

Holy Trinity Church of England Academy, Rothwell

Queensway, Rothwell, Leeds, West Yorkshire LS26 0NB

Inspection dates

5–6 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have an accurate picture of the school's strengths and weaknesses. They have taken swift and effective action to improve the quality of teaching and learning so that it is at least good. Outcomes are improving.
- Over the past year, pupils' progress in reading and phonics has rapidly improved. In 2018, the proportion of pupils attaining the expected standard in reading at the end of key stage 2 was above the national average.
- Children get off to a good start in Reception. They make good progress from their different starting points. The proportion of children reaching a good level of development has increased over the past two years.
- Governors and executive officers from Abbey Multi Academy Trust are effective in their roles and know the school well. They use their wide range of skills and expertise to hold school leaders to account.
- Leaders recognise that in the early stages of learning to read, children do not always have access to reading books that are closely matched to their phonic knowledge.
- Pupils behave well in and around school. They respond well to the school's behaviour policy. Pupils are well mannered and demonstrate positive attitudes to learning.
- Senior leaders and specialist leaders from the trust have made a significant investment in the development of the leaders for English and mathematics. Although they are new to their role, these leaders play a key part in developing the quality of teaching across school. However, their knowledge of analysing and interpreting pupils' performance information is not well developed.
- Although the presentation of pupils' work is improving, it is still too variable.
- Although the curriculum is broad and balanced, leaders know that some pupils, including the disadvantaged and those of lower ability, find it hard to remember important knowledge and skills, especially in mathematics. This is partly because the sequencing of learning is not always logical or appropriately challenging.
- Safeguarding in this school is effective. Leaders, staff and governors are very well trained and vigilant. High-quality policies and procedures protect all pupils.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management, by:
 - making sure that, in the early stages of learning to read, pupils' reading books are closely matched to their phonic knowledge
 - increasing the role that middle leaders play in analysing pupil performance information, so that any underachievement is addressed quickly.
- Improve the quality of teaching, learning and assessment in order to improve pupils' outcomes, by ensuring that:
 - all staff have high expectations of the neat presentation of pupils' work
 - the sequencing of learning in mathematics is logical, and pupils, including disadvantaged pupils and those of lower ability, are appropriately challenged.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders, governors and executive officers from the Abbey Multi Academy Trust have an accurate understanding of the school's strengths and areas for improvement. Leaders' evaluations are thorough and informative. Leaders are clear about the barriers that have hindered pupils' progress in the past and have taken decisive action to focus on appropriate improvement priorities. The careful tracking of these priorities ensures that leaders and governors are clear about the effect their work is having.
- The school's leaders have a determined focus on improving the quality of teaching. They regularly conduct lesson observations, look at pupils' work and use internal pupil performance information to measure the progress that pupils are making.
- Leaders make good use of the additional funding that the school receives to support disadvantaged pupils. Senior leaders and governors review the allocation of this funding regularly to ensure that it helps pupils to achieve their full potential. As a result, outcomes for disadvantaged pupils are improving.
- The special educational needs coordinator (SENCo) has a clear understanding of those pupils who require extra support. Additional funding for pupils with special educational needs and/or disabilities (SEND) is spent wisely. Interventions are reviewed on a regular basis to ensure that pupils make good progress. A parent, describing the help given by the school, said, 'My son has special educational needs and used to find reading incredibly difficult, but now he loves books and reads every night.'
- Leaders use the primary school physical education (PE) and sport premium effectively to improve teachers' skills and provide specialist teaching. The school also provides many extra-curricular clubs that promote pupils' health and fitness.
- Leaders provide an exciting curriculum that ensures pupils make good progress and extend their knowledge across a wide range of subjects. Teachers plan educational visits to places such as Conisbrough Castle to 'hook' pupils into learning, for example, in history and geography. Pupils participate in whole-school projects, such as designing and making self-propelled cars in design and technology. Pupils say that they are proud of their school. They enjoy learning and taking part in the many sporting and extra-curricular opportunities on offer.
- Leaders make sure that there is very good provision for pupils' spiritual, moral, social and cultural development. Strong links with other schools strengthen this work. At the heart of the school's work is a sharp focus on pupils' well-being. Pupils enjoy their leadership roles, for example, being a peer mediator or a member of the school council. They learn about modern Britain and understand the importance of playing their parts as school, local and global citizens. Pupils also learn about difficult subjects, such as modern slavery and radicalisation, through the school's work with outside agencies and organisations. Pupils are proactive in raising money for local and national charities. Leaders and staff tackle discrimination effectively and provide equal opportunities for all pupils to flourish.
- Leaders have made reading a focus for improvement. Pupils say that they love reading, and teachers offer many opportunities to read, share and enjoy books across the

curriculum. The subject leader for English has introduced a new approach to the sequencing of teaching reading so that pupils develop their fluency, extend their vocabulary and enhance their comprehension skills. Leaders recognise the importance of early reading and phonics. Teachers support pupils to decode words in texts. However, the books young children use to practise their decoding skills are not always matched closely enough to their stage of phonic knowledge. This means that children may choose books that are too difficult for them to read fluently, hindering their confidence or motivation to read.

- Senior leaders effectively support the newly appointed subject leaders for English and mathematics. Although these leaders are skilled, knowledgeable and enthusiastic, they do not analyse pupils' outcomes in sufficient detail and are unclear about the performance of all groups of pupils in their subject.

Governance of the school

- Governors are passionate about the school and work hard to be an effective interface between the school and the community. They are proactive in their work and are dedicated in supporting school leaders to improve outcomes for pupils.
- Governors demonstrate a good awareness of the strengths and weaknesses of the school. The chair of governors and other governors visit school regularly to check and evaluate the work of leaders and staff. Governors monitor the school improvement priorities. Minutes of meetings show how governors challenge school leaders about the performance of all pupils, including disadvantaged pupils and pupils with SEND.
- Governors fulfil their statutory duties effectively. The safeguarding governor checks the safeguarding policy, procedures and the single central record for the safe recruitment of staff.

Safeguarding

- The arrangements for safeguarding are effective. Regular and effective training ensures that staff have a good knowledge of safeguarding policies and procedures. Staff are fully aware of possible safeguarding issues and communicate any concerns to leaders promptly. Leaders maintain thorough and detailed records and make referrals to outside agencies as appropriate.
- The curriculum provides a wealth of opportunities for pupils to learn how to stay safe. The personal, social and health education programme teaches pupils how to develop positive, healthy relationships. Pupils also learn how to keep safe online and participate in cycle training and pedestrian safety sessions.
- Pupils say that they feel safe in school. They told inspectors that they feel well looked after and can talk to an adult if they have any concerns.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. It is typically characterised by adults' strong subject knowledge, clear expectations and the planning of activities that develop pupils' knowledge and understanding.

- Relationships between pupils and adults are strong and, as a result, pupils enjoy being in the classroom and are keen to learn new things. Teachers' planning generally ensures pupils' needs are met and excites pupils' imagination. Pupils have very positive attitudes to learning.
- Teachers help pupils to develop a love of learning in a range of different subjects. They plan exciting lessons that encourage pupils to be inquisitive. Educational visits and the use of the local area support pupils in acquiring necessary knowledge and skills in history and geography. Pupils read widely across the curriculum. They study the use of powerful language and how it can influence others. For example, pupils in key stage 2 considered the use of propaganda posters during their studies of the Second World War.
- Phonics is taught well in Reception and key stage 1. Children quickly begin to use the letter sounds to read and spell. Teachers ensure that pupils across the school have a wide range of opportunities to improve and practise their reading skills. Pupils have raised money to buy new books by selling their artwork. Staff at the school have completed the 'Three Peaks Challenge' to raise money to stock the school library. As a result, high-quality books have been purchased and pupils develop good reading habits and read for pleasure. Pupils talk enthusiastically about reading every day, both in school and at home.
- Parents and carers are kept well informed of their child's learning so that they can effectively support them at home. The school has introduced a downloadable application through which teachers share pupils' learning and parents can communicate with teachers.
- Leaders and teachers have considered how the learning in different subjects is sequenced to enable pupils to learn in a logical way. However, at times in mathematics, there is an overreliance on the use of pictorial representations to aid pupils in arriving at answers. This slows down the learning for some disadvantaged pupils in particular. These pupils are not always fluent in working with mathematical symbols or in developing efficient mathematical strategies when solving problems.
- Teachers use assessment carefully to plan learning activities. Additional adults are deployed effectively to ensure that pupils with specific needs are supported well and fully engaged in lessons. On occasions, teachers do not effectively challenge pupils' thinking in mathematics. As a result, pupils do not always make as much progress as they could.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The staff team's work to promote pupils' personal development and welfare is good. Pupils enjoy school and are motivated to try their best. They are happy, confident and supportive of one another.
- Pupils are eager to play their part in school life. School councillors are proud of their role. They can influence life in the school or become peer mediators, supporting other pupils in resolving differences when they arise. Pupils represent their peers and their

school by taking part in community and sporting events. Pupils welcome these experiences and say that they feel lucky to have a wide range of opportunities that they can get involved in.

- The parents who responded to Ofsted’s online survey, Parent View, expressed high levels of satisfaction with the school. The vast majority of parents agree that their children are well cared for, feel safe and are happy at school. As one parent commented: ‘It is a caring and inclusive school. The teachers nurture the pupils and set positive examples. The teachers foster a positive learning environment that allows my children to flourish.’
- Leaders and staff effectively promote pupils’ physical and mental health. All pupils take part in the ‘daily mile’, walking or running a mile around the playground each day. Pupils participate in a wide range of sporting activities such as swimming, triathlon and tennis. Pupils are encouraged to be reflective, and although there are occasional disagreements at playtimes, the school’s behaviour practices encourage pupils to repair relationships.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves in a sensible and mature way in classrooms and around school. Throughout the inspection, inspectors did not witness any poor behaviour. Inspectors observed positive behaviour in classrooms and during unstructured times in the playground, at lunchtime and at breakfast club, where pupils get off to a good start to the day.
- Leaders prioritise the good attendance of pupils and work hard to ensure that any pupil who has been regularly absent from school attends more regularly. Attendance has improved this year and is similar to the national average for primary schools. The proportion of disadvantaged pupils who were persistently absent in 2018 was well above the national average. However, the dedicated work of leaders, and the support they give families, means that disadvantaged pupils’ attendance has improved markedly this year.
- Almost all parents who took part in the online survey, Parent View, believe that the school ensures that pupils are well behaved, and staff and pupils agree.
- Teachers and teaching assistants generally encourage pupils to take pride in their work. However, presentation is variable and poor presentation sometimes hinders pupils in their learning. For example, in mathematics books, pupils’ calculations are not always accurate as numbers are written in the wrong columns.

Outcomes for pupils

Good

- The majority of children enter Reception with skills and knowledge that are generally below those typical for their age. From these starting points, children’s progress is good. By the end of Reception, the number of children achieving a good level of development is similar to the national average.
- The proportion of pupils achieving the standard in the Year 1 phonics screening check over time has been broadly in line with the national average. However, in 2018, the proportion achieving this standard dipped and was below the national average. Leaders

have taken decisive action to ensure that the teaching of phonics is strong and that any pupils falling behind catch up quickly. By the end of Year 2, most pupils typically meet the expected standard.

- The proportion of pupils reaching the expected standard in reading at the end of key stage 1 has been in the lowest 20% nationally for the last three years. Leaders know that the progress of some pupils in these cohorts was affected negatively by inconsistencies in teaching, staff illness and a significant proportion of new pupils entering the school towards the end of key stage 1. The progress of the majority of current pupils in reading, as indicated in books, by hearing pupils read and in the school's own assessment information, is now good.
- Since the last inspection, the proportion of pupils achieving the higher standard at the end of key stage 1 has increased. In 2018, more pupils achieved this standard in writing and mathematics than the national average.
- Leaders and teachers have developed all other areas of the curriculum well across all year groups. They know how to engage their pupils, so learning is fun. Most pupils achieve well in all subjects and acquire the necessary knowledge and skills to help to prepare them for secondary school.
- The school's work to accelerate the progress of pupils is improving. This is particularly evident in reading, where current pupils' progress is strong. By the end of key stage 2, pupils' attainment in 2018 was above the national average.

Early years provision

Good

- Children in Reception make good progress. Leaders' expectations of what children can achieve are high. Staff support children very well in all areas of their learning, including reading, writing and mathematics.
- Children benefit from good teaching in early years. Well-trained teachers and teaching assistants use questioning effectively to deepen children's understanding and address any misconceptions they might have.
- Adults use assessment information accurately to make sure that learning tasks match children's needs. Teachers and teaching assistants identify and use children's interests well to develop the next steps in learning through structured play and learning activities. This was evident during the inspection, when children were developing their communication and collaboration skills through role play in the 'garden centre'.
- Adults' interactions with children in Reception are very positive. Children are happy, cooperative and enjoy accessing the wide range of learning opportunities that teachers provide.
- Teachers have established clear routines for children to follow. Relationships between adults and children are strong and teachers' expectations of behaviour are high. As a result, behaviour is good; children settle quickly to learning and cooperate well together.
- Partnerships between staff and parents are strong. Parents appreciate the support and encouragement that they receive from members of staff. Parents say that staff support and nurture their children.

- Leaders ensure that all statutory welfare requirements are met. Safeguarding is effective and of a similar high standard to that seen across the rest of the school.

School details

Unique reference number	140399
Local authority	Leeds
Inspection number	10087570

This inspection of the school was carried out under section 5 of the Education Act 2005.

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	168
Appropriate authority	The board of trustees
Chair	Honor Byford
Principal	Darren Foulke
Telephone number	0113 859 1842
Website	www.holytrinityce.co.uk
Email address	info@holytrinityce.co.uk
Date of previous inspection	17–18 January 2017

Information about this school

- The school became a sponsored academy in 2014. The school was placed with a new sponsor, the Abbey Multi Academy Trust, in May 2017.
- The school is smaller than the average-sized primary school.
- The school is of Church of England religious character. The last diocesan inspection, a section 48 inspection, took place on 20 June 2016.
- There is one Reception class in early years.
- The proportion of pupils with SEND is slightly above the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average.
- Most pupils are White British.
- The school runs a daily out-of-hours school club.

Information about this inspection

- Inspectors observed a range of teaching and learning in lessons across all key stages. Some lessons were observed jointly with a senior leader. Inspectors looked at pupils' work in books covering a range of subjects, abilities and year groups.
- Inspectors met with the principal, vice-principal and leaders with responsibility for the early years, SEND, English and mathematics and the curriculum.
- Inspectors met with members of the governing body, two executive officers from Abbey Multi Academy Trust and a diocesan representative.
- Inspectors met with a group of pupils and considered their views of the school. They also spoke informally with pupils during lessons and during lunchtimes and breaktimes.
- Inspectors considered the 36 responses and 36 free-text responses from parents to Ofsted's online survey, Parent View, and spoke informally with parents at the start of the school day.
- Inspectors looked at a range of documentation, including the leaders' self-evaluation of the school's performance, the school development plan, minutes of governing body meetings, pupils' outcomes, and several key school policies. Inspectors considered a range of documentation in relation to child protection, safeguarding, risk assessments, health and safety, recruitment of staff, and behaviour and attendance.
- The five responses to Ofsted's staff questionnaire and the seven responses to Ofsted's pupil questionnaire were considered.

Inspection team

Peter Heaton, lead inspector

Ofsted Inspector

Darren Marks

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