

Inspection of a good school: Trinity Church of England Primary School

Littleton Drew Lane, Acton Turville, Badminton, South Gloucestershire GL9 1HJ

Inspection date: 4 May 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

'A welcoming and inclusive school' and 'a caring, pupil focused environment' are views shared by parents and reflect what it is like to be a pupil at Trinity. Pupils are happy. They enjoy warm relationships with staff. Pupils have a strong sense of belonging, which helps them to feel safe.

Pupils are at the centre of all decisions leaders make about the quality of education and care they provide. Adults have high aspirations for all pupils to achieve as well as they can. Pupils are enthusiastic about their learning and work hard. However, leaders recognise that, in some subjects, pupils do not achieve as well as they could. They have well-considered plans to address this, but some developments are in their early stages.

Adults have high expectations of pupils' behaviour. The school's Christian ethos and values of courage, friendship and respect instil in pupils a sense of right and wrong. Pupils understand these values, which they demonstrate in their good behaviour.

Pupils enjoy the broad range of wider opportunities on offer. These help to develop pupils' skills and interests in many areas, such as sport, taekwondo and music. Pupils of all ages and abilities can attend these clubs.

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

Leaders' work to further develop the curriculum is proving successful. Leaders now have in place an ambitious curriculum, from Reception to Year 6. Leaders recognise that, in some subjects, pupils do not achieve as well as they could. They have well-considered plans to address this, but some developments are in their early stages. As a result, pupils'

learning is hindered in these subjects. They do not gain the knowledge they need to succeed.

Leaders consider reading to be the bedrock of pupils' education. There is a systematic approach to the teaching of reading. Children start phonics very soon when they enter the Reception Year. Staff demonstrate knowledge and skill in the teaching of phonics and early reading. They use their expertise to ensure that children and pupils get to grips with their letters and sounds quickly. Staff match pupils' books to the sounds they know. This helps pupils to read accurately and fluently, increasing their confidence in reading across the wider curriculum. Work to improve the reading environment and culture of reading is evident. Classrooms and the library are full of interesting books for pupils to enjoy. Story time is an important part of the day.

In some subjects, teachers use assessment well to identify gaps in pupils' learning. They revisit prior learning to help the most important knowledge stick in pupils' memories. For example, in mathematics, pupils can use their knowledge of number to solve mathematical problems with success. However, because the curriculum is not fully implemented, assessment in some subjects is not yet secure. This means that teachers do not know how well pupils remember the content they have been taught.

Pupils' personal development is well considered. Leaders plan opportunities to broaden pupils' experiences. For example, they provide visits to the Roman Baths, arboretum and the zoo. Older pupils welcome the chance to go on residential trips, where they spend time away from home with their friends. They benefit from the confidence this gives them and the social skills they develop.

Leaders accurately identify pupils with special educational needs and/or disabilities (SEND). They work well with parents and carers, outside agencies and other educational providers to secure the right support. This means that pupils with SEND learn the same curriculum as their classmates.

Pupils are proud of their school and attend regularly. They demonstrate positive attitudes to their learning and work hard. Along with staff, they feel part of 'Team Trinity.' Pupils welcome the additional responsibilities staff provide. For example, they are currently organising a non-uniform day and activity day to raise money for children's charities. Staff, including those at the start of their careers, enjoy working at the school. They value the training they receive and the support from leaders in managing their workload. Leaders, including governors, work effectively together. Governors demonstrate a strong understanding of the strengths and weaknesses of the school.

Parents who spoke with inspectors or responded to the parent survey are happy with the quality of education and care their child receives. In particular, parents who have children with additional needs welcome the support and guidance the school provides to ensure their child gets the right help at the right time.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff are well trained to notice and report any signs of concern. Leaders respond swiftly to support pupils and families in need of help and do not hesitate to escalate concerns when required. Leaders carry out the required checks on the suitability of staff to work with pupils. Leaders provide a curriculum that teaches pupils to understand age-appropriate risks, including internet safety and healthy relationships. Pupils know that adults will listen to them if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not fully embedded. Consequently, pupils do not gain the planned knowledge they need to achieve well across these subjects. Leaders need to complete the process of embedding the planned curriculum effectively in all subjects.
- Leaders have not established systems of assessment that clearly show what key knowledge pupils remember in some subjects. Therefore, pupils recall of prior learning is inconsistent. Leaders need to ensure that staff use assessment effectively to check what pupils know and remember across all subjects.

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 second ungraded inspection since we judged the school to be good in June 2014.

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	109182
Local authority	South Gloucestershire
Inspection number	10287457
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	121
Appropriate authority	The governing body
Chair of governing body	Ainsley Lang
Headteacher	Conrad Hutton
Website	www.trinityceprimaryschool.co.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Gloucester. At the most recent section 48 inspection of the school's religious character, carried out in December 2022, the school was judged to be good.
- The school uses one alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, other school staff and three members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors 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.

- Inspectors sampled pupils' work in other subjects, including science.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult. Story time was visited in Reception Year and Year 1.
- Inspectors reviewed the school's safeguarding documentation, including the safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding leader acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- The lead inspector considered key documentation, including school development plans and governors' minutes.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including free-text replies, and responses to the staff and pupil surveys.
- Inspectors spoke with parents at the beginning of the school day.

Inspection team

Jen Southall, lead inspector

His Majesty's Inspector

Steve Wigley

Ofsted Inspector

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