

Inspection of Trinity Church of England Primary School

Littleton Drew Lane, Acton Turville, Badminton, South Gloucestershire GL9 1HJ

Inspection dates: 24 and 25 September 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Trinity Church of England Primary School is a warm and friendly school that knows its pupils well. The school's vision of 'Courage, Friendship and Respect, underpinned by Love and Kindness' comes through in all aspects of school life. Pupils are happy and safe. They say that bullying is very rare. Pupils are confident that staff will always help them to sort things out. Pupils recognise and value the help they get and the opportunities to learn beyond the classroom. They talk with enthusiasm about the extra opportunities they have such as the 'Lego' and football clubs. One pupil summed up the views of many when they said, 'You get treated really well here.'

Pupils do well at Trinity. They love books and are well supported to learn how to read. Recent improvements in the way that subjects are planned is making it easier for pupils to learn and remember important information. Leaders want all pupils to succeed and achieve well. Staff work hard to give every pupil a good education, including those in the early years and those with special educational needs and disabilities (SEND).

Parents are extremely positive about the school. Many parents told inspectors how much they value the care and support their children receive at Trinity. This was particularly the case for parents whose children have SEND. The school is a kind and welcoming place, where pupils develop a knowledge and respect for those who are different from themselves.

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

Since the previous inspection, leaders have improved the way that the curriculum is planned and taught. The school has clarified what they want pupils to know and remember in each subject. Leaders have introduced regular opportunities to check pupils' learning. Plans ensure that pupil's learning builds steadily as they move through the school. In subjects where these improvements are working well, such as history and mathematics, pupils are now achieving well.

The teaching of reading is strong. Phonic sessions are very effective because teachers have expert knowledge. They know what the pupils can do and what they need to learn next. Teachers check pupils' understanding regularly. They make sure that pupils get any extra practise that they need. As a result, pupils develop a secure understanding of the basics of learning letters and the sounds they represent. They quickly become confident readers, who enjoy books.

Children get off to a great start in the early years, particularly in reading and mathematics. Children enjoy their time in the setting. The learning environment is child-focused, calm and engaging. Lots of well-planned play opportunities give children a chance to practise and deepen what they know. When necessary, direct instruction from staff is well used to make sure all children get the important knowledge they need.

Pupils behave well. The school's expectations of 'polite interactions, fantastic walking, hands up for silence' are embedded across school, including in the early years. Pupils get

on well together and attend very well. The school closely monitors attendance and works hard to support any pupils and families where this is a concern.

When the curriculum is delivered effectively, pupils are enthusiastic and work very hard. However, sometimes sessions can be confusing for pupils or not demanding enough. This is because staff do not always have the subject knowledge they need to teach the curriculum as it is intended. When this happens, some pupils lose interest and do not learn the important information that they need.

Across the school, staff effectively check what pupils can do and what they need to learn next. This information is well used to identify any gaps in what pupils know and understand. Leaders and staff also use this information to successfully identify, support and check the learning of children with SEND. The school works closely with parents and other professionals to identify and meet any additional needs a pupil may have.

Pupils' personal development is important at Trinity. As a result, pupils are supported to become responsible and respectful. They understand the importance of including others and treating them fairly. Pupils learn about different cultures, religions, and beliefs. They understand fundamental British values and the importance of being healthy and looking after themselves. An example of this was seen in the early years, where staff were talking to children about the importance of cleaning their teeth.

Leaders and governors are ambitious for the school and have a good understanding of its day-to-day business. They are mindful of staff workload and well-being. Staff feel well supported. Leaders value the hard work of staff and want the school to improve. However, leaders and governors do not have an objective understanding of some aspects of the school's current performance. This makes it difficult for them to accurately identify the areas they need to focus on to achieve their ambitions for the pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not deliver all areas of the curriculum as intended. This means some pupils' learning is not as successful as it should be. The school should ensure that all teachers have the subject knowledge they need in order to teach and assess the curriculum effectively.
- Leaders and governors do not have a sufficiently accurate overview of the quality of education on offer in the school. As a result, they are not able to identify the strategic priorities that will have the greatest impact on the quality of education. Leaders and

governors should strengthen their strategic school improvement to ensure outcomes for pupils continue to improve.

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	109182
Local authority	South Gloucestershire
Inspection number	10322196
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair of governing body	Danielle Townsend
Headteacher	Conrad Hutton
Website	www.trinityceprimaryschool.co.uk
Date of previous inspection	4 May 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Gloucester. At the most recent section 48 inspection of the school's religious character, carried out in December 2022, the school was judged to be good.
- The school uses one alternative provider.
- There is a breakfast club and an after-school club for pupils who attend the school.

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 the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher, staff, pupils and representatives from the governing body.
- The lead inspector spoke on the telephone with a representative of the local authority and a school improvement partner.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The inspectors also discussed the school's curriculum and provision with leaders, including the early years foundation stage.
- The inspectors observed pupils during social times and spoke with pupils and leaders about pupils' behaviour and attendance and opportunities for pupils' personal development.
- 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.
- The lead inspector considered the responses to Ofsted's online survey for parents, Ofsted Parent View. He also took into consideration the responses to the surveys for staff and pupils and correspondence received from parents.

Inspection team

Phil Minns, lead inspector

His Majesty's Inspector

Spence Allen

Ofsted Inspector

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