Progress rates for current pupils and most groups in the school remain variable. Pupils in Years 1 to 4 made expected progress last year but progress in Years 5 and 6 was good.
- The school's own assessment information and evidence from pupils' workbooks, including those from last year, show that current pupils make expected, rather than good, progress in English, mathematics and other subjects, including science. This is particularly the case in Years 1 to 4. Progress in Years 5 and 6 is more rapid, but not enough to allow pupils to match or exceed the national average by the time they leave the school.
- The most able pupils, including those that are disadvantaged, do not consistently make good progress. Sometimes, work set is not challenging enough and this results in pupils not reaching the standards of which they are capable. Too few pupils exceed the standards expected at the end of Year 2 or Year 6. Similarly, the most able pupils in early years do not make the progress that they should.
- The disadvantaged pupils in the school make similar progress to their peers due to the support they receive through the pupil premium funding. Attainment data for 2015 shows that differences between disadvantaged pupils and others nationally are

diminishing in key stage 1 and key stage 2. However, their progress was below that of other pupils nationally at the end of key stage 2 in reading, writing and mathematics.

- Pupils who have special educational needs and/or disabilities also make similar progress to their peers due to the support they receive. Published data for 2015 shows that the progress of Year 6 pupils who left the school was similar to that of pupils nationally in reading and writing, but lower in mathematics.
- Pakistani and Black Caribbean pupils, and pupils who speak English as an additional language, all make expected rather than good progress. The school's own information and work in books show that the progress of these pupils is in line with others in the school. In 2015, Black Caribbean pupils' progress was close to the national average in reading, writing and mathematics, whereas the progress of Pakistani pupils and those who speak English as an additional language was below the national average.
- Outcomes in the Year 1 phonics check in 2015 and 2016 were broadly in line with the national average. Standards are improving at the same rate as the national picture.

Early years provision

Requires improvement

- Early years provision and leadership require improvement because leaders are over-cautious in assessing children's starting points. Often, teachers' assessments are too low and not enough account is taken of direct observation of children's skills and abilities or information provided by any pre-school providers. As a result, it is difficult for leaders to accurately measure the progress that children make.
- Some children, especially the most able, do not build sufficiently on their entry skills. In 2016, no children exceeded the expected level in 16 of the 17 areas of learning. The proportion reaching a good level of development was below the national average. Boys also achieved less well than girls in most areas, and children with special educational needs achieved less well than other children in their class.
- Leaders do not use the early years pupil premium funding well enough. In 2015, fewer disadvantaged children reached a good level of development compared to their classmates and other children nationally. Their attainment was much lower in reading, writing and mathematics. As a result, they were not as well prepared for Year 1 as they should have been. Provisional results for 2016 show that similar differences existed. Additional provision for current Reception children had not started by the time of the inspection, despite children having been in school for approximately five weeks.
- Inspection observation of children in the early years and checking of learning journals shows that the majority of children join the school with skills and knowledge which are below those typical for their age, especially in communication and language, literacy, mathematics and understanding the world. Areas of strength include their physical, personal, social and emotional development and their expressive art and design skills.
- Good use is made of both the indoor and outdoor learning environment. Exciting activities, such as making 'rainbow toast', help teach children their colours. Children have good gross motor skills and enjoy riding bicycles, balancing and climbing on outdoor equipment. Children demonstrate good levels of engagement and show good levels of resilience and concentration when undertaking tricky tasks, for example putting together a giant number puzzle.

- Children quickly learn the routines set. They respond to adult instructions and show high levels of enjoyment when singing and playing musical instruments. Adults promote children's independence well and question them effectively in order to check their levels of understanding and develop their spoken language.
- Effective induction arrangements are in place and these ensure that children settle quickly at school. Staff carry out home visits early in the term, before children join, so that they get to know the parents and children and pick up important information. Children integrate well with each other. This helps develop their personal, social and emotional skills. All adults ensure that children are kept safe in school.

School details

Unique reference number	140463
Local authority	Birmingham
Inspection number	10019481

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	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	David Willey
Headteacher	Paula Burns
Telephone number	0121 464 9900
Website	www.htcepa.bham.sch.uk
Email address	enquiry@htcepa.bham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to academy status in December 2013. The predecessor school, known as Holy Trinity CE Primary School, was judged to be good in September 2011. The headteacher was appointed in September 2015.
- This is an average-sized primary school.
- Almost all pupils are from minority ethnic backgrounds. The largest groups are from Black Caribbean and Pakistani heritage.
- The proportion of pupils who speak English as an additional language is above the national average, but the vast majority speak English.
- The proportion of pupils supported by the pupil premium is above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils supported with a statement of special educational needs is above average. The proportion of pupils with an education, health

and care plan is average.

- Children in the early years attend Nursery class on a part-time basis, mornings only, and those in the Reception class attend full time.
- The school does not comply with DfE guidance on what academies should publish about accessibility plans and the pupil premium strategy.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- The inspectors observed teaching and learning in all classes. They saw 17 parts of lessons, six of which were jointly observed with the headteacher.
- The inspectors met with pupils and heard a selection of pupils read. They looked at examples of pupils' work in their books and spoke to pupils about their learning. There were four responses to the online pupil questionnaire.
- The inspectors held several meetings with the headteacher and deputy headteacher. Middle leaders with responsibility for English, early years and key stage 1 and special educational needs were also interviewed. There were 18 responses to the online staff questionnaire and their views were taken into account.
- The inspection team met with the chair and the vice-chair of the governing body. A report about the school's performance, commissioned by school leaders, was also reviewed.
- There were too few responses on Parent View to generate a table of results. However, nine parent texts were considered and discussions held with parents following a school assembly and as they collected their children from school.
- Various school documents were scrutinised, including the school's self-evaluation, development plans and information about managing teachers' performance. Minutes of meetings of the governing body and information about pupils' progress, behaviour, attendance and safety were also analysed.

Inspection team

Heather Simpson, lead inspector	Her Majesty's Inspector
Lynda Townsend	Ofsted Inspector
Julie Griffiths	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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