

Inspection of Ossett Holy Trinity CofE VA Primary School

Church Street, Ossett, West Yorkshire WF5 9DG

Inspection dates: 14 and 15 June 2022

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

This school was last inspected 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils feel safe and happy in this school. They behave in a calm and orderly way and are keen to talk about their successes. Pupils say that bullying sometimes happens, but that when it does, staff deal with it quickly. Pupils know that when they share problems with adults, they get the help they need. Pupils leave this school with an understanding of how to keep themselves safe and how to contribute to their community.

Leaders are ambitious for all pupils. They are clear that pupils deserve a high-quality education so that they can be successful in the future. The 'promises' booklet lists the trips and experiences pupils will have during their time in school. The new leadership team have made changes which are beginning to have a positive impact on pupils. For example, a new curriculum has been introduced which pupils are responding to positively.

In some subjects, pupils do not learn the key knowledge they need to be successful. This is because leaders have not defined this knowledge clearly enough. Although reading is prioritised in school, inconsistencies in the teaching of phonics mean that some pupils do not learn to read as well as they could.

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

Leaders have made changes to the curriculum which are beginning to have an impact. They have worked hard to develop a school vision. They are ambitious for all pupils. Leaders are beginning to think about the order in which lessons are taught to pupils so that pupils have the best chance of knowing and remembering more. However, the important knowledge leaders want pupils to know in each subject is not defined clearly enough. This means that pupils are not able to build on their knowledge in different subjects over time. Leaders do not check on how well pupils are being taught the intended curriculum regularly enough or in sufficient detail. In some subjects, such as mathematics, teachers assess what pupils know so that any gaps or misunderstandings can be addressed. However, teachers do not use assessment well in other subjects. Strategies to check what pupils know and remember are not used consistently. As a result, leaders and teachers do not know the curriculum areas in which pupils need more support.

Leaders prioritise reading. Book corners in each classroom are well used and pupils have lots of opportunities to read during the school day. Pupils talk enthusiastically about reading. They know it is an essential life skill to develop.

There is a clear curriculum in phonics but teachers do not deliver this with consistency or fidelity. Some pupils are not taught the precise sounds they need to know. In some phonics lessons, pupils do not use the correct sounds for some letters within certain words and staff do not correct them. Pupils who need extra

help with reading are identified for additional support. However, this support is not matched closely enough to the sounds or parts of reading they need help with.

There are clear systems to identify pupils with special educational needs and/or disabilities (SEND). Leaders are ambitious for pupils with SEND. Teachers provide pupils who have an education, health and care plan with the support they need to develop their independence and become more confident learners. Leaders work effectively with external professionals to access more support for those pupils who need it. However, leaders do not check on the support that pupils with SEND receive closely enough.

In the early years, adults help children to understand that it is important to take turns and be kind. There is an atmosphere of positivity and care within the classrooms. Leaders have developed the indoor and outdoor learning environments well. In some early years curriculum areas, leaders have thought about the knowledge and skills children need to support their future learning. This is not the case in all curriculum areas. As a result, some activities do not have a clear purpose or help to prepare children for the next stage in their learning.

Pupils have a wide range of opportunities to develop their character. Teachers organise relevant trips and experiences across different year groups which link to different subject areas. Pupils have a strong understanding of important issues such as discrimination. As one pupil said, 'You shouldn't leave someone out because they are not the same as you.'

Governors understand their strategic role. They offer support to the new leadership team and do challenge leaders when necessary. However, the challenge governors offer is not focused on how the changes the leadership team have made are supporting the most vulnerable learners.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the needs and vulnerabilities of families and the local community. Staff understand that safeguarding is the responsibility of everybody. There are clear systems in place to help staff identify and refer pupils and families who may need support. Leaders ensure that other professionals work with pupils and families when required. Staff are aware that some pupils are more vulnerable to abuse than others. Pupils are taught how to keep themselves safe. For example, pupils understand about consent and safe touch and know how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that phonics is taught with fidelity and consistency. As a result, some pupils do not learn to read as quickly as they could. Pupils who

need additional help with reading do not get the targeted support they need to catch up quickly. Leaders should ensure that all staff receive the training and support necessary to ensure that all pupils receive the consistent phonics teaching they need to become fluent readers.

- Leaders have not thought carefully enough about how the early years curriculum establishes solid foundations for children’s learning in Year 1 and beyond. As a result, some activities and resources are not chosen with enough consideration about the learning they are designed to support. Leaders should ensure that the curriculum in the early years is designed to support pupils in their current and future learning across all areas of the curriculum.
- Monitoring systems do not give leaders, including governors, a clear picture of the way in which the school’s curriculum is being enacted for all pupils. As a result, leaders are not able to direct their school improvement activities in the areas which are most in need of attention. Leaders should ensure that there are rigorous and systematic approaches to the monitoring of the curriculum and the impact it is having on pupils’ learning and progress.
- Leaders have not clearly defined the knowledge they want pupils to know in some wider-curriculum areas. As a result, pupils are not able to build consistently on their knowledge in some subjects over time. Leaders should ensure that the key knowledge in each subject area is clearly defined so that pupils know more and remember more.

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	108260
Local authority	Wakefield
Inspection number	10211885
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair of governing body	Rachel Quayle
Headteacher	Jonathan Wood (Acting)
Website	http://www.holytrinityossett.co.uk
Date of previous inspection	11 December 2007

Information about this school

- The school has undergone significant change in leadership since September 2021.
- The new leadership team is temporary and has been in place in its current form since January 2022.

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 leaders and this has been taken into account in the evaluation of the school.
- The lead inspector spoke to senior leaders including the chair of the governing body, the vice chair, and several other members of the governing body.
- The inspection team also spoke to leaders about the curriculum in other subject areas including science, geography and art.
- The lead inspector met with the safeguarding team and spoke to pupils and staff about the safeguarding practices in the school.

- The lead inspector met with the special educational needs coordinator to discuss the provision for pupils with SEND.
- The inspection team carried out deep dives in mathematics, early reading, geography, science and art. For each deep dive, the inspection team discussed the curriculum with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspection team evaluated responses from parents to Ofsted’s online survey, Ofsted Parent View.

Inspection team

Liam Colclough, lead inspector

Her Majesty’s Inspector

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Ofsted Inspector

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