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Mrs J Johns
Headteacher
Holy Trinity Primary School
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Dear Mrs Johns

Short inspection of Holy Trinity Primary School

Following my visit to the school on 12 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the previous inspection.

- You have a clear vision for the school which is shared by staff and governors. You have continued to build on the school's strengths and, with rigour and determination, have successfully tackled the areas that were identified at the previous school inspection as needing improvement.
- You are ambitious for the school and determined to provide the best 'all round' education for pupils. Consequently, the school is not complacent. You, your staff and governors, continually review the work of the school. Together, you identify where improvements need to be made, quickly taking the required actions.
- Governors have a clear understanding of the strengths and weaknesses of the school. They have clear systems and structures in place to enable them to monitor the work of the school effectively and hold leaders rigorously to account.
- Leaders have developed a curriculum that excites, inspires and challenges pupils. As a consequence, pupils enjoy their learning and achieve well.
- Pupils feel safe and secure. They describe staff as 'kind and caring' and talk positively about the guidance and support they are given. As a result, they are happy to come to school and this is reflected in their regular attendance.

Safeguarding is effective.

School leaders, including governors, are committed to keeping pupils safe. There is a strong culture of safety and security within the school. You, your staff and governors receive high-quality training and regular updates on keeping your pupils safe. You meticulously monitor pupils identified as 'at risk'. The school is diligent in following up any concerns and works effectively with outside agencies to minimise the risk of harm to any pupil.

Controversial issues are not dodged. For example, leaders and governors have undertaken training on the government's 'Prevent' strategy, which helps them understand the dangers of radicalisation. You have a clear understanding of the need to protect pupils from all possible risks.

Pupils describe how they can share any worries they may have with an adult. They comment that their school is a safe and happy place to be where they are well cared for.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality.

Inspection findings

- You lead the school with drive and determination. You make no apology for wanting the best for your pupils and this is shared by your staff. Consequently, the strengths identified at the previous inspection remain.
- You have a strong and committed teaching team which is ably assisted by highly motivated and skilled support staff. All staff share a determination to ensure that pupils do as well as they can, irrespective of their backgrounds or disabilities. Pupils explained how they appreciate the care, guidance and support provided by staff who are determined to provide them with the skills they need for their future as learners.
- Your self-evaluation accurately identifies the areas in which the school needs to improve. For example, you have correctly identified that the early years transition arrangements and classroom organisation need reviewing to ensure that children continue to make strong progress across all areas of learning. Development plans clearly reflect your self-evaluation. Nevertheless, they do not describe well enough how actions are going to improve outcomes for pupils.
- The curriculum is broad, enjoyable and challenging, which ensures that pupils are excited and motivated about their learning. They relish the learning opportunities and challenges they experience. 'Wow' days are well received. For example, in 2014/2015 the Year 6 pupils were inspired on their visit to the 'Big Pit' in Wales, which brought their learning to life. A recent topic, 'Benin to Bristol' provided pupils with the opportunity to explore and learn about the slave trade. As a result

of their visit to the slave caves in Bristol, pupils led an assembly which focused on the story of a slave boy. This made pupils think carefully about equality of opportunity and discrimination, linking their learning to life in Britain today.

- Children in the early years achieve well. The improvements in the proportion of children reaching a good level of development continue to increase each year. However, you know that improvements need to be made in transition arrangements. This is because arrangements to share information on children's learning and development are not sufficiently robust to allow children to start in school fully prepared to make a flying start.
- Pupils are making strong progress in reading. As a result of the actions taken following a review of the teaching of phonics, outcomes in the phonics screening check are rapidly improving year on year. Likewise, following a dip in 2015 in reading at Key Stage 1, you have taken swift action to make sure this is not repeated. You ensure reading has a high profile across the school. By carefully targeting those pupils who need additional support, you ensure that they are catching up quickly with their peers. This focus on reading is driving up standards throughout the school. Pupils demonstrate a love of reading. They read with confidence, accuracy and enjoyment.
- Since the previous inspection, you and your leaders have recognised that pupils' achievement in writing needed to improve further. Staff have received high-quality training which is targeted specifically at improving the quality of pupils' writing. You and your team are taking effective action to bring about these improvements rapidly. You carefully monitor all pupils through individual progress meetings and this ensures pupils' needs are being well met. As a result, pupils are now making strong progress in their writing. For example, in a Year 3 class, pupils were enthused about the writing task based on the Roald Dahl book *Fantastic Mr Fox*. Their writing clearly demonstrated their developing skills as writers who confidently make exciting vocabulary choices and accurately spell and punctuate.
- Your previous inspection identified that you needed to improve the level of challenge in mathematics by making greater use of problem-solving activities. This you have done with gusto. A typical example seen was in a Year 6 mathematics lesson. Pupils were significantly challenged when required to solve a series of algebraic problems. This activity not only required their skills in mathematics but also their determination and resilience to succeed. They showed these skills in abundance and made significant progress. Pupils are also provided with a wide range of opportunities to apply their mathematical skills in different subjects, such as science, to solve problems.
- Pupils explain that their school is a very happy place to be where they feel safe and secure. They describe the strong relationships they have with adults and know that they can ask any adult for help. They are eager learners who listen attentively and contribute confidently in lessons. They are not fearful of 'having a go' or making mistakes. Pupils work hard, take pride in their work and enjoy the

challenges set by their teachers. The use of 'lead learners' helps support other pupils in class by clarifying new knowledge and skills to their peers. This approach also consolidates their own learning.

- Parents are tremendously supportive of the school. They are appreciative of your leadership and the hard work and dedication of you and your staff. A typical comment was, 'I am over the moon. This is a brilliantly led school, everyone is approachable and there is a real family feel.' Those parents who have children who are disabled or have special educational needs particularly appreciate the nurturing ethos of the school. A range of successful approaches are used to support disadvantaged pupils or those newly arrived. For example, pupils for whom English is their second language are provided with extra support. As a result, they quickly develop their English speaking skills and feel more self-assured in their learning. Parents are confident their children are receiving high-quality learning opportunities which are preparing them well for the future.

Next steps for the school

Leaders and governors should ensure that:

- transition arrangements for children starting in the early years are robust so that teachers know precisely what children can and cannot do on arrival into school
- development plans clearly indicate how leaders and governors can check that actions taken have improved pupil outcomes.

Yours sincerely

Jen Southall

Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you, your subject leaders and three representatives from the governing body, including the Chair of the Governing Body. I had a telephone conversation with an officer from the local authority. Together, you and I visited classes to observe teaching and to look at pupils' work. I spoke to pupils and heard them read. I spoke with parents at the start and end of the day to listen to their views. I also looked at the survey results from 'Parent View' and considered the comments provided by text message. I evaluated the accuracy of your school self-evaluation as well as a range of other documentation. I checked the effectiveness of your safeguarding arrangements and also your work to ensure the regular attendance of pupils.