

Inspection of Holy Trinity CofE Primary School, Lower Beeding

Church Close, Lower Beeding, Horsham, West Sussex RH13 6NS

Inspection dates: 22 and 23 November 2022

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

What is it like to attend this school?

Pupils eagerly come to this caring school knowing that they will have an exciting and inspiring day ahead. The teachers have high expectations of what pupils will achieve in their learning. Alongside this, the school's values and embedded golden rule help pupils know how to behave and treat others with the utmost respect. Pupils show love and compassion to their friends and the adults who help them. As a result, learning is calm and purposeful.

This is a vibrant and welcoming small school with a big heart. Pupils value how friendly it is, and that everyone gets along so well. Pupils are understood and cherished as individuals. Everyone's talents, interests and backgrounds are appreciated. Unkind behaviour is not tolerated. Bullying is not something pupils worry about. They trust that the committed team of adults will listen and quickly resolve any issues.

Pupils benefit from a wide range of opportunities that enrich their learning, such as events at the local church or forest school. They appreciate clubs such as sports activities, learning musical instruments and Spanish. Pupils are keen to welcome visitors and talk enthusiastically about their learning. They especially value their class council debates, for example discussing the future of school uniform.

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

Leaders have significantly improved the curriculum in the past few years. They have focused their efforts on identifying more precisely the knowledge and skills they want pupils to learn. This includes making stronger links across a range of different subjects. However, in a few foundation subjects, such as modern foreign languages, leaders have not yet set out exactly what should be learned and the order in which to learn it.

In the early years, leaders have not yet considered precisely enough what they want children to learn and how this is built on in Year 1 and beyond. Across the outdoor environment, some activities set up do not always have a clear learning focus. Too many activities do not consistently develop curiosity or children's interests in the world around them. Not all staff are well trained so they can help children develop and extend their learning. Consequently, some children in the early years are not learning as well as they should or are not securely ready for Year 1.

Pupils with special educational needs and/or disabilities (SEND) are supported effectively and sensitively to access the full curriculum. Leaders help staff to adapt their teaching, which has helped pupils' in building knowledge and skills securely. Pupils with SEND learn alongside their peers successfully to develop their resilience and confidence.

All staff know that reading is central to every pupils' success. The school library sits in the heart of the school. In lessons, pupils are learning how to read through a planned phonics programme. The books they read help them to practise their sounds and letters. Pupils who find reading more difficult have additional support to help them catch-up quickly. Pupils enjoy reading and look forward to their daily storytime. Leaders use a range of high-quality texts to inspire and improve pupils' understanding of stories, including expanding their vocabulary.

Pupils of all ages play harmoniously together. Children in the early years share resources and learn cooperatively with their friends. Throughout the school, pupils choose to do the right thing and are quick to follow routines. All pupils are keen to help each other and their teachers, whom they adore. All staff model the behaviour they expect and reward pupils accordingly. Pupils have positive attitudes to their learning and know how to learn without distraction.

Successfully promoting pupils' personal development is at the centre of everything the school does. Pupils learn about different faiths and cultures, understanding that others may not share their beliefs or opinions. Pupils have a strong understanding of right and wrong and that treating everyone fairly and with kindness is an essential part of the school's approach. For example, older pupils act as reading buddies for younger pupils at playtimes. Pupils take their Year 6 prefect role very seriously, helping lunchtime to run smoothly for the younger pupils eating sociably in the hall.

Staff report high morale and show strong teamwork. Staff are extremely proud to be part of this tight-knit team. They appreciate and value that leaders are so considerate and supportive of their workload and well-being.

Governors are fully supportive of the school to deliver its ambitious goals. Governors carry out checks on the school's work and review information leaders share with them. However, they are not as consistently well informed about the quality of education. Governors do not consistently provide enough challenge. This sometimes limits their ability to hold leaders fully to account for school improvement work.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance at Holy Trinity. Staff know their pupils and families well. Staff remain alert to any potential harm or risks. Pupils feel safe and know there is always an adult to support them. All staff and parents feel that pupils are kept safe. Pupils are taught to keep themselves safe, including when online. Staff understand their responsibilities because they are well trained. They know how to report any concerns they may have. Leaders work closely with external agencies to access timely support. During the inspection, some minor record-keeping inaccuracies were found, which leaders have rectified.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum in the early years is not yet sufficiently well planned and sequenced to ensure that children develop knowledge and skills across all seven areas of learning. For example, it means that the planned activities set for children do not always have a clear learning focus. Leaders need to ensure that the curriculum for early years is coherently planned and sequenced, and staff are well trained to be able to implement it effectively.
- In a few foundation subjects, leaders have not precisely laid out what knowledge and skills pupils need to learn. This leads to teachers being unclear about what to teach and check across a series of lessons. Teachers require further training or support to sequence this key curriculum content step by step.

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

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| Unique reference number | 125987 |
| Local authority | West Sussex |
| Inspection number | 10242099 |
| 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 | 85 |
| Appropriate authority | The governing body |
| Chair of governing body | Steffan Battle |
| Headteacher | Tracey Bishop |
| Website | www.htlb.school |
| Date of previous inspection | 12 July 2017, under section 8 of the Education Act 2005 |

Information about this school

- Holy Trinity CofE Primary School is a voluntary controlled Church of England school. The most recent section 48 inspection took place in May 2018.
- The school does not currently use any alternative provision.
- The school hosts a breakfast and after-school club, run by Wiz Kids Breakfast and Supper Club, who are separately registered.
- Pupils are currently taught in three mixed-age classes in Reception Year and Year 1, Year 3 and Year 4, and Year 5 and Year 6. Year 2 are currently taught as a separate fourth class.

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 continuing impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and the special educational needs coordinator.
- The lead inspector met with four governors, including the chair of governors. The lead inspector held separate telephone calls with representatives from the local authority and the Diocese of Chichester.
- Inspectors carried out deep dives in these subjects: reading, mathematics and modern foreign languages. For each deep dive, inspectors discussed curriculum planning with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils and looked at their work. The lead inspector also heard pupils read to a known adult.
- Inspectors checked a wide range of safeguarding documentation and school policies, including the single central record. They also reviewed the school's records regarding child protection and welfare of pupils.
- The lead inspector reviewed a range of documentation, including the school's self-evaluation, the school development plan and relevant school policies.
- Inspectors took account of parents' responses to the Ofsted Parent View questionnaire, along with their written comments. An inspector also talked with parents in the afternoon of the first day of inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development and the wider school curriculum.
- Inspectors met with a range of staff to gather their views on how leaders support them, and took account of their responses to the staff survey.

Inspection team

| | |
|-----------------------------------|-------------------------|
| Gareth Flemington, lead inspector | His Majesty's Inspector |
| Emma Law | Ofsted Inspector |

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