

# Inspection of Holy Trinity Catholic and Church of England School

Carlton Road, Barnsley, South Yorkshire S71 2LF

---

Inspection dates: 21 and 22 September 2022

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

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

Newly appointed leaders are bringing about much-needed change at this inclusive and welcoming school. Many aspects are now improving. A new behaviour policy has recently been introduced. Lessons are calm and pupils benefit from stable routines. There is work to do to improve the behaviour of some older pupils and reduce the number of suspensions they receive. Some pupils do not attend school as well as they should. They miss out on important learning.

The quality of curriculum planning is variable. Primary pupils develop the knowledge they need as their curriculum is well planned. However, there is a lack of ambition for what some older pupils can achieve. Leaders' and teachers' expectations for pupils have not been high enough in the past. Some pupils have gaps in their knowledge.

Younger pupils know that trusted adults would quickly address any concerns they have about bullying. Older pupils are less confident about reporting their concerns.

There are a number of opportunities for pupils to take part in a range of trips and extra-curricular activities. Pupil leaders speak eloquently and with pride about their school. Pupils enjoy the range of clubs on offer, particularly those related to sport. At the time of the inspection, some pupils were practising for the next musical, 'Matilda'.

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

The quality of education that pupils receive is variable. In some subjects, primary and secondary subject leaders work closely together to plan the curriculum. Where the curriculum has been carefully planned, pupils' journey through the school is seamless. They flourish from the ambitious learning experiences that teachers provide. However, in some subjects at key stages 3 and 4, curriculum planning does not always build on the strengths of the primary curriculum. Some teachers are not clear about the skills and knowledge that pupils need to learn. In these subjects, secondary-phase pupils are less engaged in their learning and gaps in their knowledge have developed.

In the early years, children with special educational needs and/or disabilities (SEND) are supported by caring staff who meet children's needs well. Across the school, where pupils with SEND need adaptations to their curriculum, this is done sensitively and effectively without lowering ambition. However, a few support plans and other SEND documentation are not always completed sufficiently well. Leadership vacancies have contributed to this. New leaders are taking rapid steps to address any variability.

Children in nursery get off to a flying start. They quickly build strong relationships with others and adapt enthusiastically to the routines. Reception-age children continue to flourish as they are taught well to read by skilled staff. Children benefit from the carefully planned curriculum and are well prepared for their next steps.

Older pupils who are at the earliest stage of learning to read are not sufficiently supported to become fluent readers. Staff helping these pupils do not have the knowledge or training to help them with gaps in their phonic knowledge. These pupils do not make the necessary progress in their reading.

Leaders have sought the views of parents, pupils and staff when developing the new behaviour policy. Although new, there are early indications that it is having an impact. Lessons seen by inspectors were calm. However, some staff are not consistently implementing the new policy. Pupils recognise this and some are frustrated by it. Where older pupils do not attend school sufficiently often, they miss vital learning and struggle to catch up. This impacts on the progress they make. The new behaviour policy aims to encourage pupils to be in school through increasing their motivation to do so. It is too early to see the impact of the new policy.

Leaders have recently strengthened the personal, social and health education (PSHE) in the secondary phase. Older pupils now receive regular lessons on a range of important topics. Pupils receive careers advice to help them make informed decisions about their next steps. Currently, some key stage 4 pupils do not have much knowledge about world religions beyond those that they study for GCSE religious education. Their knowledge of fundamental British values is similarly fragile. As a result, some pupils are not able to draw on this knowledge to help them in acting respectfully towards others.

The local governing body has a wealth of experience and expertise. Governors support and challenge leaders to assure themselves that school leaders are taking the right decisions at the right time, with the best interests of pupils in mind.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular safeguarding updates and information. They know the safeguarding risks that pupils face and the signs that suggest that pupils may be at risk of harm. Staff report any concerns swiftly and leaders ensure that appropriate referrals to other safeguarding partners and external agencies are made.

Pupils learn how to keep themselves safe and healthy. This is woven through their subject and PSHE lessons. Pupils know how to keep themselves safe when online, and to report any concerns they may have.

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

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

- In a few subjects, teachers do not have absolute clarity of what to teach and how to teach it. As a result, some pupils have gaps in their knowledge and are not ready for new content. Leaders should ensure that all curriculum planning clearly sets out the knowledge that pupils should be taught.
- Older pupils who are still at the early stages of learning to read are not provided with the support they need to enable them to become fluent readers. This is because intervention strategies do not focus on gaps in pupils' phonic knowledge. Staff supporting these pupils do not have sufficient knowledge of phonic strategies. Leaders should ensure that all staff providing reading interventions for the weakest readers have the training and support to deliver a phonics-based approach.
- Some secondary-age pupils do not meet leaders' high expectations for behaviour. Rates of suspensions remain too high. Some staff are not consistently implementing the behaviour policy. Leaders should ensure that all staff implement the new behaviour policy consistently and that pupils are well supported to make better behaviour choices.
- Some older pupils do not attend school sufficiently well. Persistent absence remains high. These pupils miss important learning and there are gaps in their knowledge. Leaders should closely monitor the impact of strategies to improve attendance and take suitable action to ensure regular attendance for all pupils.
- Some older pupils do not have a strong knowledge of some aspects of the PSHE curriculum. Their knowledge of some world religions and fundamental British values is fragile. This is because the pupils do not regularly return to important knowledge often enough to be able to retain it in their long-term memory. Leaders should ensure that the new PSHE curriculum provides pupils with the opportunity to regularly revisit the key knowledge that leaders have identified, so that pupils remember this knowledge over time.

## 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](#)' 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.

## School details

<b>Unique reference number</b>	144606
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10241399
<b>Type of school</b>	All-through
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,099
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Huw Thomas
<b>Headteacher</b>	Lissa Oldcorn
<b>Website</b>	<a href="http://www.holytrinitybarnsley.org">www.holytrinitybarnsley.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Since the school opened, new school leaders, including the headteacher and deputy headteacher, have been appointed.
- This is a Catholic and Church of England school. The most recent joint inspection was in March 2015. The next joint inspection is due by March 2023.
- The school is part of the Hallam Schools Partnership Academy Trust (HSPAT).
- The school does not make use of any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- Holy Trinity Catholic and Church of England School converted to become an academy in May 2018. When its predecessor school, Holy Trinity, was last inspected by Ofsted, it was judged to be inadequate overall.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met: the chair of governors and other governors; the chair of HSPAT, and the chief executive officer (CEO) of HSPAT who is also the CEO of the trust that the school is expected to join. A telephone conversation was held with a representative of The Anglican Diocese of Leeds.
- Inspectors carried out deep dives in these subjects: mathematics, history, science and early reading. This entailed discussing the curriculum with subject leaders, including for reading; visiting a sample of lessons; talking to subject teachers; speaking to some pupils about their learning and scrutinising samples of pupils' work. Inspectors also listened to pupils read.
- Inspectors reviewed a range of documentation, including bullying and behaviour records and safeguarding documents, including referrals to the local authority. Inspectors spoke with a range of pupils and staff about safeguarding.
- Inspectors took into account the 80 responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors reviewed the responses from the members of staff and pupils who completed Ofsted's online survey.

### **Inspection team**

Eleanor Belfield, lead inspector	His Majesty's Inspector
Steve Shaw	His Majesty's Inspector
Tim Scargill-Knight	His Majesty's Inspector
David Milligan	His Majesty's Inspector

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022