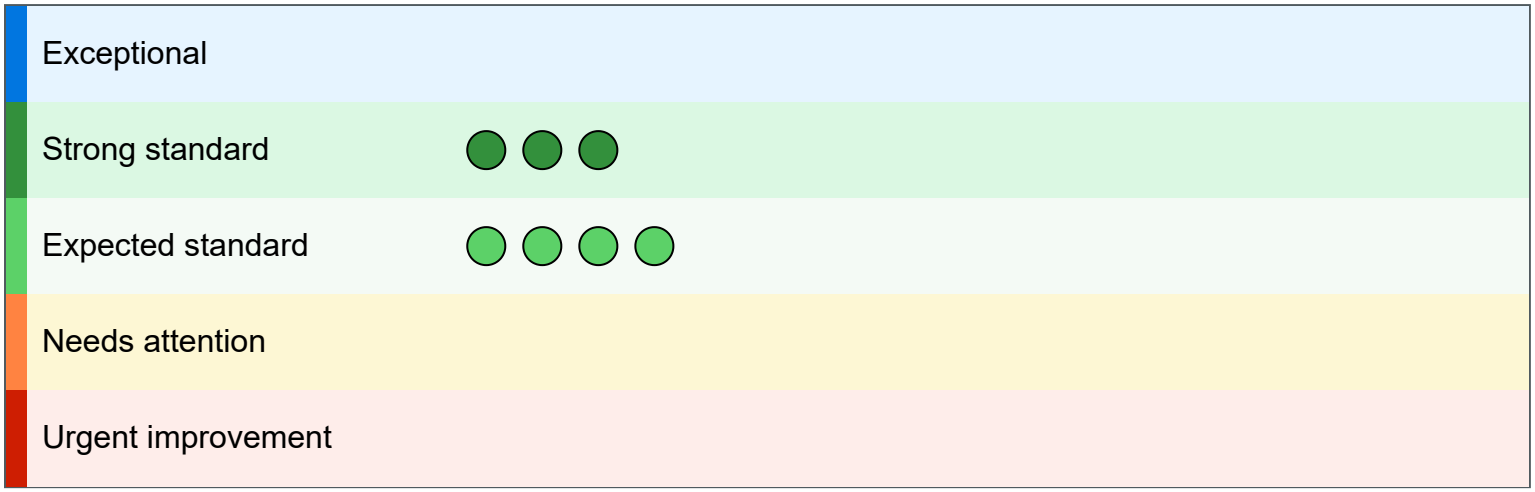
Holy Trinity CE Primary Academy (Handsworth)

Address: Havelock Road, Handsworth, Birmingham, West Midlands, B20 3LP

Unique reference number (URN): 140463

Inspection report: 6 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Curriculum and teaching

Strong standard

In the last academic year, new leaders have secured a coherent and ambitious curriculum that is delivered with impressive consistency across the school. Core subject knowledge is well sequenced and there is a clear emphasis on reading, writing, mathematics and communication. This focus on core knowledge and skills means pupils can access the wider curriculum without issue. Inclusive practice ensures pupils, including those who are disadvantaged or those who have special educational needs and/or disabilities, access high-quality learning alongside their peers. Any barriers to learning are skilfully removed by effective adaptations to lessons. The arts are a notable strength, with specialist music tuition, artists in residence and a school art gallery enriching pupils' classroom learning.

Teaching consistently reflects a shared understanding of effective practice. As a result, pupils across the school now develop secure and detailed knowledge over time in all subjects. Staff make effective checks on pupils' learning. They offer precise support to pupils if they need help to catch up. Phonics is taught effectively. Pupils who are new to English learn to read quickly because of the consistent approach to phonics teaching.

The curriculum and teaching are significant strengths of the school. The curriculum is driven by clear, ambitious leadership, implemented consistently and delivered by highly effective teachers. It is beginning to have a positive impact on pupils' published outcomes.

Leadership and governance

Strong standard

Leaders at all levels have a deep and high-quality understanding of the school. Leaders and staff share a determination that everything they do should be in the best interests of pupils. Their unified aim is to level the playing field for their pupils. As a result, since the new leadership team has been in post, actions for improvement have been swift and focused on what will make the biggest difference to pupils. Leaders have also ensured that there is a high-quality professional development programme for staff. This means that staff are well equipped to implement new strategies in the classroom. The consistency with which staff implement the school curriculum is impressive.

Staff are proud to be a part of the school's improvement journey. They appreciate how leaders take their workload and wellbeing into account. There is a true sense of teamwork and community at the school.

Governors and trustees receive detailed information about the school and use this effectively to both support and challenge leaders. Local governors are highly knowledgeable about the school and are an integral part of the continual improvement. Trustees ably support this work. Leaders make the most of trust-wide working, drawing on trust expertise, as well as external professionals. This way of working has led to rapid improvement in the school.

The school sits at the heart of the Handsworth community. Its engagement with parents and carers is effective. Many parents are very positive about the school and their relationships with staff.

Personal development and wellbeing

Strong standard

The personal development offer at Holy Trinity is highly effective. The programme is precisely matched to the needs of pupils and takes the school's context into account. It targets the skills and knowledge pupils need to be well prepared for life in modern Britain. At the heart of it sits pupils' pride in their heritage and local community. They make positive contributions to their school and community, for example through fundraising events. Staff skilfully weave aspiration and ambition into all areas of the curriculum. This is further enhanced by visits from Olympians, opportunities to work with artists and musicians and chances to perform in choral events. Leaders remove barriers to these opportunities to ensure that all pupils can access them. The school's pastoral support is highly effective. Highly trained and caring staff nurture all pupils. This contributes to the atmosphere of respect and tolerance in the school.

The school's personal, social and health education curriculum is well sequenced and ensures pupils learn how to keep themselves safe in a wide range of situations. This includes being safe online. Pupils have a secure understanding of cultural differences and celebrate the diversity within their community and beyond. Pupils have a good understanding of equality and diversity and how discrimination of any form should not be tolerated, including racism and homophobia. They talk knowledgeably about their learning and are highly reflective in their conversations. Pupils, including those with special educational needs and/or disabilities, benefit from a well-considered and age-appropriate approach to relationships education.

Leaders ensure that pupils are given plentiful opportunities that enrich their school experience. These include trips and visits, residential stays, school pets and leadership roles, such as green influencers. This means pupils develop new skills, confidence and independence. As a result of this well-planned and highly effective programme, pupils are very well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard

Over the past 3 years, pupils' overall attainment has not consistently been in line with national averages at the end of key stage 2 or in the phonics screening check. Published results in 2025 show that pupils' attainment dropped from the previous year. However, disadvantaged pupils typically attain in line with their national peers. The new leadership team has taken swift and decisive action to address the gaps in pupils' knowledge. As a result, gaps are closing quickly and pupils' attainment is beginning to improve. This is most notable in phonics.

Across the curriculum, pupils achieve well. They generally produce high-quality written work and successfully remember what they have learned before. This helps pupils to speak with confidence about their knowledge and understanding of a variety of different topics that they have studied. The knowledge pupils need to build on later learning is typically secure. On the whole, pupils are prepared for the next stage in their education.

Attendance and behaviour

Expected standard

Leaders promote the importance of attendance to pupils and their families. Leaders are proactive and support families who face barriers to regular attendance well, including pupils who are disadvantaged or those who have special educational needs and/or disabilities. They reward improvements in attendance, for example visiting the attendance shop. Leaders monitor the attendance of pupils and arrange support meetings when concerns arise. However, they do not always analyse their data as well as they could. Attendance is broadly in line with national figures for most pupils. Leaders' actions have improved pupils' attendance in the last academic year. They continue to prioritise improving attendance and reducing persistent absence further.

Pupils' behaviour is a strength of the school. Staff take a nurturing approach to managing behaviour that is rooted in the school's shared values. They consistently model expected behaviour and apply sanctions appropriately. This means all pupils know what is expected of them. As a result, pupils behave very well. Adaptations are made to support pupils who find positive choices more challenging. In lessons, they are focused, self-disciplined and want to do their best. They move calmly around the school and look after each other. At playtime, pupils play cooperatively. Bullying is rare, but pupils have confidence that staff would sort out any concerns quickly, should they arise.

Early years

Expected standard

Leaders are ambitious for what children can achieve throughout the school and know this begins in the early years. Children in early years are happy, safe and secure. They are supported by effective transition arrangements which help them to settle quickly. Children are taught in a nurturing, well-resourced environment. Secure relationships with trusted adults help them develop confidence and independence. Their emotional wellbeing is given high priority. Routines are well established, so children settle quickly into their activities.

The curriculum sequences the small steps that children need to take to be successful effectively. It covers all areas of learning. Leaders have rightly prioritised supporting children to build their language and vocabulary. However, at times, the purpose and pitch of some activities are not always clear. When this happens, adults sometimes miss the chance to build and extend children's language and vocabulary during conversations.

Reading is prioritised through focused phonics teaching. A love of reading is developed through daily story times, rhymes and songs. By the end of the Reception Year, children typically use their phonics knowledge to read and write basic words and phrases. Teaching supports children, including those with special educational needs and/or disabilities and those who are disadvantaged, so that they are typically well prepared for Year 1.

Inclusion

Expected standard

Leaders have strengthened the school’s inclusive culture. They have established effective systems to quickly identify the barriers to learning and/or wellbeing that pupils may face. Leaders design support plans carefully. This includes individual plans for pupils known to social care. When planning this support, leaders value the contributions of pupils, parents, carers and specialists.

Staff adapt tasks effectively so that pupils with special educational needs and/or disabilities can learn alongside their peers. They value every pupil as an individual. This creates a positive and inclusive environment where pupils feel comfortable asking for help. As a result, pupils who face barriers to learning access the full curriculum and receive appropriate support. This includes pupils who speak English as an additional language, who receive support to develop their spoken English alongside their classmates.

Leaders use additional funding effectively to improve the outcomes and experiences of disadvantaged pupils. However, leaders do not review the impact of some of their strategies precisely enough. This means that leaders do not consistently make skilful developments to these strategies when they update them.

What it's like to be a pupil at this school

Holy Trinity is a community where everyone receives a warm welcome. Pupils are superb ambassadors for their school and say they are proud to be a part of the family. They exemplify the school values of community, aspiration, respect and excellence. Pupils’ excellent attitudes to learning and behaviour help create an environment where everyone can thrive. Bullying is rare. Pupils know it is dealt with if it happens. They feel safe and have secure relationships with the adults in school. Pupils' increasing attendance shows their desire to be part of the school community each day.

Pupils at Holy Trinity love their learning. They have a clear thirst for knowledge that is infectious. Pupils speak confidently about what they are learning. For example, older pupils ably recall their recent debate on whether to abolish the monarchy. Pupils benefit from very high-quality lessons being taught by talented and well-trained staff. Staff identify and reduce any barriers to pupils' learning consistently and effectively. This means that pupils are generally well prepared for their next stage of education. They make clear progress from their starting points. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities.

Pupils embrace the many opportunities that leaders provide. These include experiencing live theatre performances, entering national art competitions, visits to the Houses of Parliament and looking after the school pets, including chickens and alpacas. Leadership roles, including peer mediators, and careers work further develop pupils’ character. As a result, pupils leave the school as confident and responsible young people with high aspirations. Their aspirations are broad and include a desire to be doctors, professional dancers and scientists.

Pupils generally gain the knowledge and skills they need for future learning and achieve well from their starting points. Outcomes in national tests are improving. When they need help, pupils receive support from staff who know them well. This prepares them for the next stage of their education.

Next steps

- Leaders should strengthen the precision and evaluative rigour of their monitoring so that the long-term impact of inclusion and attendance strategies are consistently measured and make a positive difference to all groups of pupils.
- Leaders should ensure that in early years, continuous provision is consistently well organised and that adults maximise high-quality interactions to extend learning, particularly for disadvantaged children, so that all children achieve the intended curriculum outcomes.

About this inspection

This school is part of the Birmingham Diocesan Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tim Boyes, and overseen by a board of trustees, chaired by Kate Tague.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 6 and 7 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

During the inspection, inspectors spoke with the headteacher, other school leaders, parents and pupils. They also met with representatives from the trust, governing body and diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Birmingham.

The school does not currently use alternative provision.

Headteacher: Daniel Martin

Lead inspector:
Laura Hopley, His Majesty's Inspector

Team inspectors:
Max Vlahakis, Ofsted Inspector
Kate Wilcock, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

190
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

61.05%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

1.58%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

12.11%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	53%	62%	Below
2023/24 (final)	67%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	75%	Below
2023/24 (final)	70%	74%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	80%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	74%	Below
2023/24 (final)	73%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	58%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	63%	Close to average
2023/24 (final)	63%	62%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	59%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	79%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	68%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	58%	67%	-10 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	81%	-26 pp
2023/24 (final)	63%	80%	-17 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	79%	78%	1 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	68%	79%	-11 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	6.0%	5.1%	Close to average

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.6%	5.2%	Above
2023/24 (3 term)	6.8%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	17.0%	14.4%	Close to average
2024/25 (3 term)	23.0%	13.0%	Above
2023/24 (3 term)	19.9%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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