

# Inspection of Trinity Academy St Peter's

St Peter's Avenue, Sowerby, Sowerby Bridge, West Yorkshire HX6 1HB

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Inspection dates: 20 and 21 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Leaders have high ambitions for all pupils who attend the school. The school environment is calm. Pupils respect each other and staff, and they feel safe.

Pupils learn to develop their communication skills through discussion and debate. Leaders enable pupils to access a wide range of experiences that broaden their horizons. These include focus weeks on themes such as autism awareness week and Black history week. Pupils take on a variety of leadership roles. These include roles as anti-bullying ambassadors, mental health champions and 'earth shot' eco-committee members. Pupils enjoy these roles and take pride in the responsibilities they have.

Pupils are motivated by the rewards and incentives that leaders provide for them. This helps them to make the right choices in line with the school values. Pupils are taught about bullying. This empowers pupils. If bullying happens, pupils go to an adult or to one of the school's anti-bullying ambassadors. Pupils state that adults address any issues of bullying, and this usually makes it stop.

Leaders have worked hard to improve attendance. As a result, pupils attend school more often. This is helping them to learn more.

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

Leaders have prioritised reading. Leaders regularly check how well pupils read. They use these checks to plan what pupils need to learn next. The books pupils take home are matched to their reading ability. This helps pupils to become fluent readers. When pupils struggle with reading, they access extra sessions. These sessions are engaging and effective. As a result, pupils who find reading difficult are given the support they need to read better.

Leaders have made changes to the curriculum. These changes have improved what the pupils are able to learn. Pupils with special educational needs and/or disabilities (SEND) are supported to access the curriculum. They learn alongside their peers. The curriculum is more embedded and consistent in reading, mathematics and science than it is in foundation subjects. Leaders have ensured that the curriculum in core subjects is carefully considered from early years through to Year 6. As a result, pupils learn well, as their learning builds on previous lessons. However, in some other subjects, what children learn in early years is not closely matched to what they learn in Year 1. This limits their ability to build on earlier learning.

There have been recent improvements to the early years curriculum. Staff have accessed training that is helping them to use the recently developed learning space more effectively. Positive relationships between adults and children support

children's development. Adults model communication skills successfully with children. This helps children to talk and listen to one another.

Leaders are developing pupils' personal development well. They provide pupils with a range of planned opportunities to go on trips and have visitors to the school. Leaders have a clear idea of what pupils need to learn from the personal, social and health education curriculum. They further adapt this to meet pupils' needs and contexts. Leaders have designed the curriculum to develop pupils' knowledge of different faiths and religions. However, pupils are not always able to remember this learning, and their understanding is not secure.

Pupils behave well in lessons and at breaktimes. Pupils say they feel safe and that adults take their concerns seriously. They say that the consequences for not behaving well are fair.

Leaders think carefully about the clubs available to pupils. They make sure there is a varied selection of options. These range from craft clubs to football clubs. Pupils enjoy these clubs. Pupils get the opportunity to act in performances. This includes a recent production of 'The Lion King'. Pupils get the chance to learn musical instruments, such as the piano and ukulele. This helps pupils to develop their talents and interests.

Governance is a strength. Governors have the skill and expertise to support and challenge the school. Governors ensure that the information they receive is accurate. They are committed to improving the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governors receive safeguarding training. This helps them to keep pupils safe. Leaders ensure that safeguarding has a high profile in the school. Leaders send out weekly quizzes and updates on safeguarding issues. Staff are aware of systems of reporting and recording any concerns regarding pupils' welfare. These records are reviewed and monitored. Leaders update governors on safeguarding issues. Governors visit the school and speak to the pupils and staff. This gives them further information on safeguarding practice in the school. Leaders show tenacity when ensuring that families get the support they need. Parents say that their children are kept safe in the school.

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

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

- Teaching in early years is not always closely aligned to what the pupils learn in Year 1. This weakens pupils' foundations for learning. Leaders need to ensure that what children learn in early years is linked to what is learned in Year 1 so

that pupils develop and understand more, particularly in areas that will support future learning in foundation subjects.

- Teaching does not help pupils to learn about different faiths and religions well enough. Pupils are unable to talk with sufficient insight about different faiths and religions. Leaders need to work with teachers to better develop pupils' understanding of different faiths and religions so that they are better prepared for life in modern Britain.

## 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](#)' 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>	148143
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10267780
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Sutton
<b>Principal</b>	Mathew Brown
<b>Website</b>	<a href="https://stpeters.trinitymat.org/">https://stpeters.trinitymat.org/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not use any alternative provision.
- The last section 48 inspection of the school's religious character was in July 2015. The next section 48 inspection will be within eight years.
- The headteacher was appointed in September 2022.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held meetings with the chief executive officer of the multi-academy trust, chair of trustees, governors, and a representative of the diocese of Leeds.

- Inspectors scrutinised a range of documents, including those relating to safeguarding and SEND.
- Inspectors conducted deep dives in these subjects: reading, mathematics, science and art. As part of the deep dives, inspectors visited lessons, listened to pupils' read, reviewed curriculum plans and spoke with curriculum leaders, pupils and teachers.
- Inspectors visited lessons and observed pupils at various times of the school day.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses.

### **Inspection team**

Andrew Yeomans, lead inspector	Ofsted Inspector
Jo Robinson	Ofsted Inspector

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