Inspection of Ossett Holy Trinity CofE VA Primary School

Church Street, Ossett, West Yorkshire WF5 9DG

Inspection dates:	22 and 23 October 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Requires improvement

What is it like to attend this school?

Ossett Holy Trinity is a warm and welcoming school. Relationships between adults and pupils are caring. Pupils are safe and happy at the school. Leaders have a clear vision and take informed steps to improve the school. They have high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). These are generally realised. Pupils' behaviour is positive. All adults are quick to address any behaviour that falls below expectations.

The school places high importance on pupils' personal development. This includes their school 'Promise,' which outlines key activities that all pupils engage in. The activities provide meaningful opportunities that broaden pupils' personal growth. Pupils perform in concerts and musical theatre productions. This develops their confidence and character. Pupils take on leadership roles, such as those of school council members and junior leaders. These are active and purposeful roles that contribute to day-to-day school life. Pupils understand how these roles give them the responsibility to help others.

Parents talk positively about many aspects of the school's work. They value the learning videos they receive which help them to support their children at home.

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

Early reading and phonics are a strength in the school. Teachers use their strong subject knowledge to model new sounds effectively. They regularly check how well pupils understand their learning. If pupils fall behind, extra support is quickly provided to help them catch up. This is highly effective. Pupils read books that are closely matched to the phonics sounds they know. As a result, pupils quickly become confident and fluent readers.

Leaders have made a range of positive changes to what the pupils learn and the order in which they learn this. For example, in mathematics, learning is well-structured to ensure that pupils build on their knowledge effectively. The curriculums in subjects such as history and science are well considered, giving pupils access to important knowledge. There is some variation in the use of assessment. In mathematics, assessment gives teachers clear information about what pupils understand and where gaps in knowledge need to be addressed. However, this is not the case in all subjects. The checks that the school makes in some wider curriculum subjects are less secure. As a result, the school is not clear about how well pupils learn and remember in some wider curriculum subjects.

The school has established robust systems for identifying and supporting pupils with SEND. Leaders work closely with parents and external experts to ensure accurate assessment of individual needs. Staff receive targeted training and guidance to effectively address these needs. This enables pupils with SEND to have successful access to the full curriculum.

The early years provision is effective. Early reading and early mathematics are particularly strong, with engaging activities closely linked to the children's learning needs. The school

has accurately identified communication and language as a priority for children. Staff expertly support children's speaking and listening development through planned tasks or child-initiated play. The early years provision prepares children well for their next stage in education. It develops children's essential skills and confidence for future learning.

The school provides pupils with a wide range of opportunities to support their personal development. Pupils enjoy the clubs on offer, such as art, cooking, and choir. They have a firm understanding of fundamental British values and know how to stay safe online. Pupils talk in depth about different religions, including how they are similar and different. They learn about healthy relationships. As a result, pupils develop a clear understanding of respect, boundaries, and positive communication.

The school promotes positive behaviour by encouraging pupils to be motivated from within, rather than by external rewards or consequences. This approach is effective and helps pupils take responsibility for their own behaviour and make sensible choices. As a result, behaviour in lessons and in corridors is positive. The school promotes high pupil attendance. The school conducts regular checks on how frequently pupils attend. The school uses this information to work effectively with parents. Their efforts have resulted in pupils attending regularly.

The school prioritises professional development for all staff. This develops staff's subject knowledge, which gives them the confidence to deliver the curriculum successfully. Staff enjoy working at the school. They value the focus the school places on their workload and well-being.

Governance is a strength. Governors hold the school to account for its actions and fulfil their statutory responsibilities well.

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 subjects, the systems for assessing pupils' understanding are not fully effective. Consequently, the school is unable to accurately evaluate the impact of the curriculum or identify gaps in pupils' knowledge. The school should strengthen its assessment processes to ensure that pupils learn the intended knowledge well across all subjects.

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	108260
Local authority	Wakefield
Inspection number	10340034
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair of governing body	Rachel Quayle
Headteacher	Jonathan Wood
Website	www.holytrinityossett.co.uk
Dates of previous inspection	14 and 15 June 2022, under section 5 of the Education Act 2005

Information about this school

- The school has a breakfast club, overseen by the governing body.
- The school does not use any alternative provision.
- The school is a Church of England school, which had its latest section 48 inspection in January 2018.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the senior leadership team.
- Inspectors met with representatives of the governing body, a representative of the local authority and a representative of the diocese.
- To evaluate the effectiveness of safeguarding, 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 carried out deep dives in these subjects: reading, mathematics, science, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils' read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff, and parents. This included any free-text responses in the Ofsted Parent View survey.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Sinead Fox	Ofsted Inspector
Sam O'Brien	Ofsted Inspector

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