

Inspection of an outstanding school: Trinity Primary Academy

Bounds Green Road, Wood Green, London N22 8ES

Inspection dates:

2 and 3 February 2023

Outcome

Trinity Primary Academy continues to be an outstanding school.

What is it like to attend this school?

Pupils are rightly proud to be part of this school. Pupils said that they really enjoy coming to school every day. They behave extremely well both in lessons and at break times. Pupils are polite and helpful. Any rare incidents of bullying or unkind language are dealt with and swiftly resolved. Pupils are happy and safe here. The school's core values of harmony, respect and achievement are strongly promoted.

The broad and ambitious curriculum prepares pupils exceptionally well for every stage of their education from the early years onwards. Leaders have high expectations for all pupils' achievement, including those with special educational needs and/or disabilities (SEND). Across a wide range of subjects, pupils achieve highly.

Pupils have access to a wide range of enrichment opportunities. The curriculum is enhanced by a programme of educational visits and workshops. For example, pupils have recently visited The Imperial War Museum and the Museum of London Docklands to support their learning in history, science and local geography.

Staff encourage pupils to take on extra responsibilities as productive citizens of their community. The school's 'leadership pathway' gives pupils the opportunity to gradually increase the level of responsibility that they take on, for example as house captains and school councillors.

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

Leaders and staff have designed a high-quality and ambitious curriculum. They have given careful thought to what pupils need to know at each stage of their learning. The important knowledge and skills that pupils will learn have been very well planned and sequenced. For example, children in the early years learn about space and transport following a visit to the London Transport Museum. They learn simple vocabulary such as 'years' and 'time', 'past' and 'present'. This forms the foundation for future learning in

history and mathematics in Years 5 and 6, where pupils study the timelines of three ancient civilisations and the start of World War Two.

In every subject, leaders have broken down the knowledge and skills that pupils need to know into small steps and identified the end points pupils need to reach. Teachers regularly check what pupils can remember from previous lessons. Pupils talk confidently and have strong recall of prior learning. Pupils in Years 2 and 4 were able to speak about the geographical development of London following the Great Fire of London and then the blitz and bombings in the 1940s. Musical skills and talents are developed strongly, including through learning percussion instruments in early years and recorders in Year 2, guitar in Year 4 and singing in the school choir in Years 3 to 6.

Leaders and teachers use assessment effectively and make skilful adaptations to teaching to ensure that they identify and meet all pupils' needs, including those with SEND.

Daily storytelling, listening to staff read and the careful choice of quality reading materials encourage pupils' love of reading. Staff are highly skilled in the teaching of phonics, which begins as soon as children start school. Staff deliver the phonics programme with fidelity and precision. Regular assessment checks are made to ensure that all pupils progress through the curriculum and to identify and address any gaps in their knowledge. Daily high-quality support helps selected pupils who are behind. As a result, they catch up quickly. Pupils talked enthusiastically about their favourite books and authors.

Children in the early years are taught the school's routines and expectations, which are built upon as they move up through the school years. Pupils' behaviour in lessons is exemplary. There is no off-task behaviour or time wasted. Pupils cooperate sensibly and support each other. This was particularly evident in mathematics when pupils were problem-solving and deepening their understanding of mathematical concepts.

Provision for pupils' personal development is exceptional. Leaders organise an extensive range of outings and enrichment activities, including archaeology club, street science, Glee club, yoga, cooking, sports and music. Pupils in Year 6 eagerly looked forward to their residential trip later in the year. The school has a termly careers week and invites in external speakers to foster pupils' ambitions and aspirations. The diversity curriculum has been designed to help pupils learn about important topics and prepare them for life in modern Britain. Pupils are taught about issues such as equality, tolerance and respect for other faiths and cultures.

School leaders and trustees from the Academy Enterprise Trust place great emphasis on the well-being of pupils and staff. Staff, including early career teachers, appreciate the support and mentoring that they receive from leaders to manage and reduce their workload. They are proud to work in this school and appreciate the opportunities that they have for professional development.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular up-to-date training. They have detailed knowledge of how to keep children safe and refer any concerns they have promptly to external agencies. Leaders meet regularly to review the support in place for vulnerable pupils. This ensures families receive the help and care they need.

The computing curriculum has been designed to help pupils to understand how to stay safe, including when online. For example, pupils are encouraged to be aware of the risks they may encounter when gaming or using social media.

The trust thoroughly manages the safe recruitment and vetting of staff. Procedures are rigorous and are checked regularly.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in June 2016.

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	138589
Local authority	Haringey
Inspection number	10227087
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	474
Appropriate authority	Board of trustees
Chair of trust	Rebecca Boomer-Clark
Principal	David Atter (Executive Principal) Melissa Martinez (Principal)
Website	www.trinityprimaryacademy.org
Date of previous inspection	14 and 15 June 2016, under section 5 of the Education Act 2005

Information about this school

- The school joined the Academes Enterprise Trust in September 2012.
- 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 the school and has taken that into account in his evaluation.
- The inspector met with the executive principal, the principal, the vice-principal and subject leaders. The inspector met with members of the Academies Enterprise Trust, including the National Director of Education and the Regional Director of Education.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector spoke to leaders about the curriculum in other subjects.

- The inspector reviewed a wide range of documentation related to safeguarding. This included the record of pre-employment checks.
- The inspector met with parents at the start of the school day and considered the views of parents and staff, including through responses to Ofsted's online surveys.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

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