

Inspection of Holy Trinity CofE Primary School

The Willows North, Stratford-upon-Avon, Warwickshire CV37 9QN

Inspection dates: 28 and 29 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are delighted to be back at school with their friends after many of the COVID-19 pandemic restrictions have been lifted. They are happy and feel safe at this rapidly improving school. Staff treat pupils fairly. Incidents of bullying are rare. Leaders respond swiftly to any bullying concerns. Discrimination and derogatory language are not tolerated.

Leaders make sure learning is carefully planned. This allows pupils to achieve increasingly well academically and develop personally. Pupils enjoy listening to their teachers read stories and reading books. Some younger pupils are relearning school routines due to the pandemic and sometimes take longer to settle in lessons. Teachers support these pupils through the social and emotional aspects of the curriculum. Activities like after-school clubs and school trips have started again. These help pupils develop their wider interests and grow in confidence.

Leaders have high expectations for pupils' behaviour and conduct. Pupils are proud of their school. They take ownership of the school's rules and know what is expected of them.

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

Leaders are ambitious for all pupils and want them to do well. Leaders make sure that teachers receive the training they need to develop their expertise. Subject leaders know their subjects well. They provide good support so that teachers know what to teach and when to teach it. Teachers check pupils' understanding and help them to improve their work.

Parents are extremely positive about how their children have been supported during their early days at school. Leaders have made sure that the new curriculum in the early years is broad and carefully sequenced. Leaders have not yet had a chance to check how well this has been put into practice. Teachers have established clear routines, and children know what is expected of them. They enjoy their daily phonics lesson and develop confidence when sounding out words with Ed the dog puppet. Learning comes to life for children when they instruct the 'Bee Bot' robot to move. They develop an understanding of the 'same' and 'different' in mathematics when sorting leaves. Children use role play to develop their imagination. Staff work in partnership with parents and give them the information they need. Teachers now have the knowledge needed to teach mathematics well. This means they are more confident. Pupils develop a good understanding of problem-solving, reasoning and how to apply their numeracy skills. The reading curriculum is well planned. Teachers have the reading resources they need to teach and assess reading well. However, some pupils have fallen behind in their reading due to the COVID-19 pandemic.

Pupils enjoy presenting new learning in different ways. For example, pupils in Year 5 enjoy using knowledge from a recent field trip to Coombe Abbey in their geography

lesson. Subject knowledge in mathematics, design technology and science is logically planned, which helps children to learn well. Teachers plan, teach and assess these subjects well. Finished products demonstrate the design and technology skills and knowledge acquired over time. In science, pupils use technical vocabulary to explain what they have learned. For example, pupils in Year 6 learn about the eye and the function of the retina and cornea. Teachers have received training to develop their expertise in geography and art. Revised plans for these subjects have recently been introduced.

This is an inclusive school. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are well supported. They now attend school regularly and arrive at school on time. Pupils who speak English as an additional language, particularly those who are new to school, are well supported. Leaders and staff adapt curriculum plans where necessary. External agencies provide support to those pupils who need it.

Pupils enter school in an orderly manner. They are greeted by their teachers and calmly settle into class ready to learn. Pupils now attend school regularly and are punctual to lessons. They learn about staying healthy, the importance of physical activity and healthy eating. Pupils enjoy physical education lessons and having 'proper rugby coaches'. They enjoy learning to swim in the school swimming pool. They are given meaningful opportunities to contribute positively to school life. Older pupils learn how to debate issues and ideas in a considered way at the debate club.

Governors have a good understanding of the school's work and hold the headteacher to account for the performance of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff attend regular safeguarding training. Staff are alert to and respond well to concerns, including the risk of child sexual harassment and radicalisation. Pupils in need of additional support receive timely help from the family support team in school or external agencies when necessary. All pupils regularly learn about healthy relationships, online safety and how to keep themselves safe. Leaders ensure the necessary safeguarding checks are undertaken before staff are appointed. Parents say that their children are safe in school and well cared for.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum plans have only recently been revised. Leaders are not in a position to say how successful they are. Leaders should now support subject

leaders to review their implementation and evaluate the impact of recent curriculum developments.

- Some pupils who have fallen behind in their reading due to the COVID-19 pandemic need to make rapid progress to catch up with their peers. Reading interventions need to be targeted to individual pupils to prevent the gaps widening. Leaders should make sure that those pupils who have fallen behind in their reading during the pandemic receive the focused support they need to catch up quickly.

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.

If you are the school and 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

Unique reference number	125681
Local authority	Warwickshire
Inspection number	10201024
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair of governing body	Paul Stacey
Headteacher	Joanne Herrero
Website	https://www.holytrinity.warwickshire.sch.uk/
Date of previous inspection	18 March 2021, under section 8 of the Education Act 2005

Information about this school

- The school's last inspection under section 48 of the Education Act 2005 for schools of a religious character took place in March 2017. The next section 48 inspection is due in March 2022.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this 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.
- During the inspection, inspectors carried out deep dives in early years, reading, mathematics, science, geography and design technology. Inspectors visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects are planned and taught. Inspectors also

looked at work from some other subjects in less detail and spoke with pupils, staff and parents about the school curriculum.

- Inspectors considered information on the school's website.
- Inspectors talked to pupils, staff, leaders, parents and governors about safeguarding arrangements and routines at the school. They examined the record of employment checks on school staff.
- Inspectors watched pupils' behaviour in class and at other times during the day. They spoke to parents, staff and pupils about behaviour.
- During the inspection, the inspectors had formal meetings with the headteacher, assistant headteacher, subject leaders, the SEND coordinator, the lead for pupils who speak English as an additional language, the attendance lead, governors, teachers, and learning support assistants. Inspectors also talked informally with pupils and parents to gather information about school life. An inspector had a short conversation with a local authority education adviser.
- By the end of the inspection, there were 116 responses to Ofsted Parent View, the online survey. Inspectors took account of these and also looked at the 116 free-text responses to Ofsted's survey for parents.

Inspection team

Lorraine Lord, lead inspector	Ofsted Inspector
Dawn White	Ofsted Inspector
Devinder Riat	Ofsted Inspector

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