

# Inspection of Trinity Church of England Primary School

Vicarage Road, Henley-on-Thames, Oxfordshire RG9 1HJ

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Inspection dates: 5 and 6 December 2023

**Overall effectiveness** **Good**

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|---------------------------|-------------|
| 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 | Outstanding |

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

This is a happy, inclusive and nurturing school where pupils behave well. Everyone feels safe and highly valued. Leaders and governors have high ambitions for all. Expectations are realised through an engaging curriculum with school values at the heart of learning. Pupils achieve highly across reading, writing and mathematics. Some wider subjects are less well developed, but leaders have identified the required actions to build success for all.

Pupils are proud of their leadership roles, such as play leader, prefect, reading champion and head student. Pupils show care towards their environment and those around them. Through the parable of the Good Samaritan, pupils are taught to care for their neighbour, even when there are differences. Diversity in books and regular celebrations such as 'languages day' enrich pupils' world knowledge. A wide range of club opportunities offer something for everyone, including choir, cookery, football and French. Leaders ensure that disadvantaged pupils are strongly represented, so nobody misses out.

Pastoral care is a strength. From the nurture breakfast to therapeutic sessions at lunchtime, help is always there when pupils need it. Pupils speak fondly of the support they receive from the school counsellor and emotional literacy staff. Parents say that the school goes 'above and beyond' to help their children.

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

The school's approach to reading is inspirational for pupils. Across all ages there is a passion for books. Pupils with special educational needs and/or disabilities (SEND) learn to read well alongside their peers. Early language and phonics are expertly taught from the start in early years. Children have frequent opportunities to decode, blend and write words, helping them to make rapid progress. Pupils become fluent and enthusiastic readers as they move through the school. Catch-up support for struggling readers is delivered one-to-one by knowledgeable staff, ensuring that nobody is left behind. The well-developed reading curriculum in key stage 2 enhances pupils' talents as writers.

The new leadership team started in September 2023 and has driven curriculum improvement at a rapid pace. All subjects are planned with high ambition for all pupils. Pupils achieve well in English, mathematics and science. In mathematics, teachers model language and present tasks with clarity and consistency. In early years, there are rich opportunities for children to reinforce their learning by counting, identifying shapes and telling the time. In wider subjects such as physical education, pupils acquire skills and knowledge successfully through well-designed activities that are closely aligned with curriculum aims. However, pupils' learning is less successful in some recently revised subjects, such as history and art and design. While planning is equally ambitious, the design of tasks does not consistently support pupils to learn and remember key knowledge. Leaders know this, and

professional development for staff is focused on ensuring that all subjects are taught as well as the strongest.

Parents speak highly of the school's work to help pupils with SEND. Leaders involve pupils, teachers and families in the identification of needs. With the pupil at the heart of discussions, the school analyses gaps and identifies support required. Provision involves adaptations to tasks and resources, ensuring that everyone can achieve well. Teachers give all pupils timely feedback to help them improve their work. When this is effective, pupils' misconceptions are addressed well. However, the approach is not always consistent. When feedback given to pupils does not identify knowledge gaps accurately, pupils may not secure their learning over time.

Learning behaviour starts superbly in early years, where children show sustained concentration and high engagement. Across the school, pupils talk about their learning with enthusiasm and pride, reflecting the strong nurture and well-considered support. Minor distractions are swiftly addressed to ensure that learning time is not disrupted. Leaders and governors have ensured strong attendance for pupils through highly effective work with families.

Personal development is a high priority. Initiatives include the innovative 'Mayor's Award', where pupils work in the community and learn to make a positive difference to society. Activities in assemblies and lessons are thoughtfully considered to raise pupils' global awareness. Learning about a range of role models to challenge stereotypes, pupils embrace equality and diversity.

Leaders show tenacity and compassion to help the most disadvantaged families. Governors bring a wealth of experience and expertise to their role. Statutory duties are fulfilled with diligence. Leaders have inspired impressive developments in their first term. Staff feel highly supported, which has enhanced staff morale and well-being. Leaders and governors are insightful and reflective, sharply identifying how to promote further improvements. As a result, pupils thrive in this ambitious, caring and successful school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The work given to pupils does not always enable them to achieve the aims and ambitions of the curriculum. This means that pupils may not learn and remember key knowledge. The school must ensure that lesson activities are designed to help pupils understand and recall key knowledge across all subjects.
- Some feedback to pupils does not accurately identify misconceptions. As a result, pupils do not consistently know how to improve their work. The school should

ensure that teachers use assessment to help pupils embed and use knowledge fluently.

## 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

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| <b>Unique reference number</b>             | 123173   |
| <b>Local authority</b>                     | Oxfordshire  |
| <b>Inspection number</b>                   | 10287941   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 303  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Duncan Carter  |
| <b>Headteacher</b>                         | Charlotte Whittle  |
| <b>Website</b>                             | <a href="http://www.trinityprimaryschool.org">www.trinityprimaryschool.org</a> |
| <b>Dates of previous inspection</b>        | 11 and 12 October 2022, under section 8 of the Education Act 2005              |

## Information about this school

- The headteacher started their post in September 2023.
- This school is a Church of England school in the Diocese of Oxford. The school was rated outstanding in its most recent section 48 inspection in February 2017.
- The school currently uses no alternative provision.
- The school offers before- and after-school clubs, overseen by external providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator, the early years leader, subject leaders, teachers and support staff.
- The lead inspector met with four governors, including the chair of governors.
- The lead inspector met with a representative from the local authority and spoke by telephone with a representative from the Diocese of Oxford.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, history and physical education. For each deep dive, inspectors 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.
- Inspectors also looked at further work and spoke with groups of pupils about their learning across the wider curriculum.
- The lead inspector listened to a range of pupils read. The inspector observed catch-up interventions to learn how staff provide extra support for pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views on the school.
- Inspectors spoke with a range of pupils to learn their views about the school.
- Inspectors took account of the responses to the Ofsted Parent View questionnaire and the free-text responses.

## **Inspection team**

Scott Reece, lead inspector

His Majesty's Inspector

Clare Morgan

Ofsted Inspector

Chris Toyne

Ofsted Inspector

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