

Inspection of Holy Trinity Primary School

Cecil Street, Bury BL9 0SB

Inspection dates: 11 and 12 January 2023

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils describe Holy Trinity Primary School as a welcoming place for all. They comment that they are proud to attend this school. Pupils have positive relationships with their teachers. Most importantly, pupils are happy and safe in school.

Leaders have high expectations of pupils' achievements. They are ambitious for all pupils. Pupils work hard to meet the expectations set out by leaders and teachers. They are keen to do their best. Across a range of subjects, pupils, including those with special educational needs and/or disabilities (SEND), learn well.

Leaders expect pupils to behave appropriately. Pupils focus on their learning in lessons. They behave well at social times, showing respect to each other. Pupils explained that they are confident to report any incidents of bullying or unwanted behaviour to their teachers, who will act quickly.

Pupils enjoy the many enrichment opportunities offered at the school. They explained that they enjoy going outside to learn. Pupils outlined the many sporting opportunities in which they participate.

Pupils embrace leadership responsibilities with maturity. For example, they become peer mediators, who help and support other pupils at break or lunchtimes. They are pleased when pupils from other schools visit so that they can learn from each other.

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

From the early years to Year 6, leaders have set out an ambitious curriculum for pupils and children. Across a range of curriculum areas and subjects, leaders have successfully identified the knowledge that all pupils, including children in the early years, must learn. The curriculum is well ordered. Pupils in key stages 1 and 2 are well prepared for the next steps in their education. Children in the early years are well prepared for the demands of Year 1.

Leaders ensure that vocabulary features strongly throughout the curriculum, including in the early years. Teachers present learning clearly to pupils, including for pupils who speak English as an additional language and pupils with SEND. Where necessary, teachers make careful adaptations to the delivery of the curriculum, to ensure that pupils with SEND achieve as well as their classmates.

Leaders are currently refining their systems to ensure that teachers identify what pupils can recall of their learning. In a few subjects, leaders' systems to check pupils' learning do not allow teachers to identify with sufficient precision what pupils and children in the early years have remembered. Sometimes, teachers focus too heavily on the broad topics that have been covered. This is at the expense of how well pupils have deepened their knowledge of essential subject content and concepts. On occasion, this prevents some pupils from making secure connections

between past and future learning. However, overall, pupils learn and achieve well across the curriculum.

Leaders give reading a high priority in school. Children begin to learn letters and sounds as soon as they begin in the Nursery class. Leaders have implemented a well-ordered phonic programme. Suitable training has been provided for all staff. Where needed, teachers provide extra support to all pupils, including children in the early years, who may not be keeping up with the reading curriculum. Nevertheless, on occasion, some children and pupils lose fluency in their reading. This is because a few pupils do not have enough time to practise their reading skills, to improve their fluency. Consequently, this hinders how well pupils read for meaning.

Pupils with SEND are well supported by teachers across the school. Teachers and leaders identify any pupils with additional needs quickly and effectively. They provide timely support to help pupils with SEND to access the full curriculum. Leaders work well with external agencies to make sure that those pupils who need more specialist help receive it.

Children in early years learn the school's routines quickly. They begin to learn to share and to take turns together. From the Reception Year, children and pupils think about how their actions make others feel. Children in the early years, and pupils in key stages 1 and 2, demonstrate positive attitudes towards their learning. Lessons are very rarely interrupted.

Leaders ensure that the curriculum promotes pupils' personal development well. Pupils successfully learn about different religions and faiths to their own. High-quality pastoral support aids pupils to develop healthy minds. Pupils are equally well supported to understand how to look after their physical health, and they learn about what makes a healthy relationship. Leaders ensure that pupils and children get the opportunity to go on educational visits, including within the local community. This enables pupils to learn about the world beyond the school.

Leaders, including trustees and governors, have a strong shared vision for the school, which is being realised. Trustees and governors hold leaders fully to account for the quality of education that pupils receive.

Staff are proud to work at this school. Leaders are cognisant of staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained to spot any potential signs of harm in pupils. The procedures in place for reporting concerns are understood by all. Leaders keep effective records, which are reviewed to spot any emerging patterns or

needs. They make timely referrals to other agencies, when needed. This helps pupils and families receive any support they may need.

Pupils learn about how to keep themselves safe, including how to manage online risks. They also learn about the other ways that they need to keep themselves safe in the local area. For example, pupils learn about water, fire and knife safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders' systems to assess pupils' learning are under-developed. This means that, on occasion, teachers do not have a secure enough understanding of whether pupils have learned all the essential subject knowledge and concepts that they should. Leaders should finalise their systems to check how well pupils are learning new knowledge.
- A minority of younger pupils do not have enough time for reading practice to ensure that they read fluently and accurately. A lack of fluency sometimes hinders their understanding of what they have read. Leaders should ensure that they provide more opportunities for those pupils who find reading more difficult to improve their fluency.

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	146308
Local authority	Bury
Inspection number	10255924
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	Board of trustees
Chair of trust	Robert Haigh
Chair of governors	Cath Hilton
Headteacher	Alison Knott
Website	https://www.holytrinitycofe.org.uk/
Date of previous inspection	Not previously inspected

Information about this school

- Holy Trinity Primary School converted to become an academy school in September 2018. When its predecessor school, Holy Trinity Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- Leaders make use of one alternative provider for one pupil.
- This Church of England school is part of the Diocese of Manchester. It has not had a section 48 inspection as a new academy school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders. Inspectors met with a range of leaders who are responsible for the school's pastoral system and the personal development programmes.
- The lead inspector met with a group of governors, including the chair of governors, trustees and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. For each deep dive, the inspectors met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. They also reviewed other subjects in the curriculum.
- The lead inspector observed some pupils in Years 1 to 3 reading to familiar adults.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff.
- Inspectors took account of the responses to Ofsted's online survey for staff and pupils.
- Inspectors met with parents at the start of the school day. Inspectors took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

Stuart Perkins, lead inspector

His Majesty's Inspector

Sally Rix

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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