

# Inspection of a good school: Holy Trinity Church of England (C) Primary School

Wetmore Road, Burton-upon-Trent, Staffordshire DE14 1SN

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Inspection dates:

6–7 November 2019

## Outcome

Holy Trinity Church of England (C) Primary School continues to be a good school.

## What is it like to attend this school?

This is a happy, caring school. Pupils like coming to school. They enjoy learning and say lessons are fun. Pupils want to do their best and take pride in their work. They feel happy and safe in school.

Pupils care about each other and know the staff care about them. For example, they know if they put a note in the class 'What do you want your teacher to know?' box, teachers read it. These notes could be about a worry, a special event or award, or about another pupil who has done something nice. Parents and carers are very happy with the school and value the support given to their children and them as families.

All staff and governors have high aspirations for pupils. They know pupils and families well. They want each pupil to leave school, 'as confident, competent, well mannered, caring individuals who are ready for the future'. They do.

Pupils and staff like the new extensions to the school buildings.

Pupils' behaviour is very good. Playtimes and lunchtimes are happy and active. Movement around school is calm. Learning in classroom happens without disruption. Pupils say bullying is rare. If it does happen, it is quickly dealt with.

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

Pupils enjoy a broad curriculum. Leaders plan topics that will excite and inspire pupils, widening their experiences and vocabulary. Leaders have developed these plans well in most subjects and have very strong plans for English and mathematics. However, leaders are yet to review subjects such as history, geography and art.

History is well planned to ensure that pupils learn about topics such as the Second World War or the Victorians. Pupils have opportunities to learn through visits or through focus days. Pupils understand history through timelines in each classroom. Leaders know they

now need to check if pupils know, understand and remember more over time.

Reading is at the heart of the school. Displays are attractive and inspiring. They combine texts, pupils' writing and artwork. The school runs well-attended weekly parent and child reading mornings. Members of staff hear every pupil in Year 6 read three times a week. Pupils enjoy this time so much they go and find their adult to check it's not forgotten!

As soon as pupils start school, books surround them. Children in Nursery were happily joining in with nursery rhymes and traditional tales. The teaching of phonics is strong. In 2019, all pupils in Year 1 achieved the expected standard in phonics. Pupils who find reading difficult receive the help they need immediately. Pupils in school read often and love books. Younger pupils read their books well. Older pupils read fluently and could explain what the book was about and why they had chosen it. The 'reading staircase' in the new school extension and book suggestions displayed around the school promote the love of reading. However, leaders know that pupils can struggle with making deductions and inferences from texts. As a result, these are a key focus in lessons to help more pupils read at the highest level.

Mathematics is well planned to develop and practise key skills. Pupils enjoy mathematics lessons and solving number problems. They like the challenge and the success of knowing and doing more. Pupils regularly practise their times tables. Teachers use questioning well to check pupils' understanding. The introduction of 'maths meetings' lets pupils revisit areas of mathematics not currently taught.

Pupils with special educational needs and/or disabilities (SEND) receive good support emotionally, socially and academically. They make good progress in reading, writing and mathematics. Experienced, well-trained learning support assistants lead effective catch-up sessions in these subjects.

Pupils experience a wide range of extra-curricular activities. They have visits from theatre groups, musicians and sports groups. All the pupils in key stage 2 learn the trombone and many learn other instruments. Pupils in key stage 2 go on residential trips. Pupils in Year 5 were busy enjoying crafts led by professionals who visit the school. Children from Reception class were having a great time working with the visiting dance/relaxation teacher. The school supports many charities, including BBC Children in Need, Comic Relief and Water Aid.

The school is well led. The headteacher is passionate and determined. She and the governors work hard to provide a thriving, positive learning environment. Staff feel valued. They said leaders ensure their workload is manageable. All the staff who responded to Ofsted's online questionnaire said they were happy and proud to work in the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding in school. All staff know their roles

and responsibilities well. They respond swiftly to any sign that a pupil or family might need extra help or support. Communication between staff and leaders is a strength of the school.

The employment of a support worker means that early help is available quickly and effectively. Pupils and parents value this support.

Pupils know how to keep themselves safe, including when online. Site security is robust. Leaders and governors make sure all pre-employment checks happen.

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

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

- Leaders have developed a strong reading curriculum that helps pupils learn to read quickly and creates a love of reading across the whole school. They should now continue to develop pupils' ability to use higher order reading skills to help more reach the higher standards.
- Leaders have recently reviewed and strengthened the curriculum in subjects such as history, geography, design technology and art. This has supported staff workload and further developed the inquiry-led, whole-school curriculum approach. Pupils enjoy a rich curriculum in these subjects, which start with a 'WOW': either a good-quality text, a question or a visit. This helps pupils develop knowledge and understanding. Leaders should now review these topics to ensure they are having the impact the leaders, including governors, want, and also help pupils know and remember more.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2015.

## 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	124294
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10111752
<b>Type of school</b>	Primary
<b>School category</b>	Controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	159
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Winterton
<b>Headteacher</b>	Nicola Oliphant
<b>Website</b>	<a href="http://www.holytrinity.staffs.sch.uk">www.holytrinity.staffs.sch.uk</a>
<b>Date of previous inspection</b>	14–15 October 2015

## Information about this school

- Five of the eight teachers have joined the school since the last inspection.
- The school provides before- and after-school clubs.
- The school has a Nursery class in the morning and has provision for two-year-olds.
- The school is designated as having a religious character. The school's last section 48 inspection was in December 2016, when it was judged to be outstanding.

## Information about this inspection

- The inspector studied the school's website.
- The inspector met with the headteacher, four members of the senior leadership team, other leaders within the school, and teaching and non-teaching staff. She also met with the chair, vice-chair and a member of the local governing body.
- She met with key staff responsible for safeguarding and checked the single central record and procedures for the recruitment of staff. She discussed procedures and policies relating to safeguarding and the welfare of pupils.
- A key focus for the inspection was the quality of education in reading, mathematics and history. The inspector visited lessons with senior leaders, looked at pupils' work and

met with pupils and staff from the lessons visited. She observed phonics teaching in Nursery, Reception and Years 1 and 2, and heard pupils read.

- The inspector spoke to parents at the end of the school day. She considered the 27 responses to Parent View and the 27 free-text responses. There were no responses to the pupil questionnaire. The inspector reviewed the 17 responses to the staff online questionnaire.

### **Inspection team**

Tina Willmott, lead inspector

Ofsted Inspector

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