

# Inspection of Trinity Church of England Primary School

Main Street, Aldwinkle, Kettering, Northamptonshire NN14 3EL

---

Inspection dates: 13 and 14 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Trinity is a welcoming, happy school. Relationships between pupils and staff are warm and considerate. Pupils are surrounded by adults who know them well and care for them. One pupil summed it up perfectly when they said, 'There's such a nice, safe atmosphere here.'

Leaders have high expectations of pupils. Central to these aspirations are the school's six values of community, charity, faith, respect, perseverance, and friendship. Pupils know what these values mean. They understand why they are important, and they try hard to show them.

Staff create calm, settled learning environments, which helps pupils to concentrate. Pupils have positive attitudes towards their learning. They take pride in their work. Pupils are polite. They treat others as they want to be treated themselves. They play nicely together on the playground. Older pupils look after younger children.

Pupils make the most of all the extra-curricular experiences on offer at Trinity. There is a high uptake of clubs, and pupils look forward to representing their school in sporting competitions. There are plenty of opportunities for pupils to take on leadership responsibilities. School councillors, for instance, enjoy having a say on life at Trinity and discussing ways to make the school even better.

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

Reading is enjoyed by staff and pupils alike. Leaders have created a real buzz around reading. Pupils talk enthusiastically about the books they have read. They look forward to their teachers reading to them. Initiatives like 'Chapter Free Fridays' keep the profile and importance of reading high.

Children in the early years benefit from high-quality phonics teaching. Teachers ensure that children keep up with the phonics programme. Staff provide help straight away if anyone begins to fall behind. Children know to scan words for sounds made by a combination of letters. They know that these are called digraphs or trigraphs. This helps them to blend letter sounds together to read words accurately. Staff encourage pupils to 'sound talk' words in their head and at speed. This helps pupils to read with fluency. The books that pupils in the early stages of reading take home are matched precisely to the phonics they know. Reading sessions in key stage 2 help pupils to build their vocabulary and understand the layers of meaning in texts.

The curriculum at Trinity is well planned. What pupils need to know and do has been set out clearly. There is a precise order in which pupils learn new things. Teachers know how their lessons connect to what has come before and what will come after. In lessons, teachers make links between what pupils are learning now and what they have covered in the past. Teachers have good subject knowledge. They explain

the meanings of new words. They model new skills so that pupils can learn from their example. However, teachers' use of assessment within lessons is inconsistent. They do not always check that pupils have the secure understanding that is needed for the next step. This means that pupils sometimes start new learning before they are ready.

The leader for special educational needs and/or disabilities (SEND) ensures that staff are knowledgeable about individual pupil's needs. Pupils with SEND access the full curriculum and get the support they need.

Through the Trinity values and personal, social, health and economic education curriculum, pupils learn how to be active, healthy, responsible citizens. Pupils appreciate the support they can access to help them understand and deal with how they are feeling. Pupils show respect for difference and diversity. They understand the importance of equality. Pupils are well informed about Christianity, but their knowledge of other world faiths is less secure.

Subject leaders ensure that staff have the training they need to deliver the curriculum. However, the quality and impact of the checks to evaluate and develop the implementation of the curriculum are variable. In some subjects, leaders do not yet check closely enough on the effectiveness of teaching and learning. Sometimes, subject leaders do not follow up on the things they have identified for improvement to ensure that they have been acted on.

Leaders are mindful of teachers' workloads. Staff feel well supported. They enjoy being part of the Trinity family. School leaders have benefitted from working alongside the team at Peterborough Diocese Education Trust. Trust leaders have helped to shape the curriculum and develop staff's teaching expertise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs that show a pupil is at risk of harm. They report anything that worries them. Staff know that even small concerns can form part of a bigger picture. Leaders act straight away when they receive welfare concerns. Trust leaders and governors conduct regular checks to make sure that the arrangements for safeguarding are effective. Leaders ensure that staff are kept abreast of the latest safeguarding information and updates.

Pupils learn what it means to feel safe and how to report anything that worries them. Pupils know that staff will listen to them and help resolve any problems.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, teachers do not always have a precise understanding of what pupils know and can do. This means that pupils are sometimes moved on to new learning too soon. Teachers must sharpen their use of assessment in lessons in some subjects so they pick up on misconceptions and fill important gaps in pupils' knowledge before new content is introduced.
- Some subject leaders do not check closely enough on the implementation of the curriculum. This means they are not fully able to evaluate and develop practice in their subject. All subject leaders need to systematically check that the curriculum is being implemented effectively, making sure it is having the intended impact on what pupils know and can do.

## 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

<b>Unique reference number</b>	146694
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10268507
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Margaret Holman
<b>Headteacher</b>	Tom Burrows
<b>Website</b>	<a href="http://www.trinityprimary.org.uk">http://www.trinityprimary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Peterborough Diocese Education Trust in February 2019. When its predecessor school, Trinity Church of England Primary School, was last inspected by Ofsted, it was judged to be good.
- The most recent section 48 inspection of Trinity Church of England Primary School took place in June 2017. This is an inspection of the school's religious character.
- The current headteacher has been in post since September 2021.
- The school does not make use of any alternative provision.

## 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 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 carried out deep dives in reading, mathematics, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The lead inspector visited lessons in science and met with the subject leader for geography and modern foreign languages.
- Inspectors met with the headteacher and a sample of teaching and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, the early years, behaviour, and personal development.
- The lead inspector met with the designated leaders for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, the school improvement plan and documentation relating to pupils' behaviour.
- The lead inspector listened to a sample of pupils in Years 1 to 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with those responsible for governance, as well as senior staff from Peterborough Diocese Education Trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View.

## Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Helen Atkins

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023