

# Inspection of Holy Trinity Church of England Primary School

Holy Trinity C of E Primary, Crawford Street, Seaton Carew, Hartlepool TS25 1BZ

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Inspection dates: 7 and 8 November 2023

## Overall effectiveness

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Amanda Baines. This school is part of Durham and Newcastle Diocesan Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Rickeard, and overseen by a board of trustees, chaired by John Taylor.

Ofsted has not previously inspected Holy Trinity Church of England Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

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

A strong sense of community is at the heart of Holy Trinity Church of England Primary School. Leaders and staff strive to provide pupils with a high-quality education. Pupils are proud to attend the school. Their attitudes to learning are exceptional. Leaders have prioritised standards of behaviour. The school is a calm and welcoming place to learn. Pupils' behaviour is exemplary. They are happy and settled throughout school.

Leaders, staff and stakeholders have high aspirations for pupils. Pupils rise to these expectations and do well. The curriculum is ambitious. Leaders review the curriculum regularly to ensure it is purposeful. Children make a bright start in early years. This helps them succeed as they move into key stage 1.

Pupils feel well supported by staff. They say adults care for them. Pupils feel safe. They have trusted adults they can talk to if they have a worry. Sporting achievements are an important part of school life. There is a truly inclusive approach to this. Leadership roles for pupils help pupils play an active part in supporting each other through the school day. Pupils celebrate the different responsibilities they have in school.

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

The school has an ambitious curriculum. This ensures that pupils are ready for their next steps in learning. The curriculum focuses on allowing pupils to build knowledge and skills over time. Leaders are knowledgeable and passionate about the areas they lead.

In early years, children are well supported to make the best start to their learning journey. The curriculum prepares children effectively for key stage 1. Communication and language development is of the highest priority. Staff continually use interactions with children to develop their vocabulary.

The school prioritises the teaching of reading. Pupils learning to read benefit from consistent phonics teaching. They are confident at reading books using the sounds they know. The school makes sure the books pupils read are helping them to become fluent readers. Older pupils read a range of books. Some class novels connect to other topics in the curriculum such as the Ancient Greeks. Pupils read for pleasure and for purpose.

In mathematics, leaders and staff use a clear structure to shape each lesson. Pupils understand how the structure of their lessons helps them to remember more. Pupils enjoy maths. They are enthusiastic about their lessons. Children in early years purposefully encounter number as part of their everyday provision. Opportunities to count and understand patterns are plentiful in early years. Leaders have recently changed assessment in mathematics. It now matches with more precision what has been taught.

Some wider curriculum subjects are well planned and embedded, such as physical education. Planning is progressive and pupils are well supported to build skills and knowledge over time. This impacts positively on the wider sporting offer. The curriculum in some other subjects, such as art and design, is not as well embedded. Where this is the case, pupils are not remembering or connecting key knowledge and skills as leaders intend them to.

The school has clear procedures to identify pupils with special educational needs and/or disabilities (SEND). Leaders make sure pupils with SEND get support through timely referrals to additional agencies. The school uses the advice from professionals when they support pupils with SEND. Pupils with SEND have access to a range of resources to help them learn. They learn well alongside their peers.

Pupils show high levels of focus and determination in and around school. Their behaviour and attitudes are an example to all. Pupils' positive behaviour starts in early years and flows all the way through school. Children in early years show sustained focus with the well-planned activities on offer. Adults have embedded clear routines, which children thrive in. Pupils across school are empathetic to each other and show care for one another. The school ensures that any behaviour not matching the high expectations set is picked up quickly.

The school offers a range of clubs and wider opportunities. The school enhances the curriculum offer with school visits, including residential trips. Pupils talk with confidence about how to keep themselves safe online and in the community. There is a strong sense of equality across school. Pupils understand characteristics that cannot be discriminated against. Pupils' understanding of faiths is developing. Leadership roles for pupils are plentiful. These include well-being ambassadors and older pupils who support younger pupils with play or reading. These opportunities help them become active participants in the school community.

Leaders reflect accurately on curriculum priorities for further development. Leaders, academy councillors and trustees are mindful of workload. Staff appreciate this. There is a strong sense of teamwork across the staff in school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some subjects are in different stages of development. The school is aware that some subjects are not implemented consistently so that key learning and skills are building through the teaching of the subject. This means pupils are not consistently remembering and connecting new knowledge and skills. The school

must ensure that the planned developments are consistently well implemented in the classroom, so that pupils learn 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

<b>Unique reference number</b>	144901
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10255640
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Taylor
<b>Headteacher</b>	Amanda Baines
<b>Website</b>	<a href="http://www.holytrinitycofeseatoncarew.co.uk">www.holytrinitycofeseatoncarew.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Holy Trinity Church of England Primary School is part of the Durham and Newcastle Diocesan Learning Trust.
- Holy Trinity Church of England Primary School is part of the Diocese of Durham.
- The school's most recent section 48 inspection took place in November 2019 and the school was graded good. The school's next section 48 inspection will be within eight school years.
- The school does not use any alternative provision.
- The school offers nursery provision.
- The school offers wraparound care with a breakfast and after-school club. It also offers lunchtime care for children accessing nursery.

## 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and art and design. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and teaching assistants. They spoke to pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils at the early stages of reading with a familiar adult. Inspectors also looked at planning and met with leaders to discuss the history curriculum.
- 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.
- Inspectors gathered views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through a pupil survey and through pupil meetings.
- Inspectors spoke with representatives from the local academy council, the board of trustees, the diocese and the school's challenge and support partner.
- Inspectors observed pupils' behaviour in classes, at breakfast club and during breaks and at lunchtime.

### **Inspection team**

Emily Stevens, lead inspector

His Majesty's Inspector

Stephen Fallon

Ofsted Inspector

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