

Inspection of a good school: Trinity Primary School

Barricombe Drive, Moor Farm, Hereford, Herefordshire HR4 0NU

Inspection dates:

6 and 7 December 2023

Outcome

Trinity Primary School continues to be a good school.

What is it like to attend this school?

Inclusion is at the heart of Trinity Primary School. Staff make sure that all pupils receive the help and care they need to achieve well and to grow into well-rounded young people. Pupils enjoy coming to school. They look forward to lessons and work hard.

Pupils enjoy many opportunities to broaden their learning. They go on regular trips and visit places such as castles, science parks, museums and zoos to bring their curriculum to life. Children in early years enjoy exploring the world around them. Older pupils take their responsibilities as peer mediators, house captains and student councillors very seriously. They take pride in supporting younger pupils and in helping to improve school life. In turn, younger pupils know that older pupils will help them when they need it.

The school makes sure that pupils are prepared well for their next steps. Pupils learn about how to keep safe and about the challenges they may face in the community. They are taught how to be responsible for their actions and how to contribute to school life. Pupils and their families enjoy the annual careers fair, which is supported by local colleges and employers.

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

The school has recently reviewed and adapted its approach to the curriculum. Across all subjects, leaders have made sure that they have identified the important things that pupils need to know and the order in which they need to learn it. This makes sure that pupils build on their learning over time. Teachers have strong subject expertise and use the 'Trinity Golden Threads' to inform their teaching. Teachers systematically check that pupils understand what they are learning and adapt their lessons as a result.

Children start to learn to read from the beginning of Reception. Expert teachers deliver the phonics scheme well and appropriate interventions are put in place for pupils who fall behind. As a result, most pupils learn to read fluently quickly. However, a small number of pupils struggle to keep up and, although they are given appropriate support, they

continue to try to learn new sounds before they have mastered the initial sounds they have been taught. As a result, some of these pupils continue to fall behind in reading.

Children in the early years learn to behave well and get along together. They are curious and eager to discover new things. Adults interact meaningfully with children and conversations extend children's vocabulary well. Children enjoy stories and rhymes. They love snuggling up in 'book nooks' and sharing books together.

In nearly all classes and at social times, pupils behave well. They are keen to learn and are polite and respectful. There are some pupils who need additional support. Leaders provide this and help pupils to learn how to manage their emotions successfully. Older pupils act as mediators for their younger peers and support breaktimes and lunchtimes as monitors and play leaders. This whole-community approach to behaviour is having a positive impact. However, there is a small minority of staff who are not confident to implement the school's behaviour policy well enough.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly. Teachers understand how to support all pupils in their lessons. The special educational needs coordinator oversees an extensive range of bespoke support to meet pupils' individual needs. Sessions such as sensory play, social skills, communication and hydrotherapy are carefully targeted and help ensure that pupils with SEND make good progress.

The headteacher has a clear and ambitious vision for the school. This means that leadership at all levels is focused and effective. Change is managed carefully. For example, all staff were involved in deciding the recent changes to the mathematics curriculum. Most staff welcome the training they have received to manage the changes in curriculum and school processes well. However, there are a very few members of staff who do not feel confident that they can manage these changes well enough. Governors know the school well. They discharge their duties thoughtfully.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not learn new sounds thoroughly enough before moving on to learn the next sounds. This is stopping them learning to read fluently as quickly as they could. The school should make sure that they use assessment more effectively to precisely identify the sounds that pupils know so that they can make sure that the phonics curriculum is adapted suitably well for all pupils.
- A small minority of staff do not feel confident that they can meet leaders' high expectations, particularly in how to implement the school's approach to managing behaviour. This means that sometimes pupils do not benefit from the consistent

approaches that leaders intend. Leaders should continue to provide sufficient opportunities for training so that all staff are able to meet leaders' expectations confidently.

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 October 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116686
Local authority	Herefordshire
Inspection number	10294517
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	574
Appropriate authority	The governing body
Chair of governing body	David Spencer
Headteacher	Lyndsey Manning
Website	www.trinity.hereford.sch.uk
Date of previous inspection	3 November 2020, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed to her role since the previous inspection.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 have taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher, other senior leaders and some middle leaders.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector visited other lessons across the curriculum.
- The inspector visited the school's early years provision and spoke with leaders and teachers about their work.
- The inspector met with the chair of governors and other governors.
- The inspector spoke with representatives of the local authority and with the school's consultant partner.
- The inspector reviewed the school's documentation.
- The inspector took into account the online staff survey.
- The inspector spoke with pupils, including members of the school council, and took account of the online pupil survey.
- The inspector spoke with parents and carers, including at the school gate, and took into account the views of parents on Ofsted Parent View.

Inspection team

Claire Price, lead inspector

His Majesty's Inspector

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