

# Inspection of Holy Trinity Catholic Primary School

Fraser Street, Bilston, West Midlands WV14 7PD

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Inspection dates:	26 and 27 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2014.

## **What is it like to attend this school?**

Pupils are proud to belong to this welcoming school. They enjoy learning because teachers make activities interesting and fun. Pupils are keen to make their teachers proud. They work hard and meet the school's high expectations and ambitions. Pupils are confident that adults will help them if they are upset or have any worries. They see the school as a place where they are happy and can express themselves confidently.

Pupils behave exceptionally well. They are polite and respectful, using their manners. They understand the expectations for their behaviour. Playtimes are full of fun because pupils get along.

Pupils relish taking on leadership responsibilities, such as school council members, playleaders and prefects. All the oldest pupils are allocated a role that contributes to the life of the school. Pupils say this helps them to develop responsibility and confidence. They learn what it means to be a positive and active citizen.

Pupils' school experience is enriched with a range of clubs, trips and visitors. Pupils take part in clubs including nature detectives, book club and board games to develop their interests. Pupils visit London and take part in bhangra dancing and African drumming to extend their experiences of other places and cultures.

## **What does the school do well and what does it need to do better?**

The school has thoughtfully developed the curriculum so that it is broad and ambitious. It is organised so knowledge builds from the early years to Year 6. Pupils achieve well and can recall their earlier learning. The school is effective in identifying and supporting pupils with special educational needs and/or disabilities (SEND). When needed, staff adapt work so pupils with SEND learn the full curriculum. They are fully integrated into the life of the school.

Teachers have good subject knowledge. They create engaging activities for pupils. For example, Year 1 pupils make moving story books for their friends in the Reception Year and older pupils use pneumatics to make model monsters that move. In most subjects, staff check what pupils know and understand. This enables staff to design learning activities to fully meet pupils' needs. However, in some wider curriculum subjects, the school is not checking what pupils know and can do as effectively as it could. This means that learning activities are not always as well matched as they could be to pupils' needs or gaps in their learning.

Staff are experts at teaching early reading. They make sure that books are carefully matched to the sounds that pupils are learning. This means that pupils read with developing fluency and confidence. Adults provide regular opportunities for pupils to practise letters and sounds. If pupils fall behind, they receive the help and support they need to catch up quickly.

In the early years, knowledgeable staff choose activities to promote effective learning. Children's play has a clear purpose, such as learning about 'above, below, up and down' when building ramps and tunnels for the cars. This supports their growing imagination and their critical thinking skills. However, children do not get consistent support to develop skills for early writing such as correct and effective pencil grip and correct letter formation. As a result, they are not sufficiently well prepared for later writing. This is reflected in weaknesses in the quality of some older pupils' handwriting.

Behaviour is exceptionally well managed by the school. Expectations for pupils' behaviour are very high. Pupils proudly meet these expectations. In classrooms, the environment is calm and orderly. Right from the start of children's first days in school, they soon learn to follow the school's expectations. Across the school, pupils focus on their work. They have highly positive attitudes to learning and are excited to find out more.

The school has established a broad and effective programme for pupils' personal development that is adapted to meet pupils' needs. Pupils enjoy learning about others and the surrounding world. This helps pupils to develop tolerance and acceptance. Pupils learn to keep themselves mentally and physically healthy and gradually learn to take measured risks. For example, during their regular trips to a woodland area where their activities get increasingly more challenging.

The school is well led, and leaders and governors know the school's strengths and priorities for improvement. However, the school has not kept a close enough check on pupils' learning in some subjects. This means that the school does not have a clear picture of pupils' achievement across the breadth of the curriculum.

Staff are overwhelmingly positive about the school. They recognise that the school is mindful of their workload and well-being. Staff and leaders are a united team who all put the best interests of the pupils at the heart of all they do.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school does not prioritise the teaching of early writing including letter formation. This impairs the quality of pupils' writing and hinders how well pupils can express their ideas fluently. The school should refine its approach to early writing and handwriting and ensure that greater focus is given to letter formation and pencil grip.

- In a small number of foundation subjects the school has not established effective ways of assessing how much pupils have learned. This means that staff do not have the information they need to adapt subsequent learning to meet pupils needs. The school should continue to develop their use of assessment so that staff can successfully ensure that learning is adapted for all pupils in all subjects.
- The school does not have a clear or incisive understanding of the effectiveness of the curriculum. This includes the achievement of some groups of pupils. The school should ensure that it has a clearer understanding of the impact of the curriculum across the breadth of subjects to inform its strategic oversight.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	104378
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10343807
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 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 of governing body</b>	David Higgs
<b>Headteacher</b>	Heather Taylor
<b>Website</b>	<a href="http://www.holytrinityprimaryschool.co.uk">www.holytrinityprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	29 and 30 January 2014 under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Archdiocese of Birmingham. Its most recent section 48 inspection took place in June 2019. The school's next section 48 inspection is due to take place in 2025.
- The school does not make use of any alternative provision.
- The headteacher took up post in April 2024.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history, and design technology. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the headteacher, senior leaders, curriculum leaders and the special educational needs coordinator. The lead inspector met representatives of the governing body and a representative from the local authority. She spoke with the Deputy Director of Education Standards from the archdiocese.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspectors spoke with groups of staff and took account of views shared through Ofsted's staff survey.
- During the inspection, the inspectors met with groups of pupils both formally and during less structured parts of the day.
- The inspectors took account of responses to the online survey, Ofsted Parent View. The lead inspector spoke informally with parents on arrival to school.

### **Inspection team**

Corinne Biddell, lead inspector

His Majesty's Inspector

Sarah Dukes

Ofsted Inspector

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