



Quality Mark

VISIT FEEDBACK REPORT

School name	Holy Trinity Primary School	Visit date	14 th September 2021
Headteacher	Mrs J. Corbett	NOR	462
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Visit Type	Renewal
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A brief context of the School/Setting

Holy Trinity Primary School is a two form Local Authority Maintained Primary School with a Nursery. It is a vibrant and happy primary school and is well led by the Head Teacher and Senior Leadership Team. A number of building improvements have taken place to enhance the learning environment. It was last inspected and graded as Good in 2017.

The Assessor spoke to the following people (*delegate as appropriate*):

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
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Suggested areas for development in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.

1. Embed the Write Stuff curriculum and further develop independent writing techniques
2. Develop consistent strategies to support mental maths.

Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

Quality Mark Elements

1. A whole school strategy and planning to improve performance in English and mathematics

Writing, Reading and Mathematics remain at the heart of teaching and learning at Holy Trinity Primary School. The school is continuing to develop a wider balanced interactive curriculum that encourages children to become independent learners. The school functions in a calm and ordered manner, where learning is fun for the pupils. The Leadership Team has a clear vision for the role the school plays in the education of the whole child. The School Improvement Plan is clear and informative. It is the responsibility of all staff to raise standards through improving the English and Mathematics of all pupils. The school has an established Feedback and Marking policy that has an emphasis on feedback and discussion. Pupils are encouraged to be involved in their next steps through both verbal and visual prompts. Staff work together and there is a sense of cohesion to ensure that all pupils can access the curriculum at an appropriate level, enabling them to reach their potential. English and mathematics and targets are analysed on a regular basis. Internal data is analysed in terms of pupils' progress and those who are in groups related to disadvantage and SEND. This data is shared with teaching staff and if an issue is identified, the SLT discusses this with the relevant class teacher to determine reasons and ways forward.

2. Analysis of the assessment of student performance in English and mathematics

Assessment is continuous and informs planning with a range of assessment strategies used. The informal assessment system includes the recording of stage targets being achieved on a daily/weekly basis. The formal assessment is inputted into SIMS and then analysed at agreed data points. Assessment informs planning with a range of assessment strategies used. Time is given for children to reflect on their learning, they respond to teachers feedback to improve their own learning in English and Mathematics. The school believes that all learners should be involved in their own learning and develop independence. Lessons are planned with Bronze, Silver, Gold and Platinum learning opportunities and pupils are encouraged to choose their level of learning according to their own self-assessment. Regular 'Quick Quizzes' are completed throughout topics and sequences of lessons to ensure skills and knowledge are embedded. Alongside this pre (formative) and post (summative) assessments are completed in maths, to inform planning and overall assessments. The Monitoring of Reading, Writing and Mathematics is moderated regularly and support is given to ensure the progress of all children. The data is interpreted and used effectively to personalise individuals learning opportunities. All class teachers review and set targets for children on the SEN register, which are reviewed by the Senco. Needs are met through interventions as well as provision provided by Inclusion Support. Nursery, Reception, Year 1 and 2 children are assessed half termly in phonics which informs 'on track' data and pupils are grouped according to this.

3. Target setting for improvement of performance in English and mathematics

There is a comprehensive target setting system that clearly tracks progress and identifies where additional support may be needed. All staff have high expectations of pupil's performance and continuously seek new practice to improve and build on this, promoting pupil independence. Targets are monitored regularly during SLT time through data analysis, observation of teaching and learning, book and planning scrutinies. All teachers are present during monitoring activities, something that has developed and evolved over the last 2 academic years, and has resulted in positive outcomes for teaching and learning as immediate feedback is given as well as the opportunity for reflection. NFER tests are used termly to track attainment and progress in Maths and English. Data is analysed for individuals and year groups. This establishes areas for development and forms the basis of the termly Pupil Progress meetings, where interventions are timetabled to address underachievement or gaps in learning. A Reading, Writing and Maths Core Curriculum has been developed to ensure that pupils with additional needs are set targets and sequences of learning that benefit them and prepare them for their next stage of learning. Attainment and progress for this group of pupils is tracked in the same way as other groups and regularly monitored. The school has very clear and well managed support and intervention strategies for underachieving pupils. Well-motivated Teaching Assistants play a vital role in supporting all pupils, with emphasis on specific groups and individuals, as well as playing an important part in wider school developments.

4. English and mathematics for all groups of pupils

Teachers and Teaching Assistants work with pupils to improve their English and mathematics across all areas of the curriculum. The depth of information, alongside continuous monitoring ensures that support is effectively targeted. As a result, work is bespoke, and pupils make good progress. This is for all groups of pupils ensuring that no pupil is overlooked and that work is bespoke to the individual. Following a restructure in 2019/20 newly introduced Teaching and Learning Specialists were appointed in school. These are members of support staff who work closely with senior and middle leaders to support in addressing such barriers as ASD and Speech & Communication. These are in addition to 2 Learning Mentors and a SEMH and Nurture lead who work alongside pupils with additional needs. ALL ABOUT MEs are reviewed on a termly basis, but are monitored regularly by teachers and support staff and completed half-termly where necessary. All teachers know their classes well and modify their teaching styles accordingly to ensure good quality teaching and learning for all children. All classes have identified both under attaining and underachieving children to target with intervention opportunities during pupil progress meetings. These are detailed on intervention planning sheets that are written termly and evaluate impact at the end of each term. Both teachers and support staff lead intervention groups. A variety of different intervention strategies are used across the school such as 1 to 1 tuition, phonic support, small targeted groups, booster classes taking place after school for targeted pupils, additional staff deployed following analysis of data and progress against targets. The classroom displays include Mathematics and English working walls which are used on an interactive basis within lessons. A learning walk provided the opportunity to see teaching and a range of displays supporting English and mathematics, which were consistent in all classrooms and common areas. Through Live Marking, pupils who are struggling are given support within the lesson and later the same day or following day.

5. Review of the progress made by all groups of pupils in English and mathematics

Assessment is continuous and informs planning with a range of assessment strategies used. The data is interpreted and used effectively to personalise individual learning opportunities. Pupil Progress meetings take place regularly and ensure that pupil progress is maintained and that any interventions are timely and appropriate to the individual's needs. Each term all children's levels are decided using a combination of testing results and teacher assessment. These are put into the assessment system where steps of progress are identified and tracked. Children's progress is discussed at pupil progress meetings and decisions are made about groupings, re-groupings and interventions for children under achieving. Holy Trinity has a significant number of EAL children throughout the school, with an increasing diversity in language. Currently 67% of pupils on roll are identified as having English as an additional language, with 38 different languages other than English being spoken. School has identified that it is very important that language does not become a barrier to attainment. This has resulted in language and communication being a prime focus for school improvement and the appointment of a Communication & Language TLR 3.

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

The leadership team ensures that staff access Professional Development opportunities, which impact directly on pupils and their performance. There are regular staff meetings and inset. There is a training plan for all staff based on the School Improvement Plan. Both teaching and non-teaching staff are fully involved in CPD and have clear opportunities to develop their knowledge and expertise across both the English and mathematics curriculum. There is a very clear and supportive system to develop staff within the school, utilising a mixture of in-house delivery and external providers. The school has recently updated and re-resourced the Writing in the school and supported this through whole school CPD.

7. The use of a range of teaching approaches and learning styles to improve English and mathematics

Teachers continue to use a range of approaches to engage learners, which incorporates all pupils' learning preferences. Teachers use independent, partner and group work which is both guided and independent. Provision is well planned and pupil progress is thoroughly assessed. The school has produced their own maths and English schemes of work, to ensure that they meet the specific needs of the children and provide them with the best resources and quality first teaching. The effectiveness of teaching is monitored termly through planning, monitoring, lesson observations and book trawls with written and oral feedback supporting the work of the teachers. Regular learning walks and drop-ins also support the monitoring of effective teaching. Higher order thinking skills are being embedded in maths teaching. The school utilises White Rose, which has examples of this built in and have been supplemented with other materials that have been sourced by the mathematic lead. Teachers regularly include reasoning, justification, exploration and problem solving activities as part of the units. Work is pitched at the expected level and staff will stretch higher ability children with gap tasks and additional layers of problem solving (in maths) and support lower ability children by offering scaffolding and access to resources. This ensures that the classroom is a challenging environment but also one in which all children are able to succeed. In English, there is a focus on pulling apart text and language features and authorial intent as part of their learning journey, thus developing higher order thinking skills around different genres of writing. The school has recently adopted Jane Considine's The Write Stuff approach to the teaching of whole class writing from the second term in Year 1-Year 6.

From Nursery to the first term in Year1 school continues to use the Talk for Writing approach. During discussions with the pupils they were happy to talk about how they enjoyed coming to school and demonstrated an enthusiasm for learning. They talked about the way they worked in the classroom. They understood about Learning Challenges. One pupil said, *'It is an amazing school that is often lively. The teachers encourage us to do our best and persevere with our learning. They are getting us ready for the next chapter in our lives.'*

8. The use of appropriate teaching and learning resources to improve English and mathematics

The learning environment is supportive, e.g. learning prompts for English and mathematics can be found in all teaching areas and this is supported with resources, which are effectively used to support learning. There is a balance of learning prompts, celebration of pupil achievement and motivational materials throughout the school. Resources for English and Maths are kept in classrooms and various designated areas around the building. There are Maths and English cupboards in KS1 and 2. Teaching documents and resource books are kept in the staff library area and are easily accessible. Resources are bought each year to replenish, replace or supplement already existing resources. An audit of resources regularly takes place in line with curriculum needs. The library is used regularly by all classes. Children are encouraged to read widely for development of vocabulary/ideas. These books can be taken home. There are also books available in each classroom which are used by children during independent reading. Individual book titles and sets of books are purchased regularly to enhance the teaching of English: particularly vocabulary. A list of Quality Texts for each year group from Nursery to Year 6 has been collated by the English lead to ensure that the texts used in the teaching of reading and writing closely match age related expectations. Texts are purchased as the need arises. Following the introduction of Google Classroom for distance learning, it now is used regularly to set home learning and access to previous learning. Teachers plan regular lessons on Google Classroom within the classroom so that pupils remain familiar with the process. Learning sites have been set up on Share point so that teachers and support staff have access to high quality resources to support the wider curriculum and staff knowledge.

9. The involvement of parents and / or carers in developing their child's English and mathematics

The school believes that the pastoral aspect of education is the heartbeat of the school; both children and parents are supported fully socially and emotionally. The school believes that strong links between parents and school can only benefit the child as they see the two working together for their benefit. They believe pupils at all levels of ability achieve to a greater extent when they know that everyone is concerned and willing to support them. Teachers request to meet with parents if additional support is required by them to help their child make progress. The school welcomes parent input and this is appreciated by parents. Communication with parents is on a number of levels. Newsletters are sent out to parents, along with information on the school Website and the school face book page. The parents who engaged in the accreditation process said that the teachers valued their children and that *'The school is diverse and dynamic.'* Parents also commented that the school works very hard to involve parents in their children's learning by providing opportunities to see how the children learn. *One parent said, 'It is not just about the child, the school looks after the family.'*

10. An effective procedure for monitoring, planning and assessing performance in English and mathematics

The Governing Body has a positive involvement in the life of the school. They are aware of developments and pupil performance and are proactive in their role. They meet with leaders,

undertake learning walks, agree actions with leaders and champion improvements in pupil outcomes. . The Head Teacher updates the SEF as part of a rolling programme and produces good reports to keep the Governing Body fully informed. A great deal of emphasis is placed on English and mathematics outcomes and the continued training and updating of staff skills will help to continue to raise standards in the classroom. A great deal of emphasis is placed on English and Mathematics skills and the continued training and updating of staff skills helps to continue to raise standards in the classroom. Prior to Covid 19 restrictions a coaching and mentoring triad model was set up for staff to share their practice and support others. This allows staff to focus in on areas of their own practice that may or may not be linked to appraisal targets. This will be reintroduced during this academic year 21/22 with the lifting of restrictions.

A brief summary of the strengths/ developments since the last visit:-

Holy Trinity Primary School is very welcoming. The school prides itself on using the building creatively so that all available teaching spaces are being used. The Leadership Team have a vision for the role the school plays in the education of the children in their care. All the stakeholders mirror the Leadership team's enthusiasm and commitment to learning. Everyone with whom I spoke commented on the positive ethos within the school and numerous comments were made about the friendly atmosphere.

The Key strengths are:

- The adaptability of the learning environments for the children to ensure that learning opportunities are matched to the needs and interests of the children.
- The additional staffing in order to reduce the size of teaching groups in some areas of the school to support learning at a difficult period in education.
- The intervention programmes that have taken place have had a positive impact upon learning

Development points are:

- Embed the Write Stuff curriculum and further develop independent writing techniques
- Develop consistent strategies to support mental maths.

Additional Comments or action

The School is continuing to develop a balanced curriculum that encourages the pupils to become independent learners; this has been the case through the distance learning. During this time, staff worked with parents to ensure that there was provision for vulnerable families. All classes were provided with work for the children to complete at home. Regular phone calls were made to speak to both the children and parents about how they were coping with lockdown. The school has a Recovery plan in place and a Catch up intervention curriculum to support pupils with identified learning gaps due to the lock-down and periods of self-isolation. The staff provide for the needs of the pupil and their families in a caring way, having high aspirations, for enabling the pupil to make progress and for ensuring that the elements of the Quality Mark continue to be met.