

Inspection of a good school: The Trinity Church of England Primary Academy

Quakers Road, Devizes, Wiltshire SN10 2FH

Inspection dates:

6 and 7 February 2024

Outcome

The Trinity Church of England Primary Academy continues to be a good school.

The headteacher of this school is Hannah Allender. This school is part of The Diocese of Salisbury Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Lacey, and overseen by a board of trustees, chaired by Rosemary Tong.

What is it like to attend this school?

The school's motto, 'With faith we live, learn and grow together,' is at the heart of The Trinity Church of England Primary Academy. Pupils know how to treat one another with respect and are keen to share their learning. Parents and pupils alike are positive about the school. Many describe the school as a welcoming community where every pupil is valued as an individual.

Pupils behave well. They understand how the school rules, 'be ready, be respectful and be safe,' help them to learn. In the early years, children follow instructions well and take turns. Caring relationships form between adults and children. Pupils feel safe at school. They are happy to attend. Pupils trust adults to listen to any worries they have.

The school nurtures pupils' wider development. Pupils benefit from their roles of responsibility as house captains, art ambassadors and worship leaders. They enjoy the range of clubs they can attend, such as sports, art and music. As a result, every pupil, including those with special educational needs and/or disabilities (SEND), is included in all aspects of school life.

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

The school has designed a broad, ambitious curriculum. It supports pupils to learn well. Leaders have carefully considered what pupils need to learn in most subjects. For example, in mathematics, pupils build their understanding well from early years to Year 6. In Reception, children develop a strong understanding of number patterns. Older pupils confidently use the mathematical knowledge they have built up when, for example, they calculate fractions of a number. However, in a minority of subjects in the wider curriculum,

the school does not make clear enough what pupils need to know and remember. As a result, pupils do not build their learning step by step or deepen their understanding well enough.

Staff frequently check pupils' learning of the curriculum. They use this information to correct pupils' errors and misconceptions quickly. This means that in most subjects, pupils get to grips with complex problems confidently.

The school prioritises developing a love of reading. Children learn to read from the start of Reception. Staff accurately match the sounds pupils learn to the books they read. Pupils learn to read well. Staff routinely check how well pupils learn. This means pupils quickly receive the help they need to catch up if they fall behind. Pupils regularly discuss the rich diet of carefully chosen books that they read. The school introduces them to exciting new authors and books. This inspires pupils to read for pleasure and develop into fluent and competent readers.

The school supports pupils with SEND well. Clear systems identify the needs of these pupils. The school works well with external agencies to support their needs. Staff understand pupils' needs well. They regularly review pupils' support plans to check that the right provision is in place. Pupils with SEND learn the full curriculum.

Pupils conduct themselves well around the school. This starts in the early years, where consistent routines are in place. As a result, pupils are polite and courteous. They move calmly and sensibly around the school.

The school provides a range of opportunities for pupils' wider development. Pupils understand fundamental British values, such as democracy. Pupils know about and appreciate beliefs and religions that differ from their own. They develop their character by raising money for charities that support the local community. Pupils are well prepared for life in modern Britain.

The local governors and trust share the school's aspirational culture. They are well informed about the quality of provision and provide appropriate challenge and support. Staff agree that the school prioritises their well-being and workload. Staff enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school has not identified precisely the key knowledge pupils need to know and remember. As a result, pupils do not build their understanding well enough. The school and trust should ensure that the key curriculum content is identified so that pupils know and remember more.

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 first ungraded inspection since we judged the school to be good in June 2018.

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	141987
Local authority	Wiltshire
Inspection number	10313294
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	Board of trustees
Chair of trust	Rosemary Tong
CEO of trust	Mark Lacey
Headteacher	Hannah Allender
Website	www.trinityprimaryacademy.dsat.org.uk
Dates of previous inspection	13 and 14 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Salisbury. The last section 48 inspection took place in March 2018, where the school was judged to be outstanding.
- The school uses three unregistered alternative providers.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's educational 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 has taken that into account in their evaluation of the school.

- The inspector met with senior and middle leaders, teaching and administrative staff, the local academy board, chair of trustees and leaders from the trust, including the chief executive officer.
- The inspector carried out deep dives into these subjects: early reading, mathematics and history. The inspector looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspector observed pupils' behaviour at various times of the day, including breaktime and lunchtime.
- The inspector also looked at curriculum plans and spoke to leaders about the curriculum in some other subjects.
- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- 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 considered responses to the online survey, Ofsted Parent View, including free-text responses and responses to the staff and pupil survey.

Inspection team

Richard Vaughan

Ofsted Inspector

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