

# Inspection of a good school: Holy Trinity Church of England Academy (South Shields)

Brockley Avenue, South Shields, Tyne and Wear NE34 0TS

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Inspection dates:

28 and 29 June 2022

## **Outcome**

Holy Trinity Church of England Academy (South Shields) continues to be a good school.

## **What is it like to attend this school?**

This school provides an oasis of calm. Pupils are happy and feel safe. They know that adults care for them and want them to succeed.

Leaders and staff have high expectations for all pupils. They plan and adapt the curriculum to meet pupils' needs and interests. Teaching of reading, writing and mathematics helps pupils to successfully secure the basics. In other subjects, teachers motivate pupils to learn important knowledge and skills. Effective use of educational visits provides pupils with experiences that link well to teaching in school.

Pupils' behaviour is exemplary. They display superb manners and are polite and kind to one another. When children start in the early years, they quickly learn the schools' expectations and routines. Pupils believe that the school rules are fair and consistently applied. The school does not tolerate bullying. Pupils are confident that on the rare occasion it occurs, staff resolve it.

This school identifies its core purpose as to benefit the children who attend. Staff and leaders work in a dedicated fashion with pupils and parents to achieve this. There are a wide range of clubs which pupils enjoy. The school provides many opportunities to widen pupils' horizons and make them responsible young citizens.

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

Leaders have established a well-sequenced curriculum taught through a topic-based approach. They have planned a curriculum which progresses from early years through to Year 6. Leaders are reviewing assessment approaches to link them more directly to foundation subject plans. Their aim is to ensure that staff can more accurately determine the knowledge that pupils have gained in these subjects. Leaders recognise that these revisions to assessments need to be manageable for staff.

There have been some adaptations to the curriculum following the COVID-19 pandemic. These have taken account of some of the gaps in pupils' learning. Leaders' analysis of pupils' learning indicates that this approach has been successful.

Teachers use suitable approaches when teaching the planned curriculum. They make effective use of practical resources in mathematics and phonics to support pupils' learning. Practical artefacts help Reception children to develop their understanding of the world and gain a sense of changes over time. For example, children looked carefully at changes in swimwear between past and present. In Year 6, pupils considered similarities and differences in writing from different periods of time that they have studied across key stage 2. Teachers guide pupils well to make links with prior knowledge.

Leaders have prioritised reading. The school has introduced a new phonics programme. Staff across the school have received training in this programme. They teach phonics with a consistent approach. Younger pupils have books which are well matched to their phonics knowledge. Staff provide additional support to help pupils catch up if they have gaps in their phonics knowledge. Leaders' analysis indicates that this is working well. Older pupils talk enthusiastically about the books they are reading for pleasure. They are pleased that they could help choose new books for the school. Year 6 pupils demonstrate empathy with the characters in 'Goodnight Mr Tom', which they studied during the Second World War topic.

Children in early years follow the school's routines well. They are attentive and listen well to staff. Children cooperate when they are working in small groups together. Older pupils listen carefully to their teachers. They work in a determined fashion when tackling individual tasks. There is a purposeful learning atmosphere in lessons.

The school's breakfast club supports pupils' social needs and encourages regular attendance. Pupils talk enthusiastically about the after-school clubs. These offer a wealth of sporting opportunities, as well as activities such as cookery and art. The curriculum provides a wide range of visits and visitors to widen pupils' horizons. The school is now returning to organising residential visits which were not possible during the COVID-19 pandemic. Roles on the school council, the eco council, as young leaders and as school buddies enhance pupils' sense of responsibility.

This is an inclusive school where there is high ambition for all pupils, including those with special educational needs and/or disabilities. The headteacher and the additional needs manager lead this aspect of the school well. As a result, these pupils achieve well. The school has staff, such as the child well-being officer, to support pupils' social, emotional and mental health needs. Pupils know that they can turn to these staff whenever they have concerns.

The headteacher, leaders and staff understand the needs of pupils and parents very well. Staff are proud to be members of the school. They often refer to being part of the team. Most staff believe that senior leaders are considerate of their workload and well-being. Senior leaders are supportive of staff's development. Some subject leaders are relatively new to their roles. They have not received the training they need to successfully develop and monitor their subject. Senior leaders have plans in place to address this.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff identify pupils who are vulnerable to safeguarding risks promptly. They take determined action to secure help for pupils and families where required. The school works well with a range of agencies. Leaders, including governors, have received training in safer recruitment. Suitable procedures are in place for recruitment and dealing with allegations or safeguarding concerns about staff.

Staff teach pupils how to stay safe, including when they are online. Leaders respond to specific identified risks when they arise, for example ensuring that an external agency provided pupils with advice about the risks associated with the local railway line.

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

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

- Leaders have not fully developed the approaches to assessment in some foundation subjects. In these subjects, it is difficult for staff to determine the knowledge that pupils have gained from the curriculum's implementation. Leaders should continue to develop suitable and manageable assessment approaches which explicitly link to the school's curriculum.
- Some foundation subject leaders are new to their roles. They are beginning to develop their subject leadership skills and their understanding of the strengths and areas for development in their subjects. Leaders need to continue with their development of subject leadership for all curriculum areas.

## 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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2017.

## 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

<b>Unique reference number</b>	141160
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10228134
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Pickersgill
<b>Headteacher</b>	Tina Murphy
<b>Website</b>	<a href="http://www.holytrinityceacademy.co.uk/">www.holytrinityceacademy.co.uk/</a>
<b>Date of previous inspection</b>	9 May 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, there have been several changes to the school's staff. The school has changed the senior leadership structure. There is no longer a deputy headteacher. There are two assistant headteachers.
- The school is a Church of England academy and is part of the Diocese of Durham. The school's last section 48 inspection was in March 2016.
- The school uses no alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and the two assistant headteachers. He met with two governors, including the vice-chair of the governing body. He held telephone discussions with representatives from the diocese and the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector spoke to leaders about the school's provision for pupils' personal, social and health education.
- The inspector met with the headteacher to discuss the school's approach to behaviour management.
- The inspector discussed the school's safeguarding procedures with a range of staff. He reviewed the school's documentation regarding safeguarding. He discussed how safe pupils feel in school and how staff teach them to stay safe, including online.
- The inspector analysed the responses to Ofsted's pupil, staff and parent surveys. He also considered the school's analysis of its own parents' survey.

### **Inspection team**

Michael Reeves, lead inspector

Ofsted Inspector

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