

Inspection of a good school: Trinity CofE Primary School

Butt Lane, Ford, Shrewsbury, Shropshire SY5 9LG

Inspection dates:

8 and 9 November 2022

Outcome

Trinity CofE Primary School continues to be a good school.

What is it like to attend this school?

The school motto is 'Be the best you can be'. Pupils aspire to this. Trinity is a happy school where pupils feel safe. Pupils enjoy their lessons because teachers make learning interesting and memorable.

This is a welcoming and inclusive school. Leaders greet everyone as they arrive each day. Pupils who need extra help, including those with special educational needs and/or disabilities (SEND), receive good support. The curriculum is ambitious for all.

Pupils show care and compassion for one another. They are very well mannered. Pupils know the school's seven values. They learn about respect and resilience. Pupils are inquisitive learners who strive to work hard and achieve well. They take part in lots of sporting and extra-curricular activities, and learn how to stay healthy. Pupils learn about being global citizens. They enjoy fundraising events such as sponsored silences and bring-and-buy sales.

Pupils say bullying happens rarely. They say any member of staff will help them sort it out. Pupils thrive at Trinity. They understand how to contribute to helping others. Young leaders include school councillors, ambassadors, house captains, and playground and lunchtime helpers. Parents say Trinity is a family and a community.

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

Pupils achieve well in reading and mathematics. Children get off to a fast start in Reception learning their phonics. They have plenty of time to practise their new reading skills. The books pupils read match the sounds they are learning. Leaders are quick to pick up any pupils who need extra help. Staff know what to do because they are well trained. Communication between home and school is good.

Pupils have a love of reading. They aspire to be 'Millionaire' readers, reading a million words in books. Library areas are attractive and inviting. Pupils choose new books each

week. They listen with awe and wonder when their teachers read to them, for example about Greek mythology. Pupils enjoy working with visiting authors.

Leaders make sure that learning in mathematics builds on what pupils already know. Teachers check what pupils know and can do regularly. Staff's subject knowledge is good. Pupils are confident when talking about their learning and using mathematical words. For example, they know and can explain what 'intervals' are when learning to read scales in Years 4 and 5.

Leaders have been working on new curriculum plans over the past four years. They are ambitious for all pupils and have thought carefully about how to make the curriculum meet the needs of mixed-age classes. Where the curriculum is more developed, leaders and teachers know how to help pupils remember knowledge and skills. Pupils have many opportunities to practise and revisit learning. The teaching of physical education, science and music are particularly good examples of this. In a few subjects, such as history and geography, leaders have thought about the broad knowledge they want pupils to learn but have not yet defined, in sufficient detail, the important knowledge and ideas that they want pupils to gain as they move through the year groups in key stage 2. This means that pupils' learning is not always as well focused as it could be on what pupils need to know.

Leaders want pupils to have opportunities to read across all curriculum areas. However, the words in some subjects, including mathematics and history, are sometimes too difficult for pupils who are at an early stage of learning to read. This slows some pupils' learning in lessons.

Effective systems allow staff to identify and assess pupils with SEND accurately. Skilled staff support pupils well in lessons. Leaders work closely with external agencies and parents. Lines of communication are effective.

Leaders are keen that pupils explore their talents and interests. Pupils enjoy trips, events and extra-curricular opportunities, including residential experiences, drama and music productions, and inter-school sports events.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority across the school. Leaders make sure that all staff receive regular training and updates. Staff are confident with school systems and know what to do if they have a concern about a pupil. Safer recruitment checks are thorough.

Designated senior leaders work closely with families and professional agencies to help support pupils. Leaders are tenacious in following up referrals to external agencies and taking action.

Pupils know about safety and how to keep themselves safe. Staff teach pupils to be vigilant when on the internet. Pupils say they feel safe in school, and parents agree.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, such as history and geography, leaders have not defined the specific knowledge for pupils in key stage 2 in enough detail. This means that pupils are not always learning as much as they could. Leaders need to identify the important knowledge which needs to be taught more precisely, in order to help teachers ensure pupils work towards and achieve the end goals.
- Sometimes, pupils are given sentences to read in mathematics and foundation subjects that are beyond their current phonics knowledge. This means that some pupils do not understand the work sufficiently. Leaders need to regularly check that pupils receive the support and resources needed to allow all pupils to access and complete the tasks set successfully.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 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.

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	130931
Local authority	Shropshire
Inspection number	10212441
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	154
Appropriate authority	The governing body
Chair of governing body	Roger Evans
Headteacher	Jack Pittaway
Website	www.trinity.shropshire.sch.uk
Date of previous inspection	28 February 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, both the headteacher and the deputy headteacher are new to their roles.
- The pupils are taught in five vertically grouped mixed-age classes.
- The school has a before- and after-school club.
- Leaders do not use any alternative provision.
- The school is within the Diocese of Hereford. The most recent section 48 inspection took place in July 2017. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.

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 her evaluation of the school.

- The inspector met with the headteacher, the deputy headteacher, subject leaders, the special educational needs coordinator, the chair of governors, governors, teachers, parents and staff.
- During the inspection, the inspector carried out deep dives in the following subjects: reading, mathematics and history. The inspector visited lessons, looked at pupils' work, talked to pupils, talked to staff about the way the subjects were planned and taught, and observed pupils reading to a familiar adult.
- The inspector looked at school documents, including information about the school curriculum, behaviour, attendance and governors' minutes.
- To check the effectiveness of safeguarding, the inspector reviewed the school's policies and procedures. Inspectors met with safeguarding leaders and spoke to pupils and staff.
- The inspector reviewed information published on the school's website.
- Pupil behaviour was observed around school, in classes and at playtime and lunchtime.
- The inspector reviewed and discussed records of pupils' attendance.
- The inspector spoke with a local authority representative.
- The inspector spoke to parents at the end of the first day of the inspection. She reviewed the 33 Ofsted Parent View responses and considered the 25 free-text comments. The inspector took account of the 17 responses to Ofsted's survey for staff and the 32 responses to the pupil survey.

Inspection team

Pamela Matty, lead inspector

Ofsted Inspector

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