

Inspection of a good school: Trinity Croft CofE Primary Academy

Dalton Lane, Dalton Parva, Rotherham, South Yorkshire S65 3QJ

Inspection dates: 16 and 17 May 2023

Outcome

Trinity Croft CofE Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils receive a warm welcome into this caring school every morning. There are positive relationships between pupils and staff. Staff know the families well. Pupils, parents and carers speak highly about the school. One parent said, 'It is like a beacon in our community.' Pupils feel safe and happy and are proud to attend.

Leaders strive for the very best for their pupils. They ensure that pupils access an ambitious curriculum with a wide range of additional opportunities. Leaders provide pupils with responsibilities such as school and worship councillors, as well as reading and playground buddies. Pupils enjoy the responsibility that these roles bring.

Leader set high expectations for pupil's behaviour. Pupils rise to these expectations, which are part of the school's learning code. Pupils are well behaved and work hard in lessons. They are polite and courteous to adults and move calmly around school. Pupils understand the rules and routines and say that these are fair to everyone. They know the difference between bullying and falling out. Pupils say that while both may happen from time to time, teachers help them to sort things out quickly. Parents are overwhelming in their support of how leaders deal with issues as they arise.

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

Leaders prioritise reading. From the time that children start in early years, books are carefully chosen to spark a love of stories. Children in the early years attend the local library with school. This ensures that all children become members and have access to extra books to share at home. Staff deliver clear and well-sequenced phonics lessons across Reception and into key stage 1. Pupils know what to expect in these sessions and they join in eagerly. This includes pupils with special educational needs and/or disabilities (SEND).

Daily reading lessons continue in Year 2 and throughout key stage 2. Lessons are carefully planned. Teachers show pupils how to become fluent readers through a range of different

texts, including poetry. Opportunities for reading are woven through different curriculum subjects, such as history and science. Pupils experience success by reading books which are correctly matched to their stage of development.

In subjects such as mathematics and history, leaders carefully consider the knowledge that pupils need to learn in each year group. This starts in Nursery and runs through to Year 6. Leaders make deliberate links between subject areas, such as art and history. This gives pupils extra opportunities to remember and talk about any previous learning.

Teachers present lessons clearly to pupils. Pupils listen well and actively take part. They work with others to discuss their thoughts, ideas and learning. Teachers explain new vocabulary that pupils may need to know. Pupils quickly become confident in learning and using this vocabulary. For example, in history in Year 6, pupils spoke about the causes of war. They use terms such as nationalism, alliance and imperialism to make links between the wars that they had studied.

Procedures are in place for identifying gaps in pupils' learning in reading and mathematics. This means that pupils who are at risk of falling behind receive the support that they need to catch up. However, leaders have not established checks on what pupils know in all of the foundation subjects. Leaders are, therefore, not able to identify the specific gaps in pupils' learning in all curriculum subjects.

Pupils with SEND are well supported. Teachers use a range of strategies to support pupils in lessons. This means that pupils with SEND access the same curriculum alongside their peers.

Leaders ensure that pupils have a very good understanding of equality and discrimination. Pupils say that everyone is accepted and welcomed at this school, no matter what their differences may be. One pupil said, 'This school teaches you to accept people for who they are and who they want to be.' The school's Christian ethos, alongside weekly lessons, teaches pupils about the fundamental British values. Pupils recognise that these are values that people of different faiths and cultures can share. Leaders plan opportunities to develop pupils' moral and spiritual education. Pupils form part of the congregation at baptisms which take place at school, as part of their link with the Church. Pupils enjoy learning about the different communities and religions in the world.

The school is well led and managed. Staff say that they feel well supported by leaders. There is a collaborative culture in place. Teachers appreciate the benefits of working with colleagues across their partner schools. Leaders, including those that represent local governors and the trust, have a good understanding of the school's strengths. Parents feel that they are listened to by leaders. They say that staff are approachable and deal with any concerns in a timely way.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have relevant and up-to-date safeguarding training. This includes training around specific issues that may be a concern within the local area. As a result, staff are confident in recognising and reporting concerns. Leaders accurately record information and follow up incidents when needed, by working with the relevant external agencies.

Leaders teach pupils how to stay safe. They are taught about water safety, road safety, as well as how to stay safe when on the internet. Pupils say that they are confident to speak to adults in school if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not have a consistent approach to identifying gaps in pupils learning in some foundation curriculum subjects. This means that work which is set for pupils is not always matched to what they need to learn next. Leaders should ensure that assessments in foundation subjects are clearly linked to the knowledge that they expect pupils to know at each stage or year group. This will ensure that leaders are able to identify exactly what pupils do not know or understand and inform what pupils need to learn next.

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 predecessor school, Trinity Croft CofE Junior and Infants School, to be good in October 2009.

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	141587
Local authority	Rotherham
Inspection number	10255871
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	Board of trustees
Chair of trust	William Huw Thomas
Executive Headteacher	Rebecca Allard
Head of School	Maria Allen
Website	www.trinitycroft.co.uk
Date of previous inspection	23 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school and is part of the Diocese of Sheffield Academies Trust.
- The executive headteacher and the head of school took up their posts in January 2020. The executive headteacher leads this school, as well as Thrybergh Fullerton CE Primary Academy and Kilnhurst St. Thomas' C of E Primary Academy.

Information about this inspection

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and history. For each of these subjects, the inspector discussed the curriculum with subject leaders, looked at leaders' planning, visited a sample of lessons, spoke with pupils and teachers and reviewed pupils' work.

- The inspector scrutinised a range of documentation during the inspection, including curriculum plans, school development plans, and safeguarding and behaviour records.
- Meetings were held with the executive headteacher, the head of school, subject leaders, staff, governors, representatives from the trust and pupils.
- The inspector spoke with parents and gathered views from the Ofsted Parent View survey, as well as the free-text responses.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

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