

# Inspection of a good school: Holy Trinity Church of England Academy

Quemerford, Calne, Wiltshire SN11 0AR

---

Inspection dates:

3 and 4 November 2021

## **Outcome**

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

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

Pupils enjoy attending Holy Trinity Church of England Academy. They say their teachers are kind and caring. The strong relationships they have with staff help pupils to feel happy and safe. Parents echo pupils' views and appreciate the 'safe and nurturing environment'.

Staff have high expectations of pupils' behaviour. Pupils live up to these expectations. They are polite and courteous to their peers and adults. Pupils say bullying is rare. They are confident that staff deal with any incidents swiftly and effectively.

Staff use the school's Christian values and curriculum to help pupils develop tolerance. Pupils confidently share their opinions, listen to others and respect the fact that they may not always agree.

Pupils enjoy the many opportunities to take on the roles and responsibilities they are given. Pupils understand democracy and how the student council makes decisions about how to improve the school. Pupils can join a broad range of extra-curricular clubs, including art, football and netball.

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

Leaders are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders know the school's strengths and weaknesses. They are not complacent. They have created a purposeful environment where pupils and staff are keen to learn.

The teaching of reading is a priority. Leaders have implemented a new phonics scheme. This is used well to support the teaching of early reading. Pupils who need extra help with phonics are identified quickly and appropriate support is put in place to help them to catch up. Leaders have helped pupils to develop a love of reading. Older pupils enjoy reading a wide range of authors and genres. Each classroom has an interesting book

corner where books are recommended and celebrated. Pupils have been inspired by the authors they have met and speak enthusiastically about the books they read.

Leaders have ensured that most subjects are well planned and sequenced. Pupils are enthusiastic about their work across the curriculum because of this. In history, pupils are able to share their understanding of significant people, including Isambard Kingdom Brunel. However, as pupils progress through the school, the curriculum is sometimes less effective. It does not always prepare pupils with the key knowledge they need and in an appropriate order. For example, pupils do not always apply their mathematical knowledge to more complex tasks or understand some important historical concepts, such as chronology.

Leaders make sure that pupils with SEND receive the same curriculum as their peers. Teachers regularly review the best strategies to support pupils. This starts in the early years with children's communication skills. Staff adjust the support they provide, and this enables pupils to improve their work.

Pupils behave well in lessons and when moving around the school. Classrooms are calm and disruptions are rare. Pupils work in class with enthusiasm and diligence. They are positive about the way staff take an interest in their emotional well-being. The use of 'worry boxes' or a private chat with teachers helps them to overcome any concerns. Pupils play and socialise at lunchtimes with respect for the thoughts and feelings of others.

Leaders provide a range of opportunities for pupils to play a key role in their local community and beyond. Pupils take part in events to support others and raise funds for global issues. For example, Year 6 pupils sold comics to raise enough money to adopt a tiger and, during lockdown, pupils from across the school wrote messages to local residents. This supports pupils' development as responsible citizens.

Staff are proud to be part of the school team. They appreciate the consideration leaders take towards helping them manage their workload. Leaders prioritise pupils' and staff's mental well-being. Governors share this commitment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, staff and governors ensure that the safety of pupils is at the forefront of their work. Staff are well trained to recognise signs of abuse or neglect, and they report this immediately. Leaders are relentless in their attempt to gain support from a range of external agencies to help pupils and their families.

Leaders make sure that the curriculum helps pupils understand how to keep safe. Pupils learn how to keep safe online and are taught about the danger of alcohol and drugs misuse. Specialist visitors, such as the air ambulance staff, teach pupils how to perform basic first aid.

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

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

- In some subjects, leaders have not consistently identified what they want pupils to learn and in what order. This prevents some pupils from building on what they remember and what they can already do. Leaders need to ensure that further careful thought is given to the key knowledge pupils need for future learning in all subjects.

## 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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2016.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138109
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10199691
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Conway
<b>Headteacher</b>	Graham Shore
<b>Website</b>	<a href="http://www.holytrinitycalne.co.uk/">www.holytrinitycalne.co.uk/</a>
<b>Date of previous inspection</b>	17 and 18 March 2016, under section 8 of the Education Act 2005

## Information about this school

- Holy Trinity Church of England Academy is a voluntary aided Church of England academy. The most recent section 48 inspection was carried out in 2016.
- The school does not use any alternative education providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher, staff, pupils and members of the governing body.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met 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 inspector listened to pupils from Years 1 to 3 read to an adult.

- The inspector reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. She considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. The inspector talked to staff, pupils and governors about safe working practices.
- The inspector considered 52 responses to the online survey, Ofsted Parent View, including 36 free-text responses. She also reviewed the responses to the online pupil and staff surveys.

### **Inspection team**

Wendy D'Arcy, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021