

Inspection of Holy Trinity Rosehill CofE Voluntary Aided Primary School

Upsall Grove, Fairfield, Stockton-on-Tees TS19 7QU

Inspection dates: 3 and 4 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?

The school's vision encourages everyone to 'let their light shine'. Pupils know that this means celebrating the things that you are good at. Pupils are proud of their school. They consider it a happy and friendly place to be. Pupils learn the meaning of the school's values. Through these, pupils learn to be caring and respectful individuals.

Pupils are polite and courteous. They listen carefully to each other and contribute maturely to conversations and discussions. Older pupils recognise that they must set an example to younger pupils through their behaviour and actions. They do this very well. This includes when they walk between parts of the school site, across a main road. When doing this, pupils represent their school well in the community. Adults are positive role models to pupils. Pupils learn what it means to be a good friend. They learn to deal with occasional disagreements or falling out. Consequently, pupils get on well with each other and enjoy spending time together.

Pupils feel safe in school. They know that there are staff in school that they can go to if they have a concern. Pupils trust adults to help them if they have a problem. There are very few incidents of bullying. Leaders deal with these appropriately.

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

Leaders have implemented an ambitious curriculum. They have carefully considered the important knowledge and skills that pupils must learn as they move through the school. Teachers break down the knowledge and skills into smaller steps effectively. Leaders provide high-quality resources to support the teaching of particular topics. Teachers use these when teaching a subject outside their immediate specialism. Pupils with special educational needs and/or disabilities (SEND) are supported effectively. Teachers provide resources, such as word grids, to support pupils' learning.

Teachers provide regular opportunities for pupils to recall prior learning. For example, in mathematics, lessons begin with the revision of concepts from previous units of work. This helps pupils to remember the most important knowledge. In some lessons, teachers do not routinely check that pupils have grasped the concepts being taught. The work given to some pupils is too difficult for them. Conversely, a small number of pupils are not challenged enough. This slows the progress that some pupils make in lessons.

Leaders have recently improved the teaching of phonics in the school. They have brought about a sharper focus so that it is taught with consistency. Pupils learn to read unfamiliar words by segmenting and blending. They use these strategies with confidence in their reading and written work. Leaders regularly check for gaps in pupils' phonic knowledge. They provide timely support for pupils at risk of falling behind. Pupils read books that are matched to their phonic knowledge. This helps them to read with increasing fluency and accuracy. Pupils enjoy reading. Older pupils

recognise that what they have learned helps them to read a variety of genres and authors.

Leaders are developing the quality of provision in the early years. In Nursery, the curriculum supports children well to build and develop their learning. Children learn to know and recognise numbers to 10. During the inspection, children counted pompom eggs on leaves. They compared different leaves, recognising which had more than, less than or the same number of eggs. Children in Nursery access provision that develops skills in early language. They sing songs and rhymes and listen to stories. Children learn to recognise and form letters. However, this learning is not built on as effectively as it might be in Reception. Activities led by adults enable children to develop their learning. However, opportunities for children to continue their learning within the classroom and outdoors area are not extensive. This limits children's ability to explore new ideas through play. Leaders are aware of the changes required to improve this aspect of the school.

Leaders provide a variety of opportunities to support pupils' broader development. Glamping on the school field in Year 4, as well as residential visits in Years 5 and 6, encourage independence and build pupils' confidence in learning new skills. Pupils benefit from opportunities to develop their leadership in roles such as school councillor. Some pupils lead acts of worship in school. Pupils demonstrate an understanding of other people's faiths and beliefs. They recognise the importance of tolerance and respect.

Leaders, including governors, have a realistic and accurate understanding of the school. They have collectively managed a period of instability well. Leaders know what they need to do to improve the school further. They do not, however, regularly check the impact of their actions. This prevents some improvements being made as quickly as they might.

Safeguarding

The arrangements for safeguarding are effective.

Staff respond to concerns raised about pupils in a timely manner. They record these concerns with detail and clarity. This helps leaders to provide effective support for individual pupils. Leaders work well with outside agencies. Leaders make sure that pupils receive appropriate and timely help and support.

Pupils learn how to manage some of the risks they might face. For example, teachers provide regular opportunities for pupils to learn about staying safe online. Leaders provide frequent updates to parents about how to support their children in the safe use of the internet, games and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not consistently check that pupils have understood the knowledge and concepts that have been taught within lessons. Some pupils are given work that does not help them to build their knowledge. Teachers should develop strategies to check what pupils know and can do within lessons and provide work that meets their needs appropriately.
- Leaders do not routinely check that the actions they have implemented have had the intended impact. Some actions have not been implemented with consistency. Leaders should ensure that they regularly check the impact of their actions and act on their findings in a timely manner.
- Children in Reception do not consistently benefit from opportunities to develop their learning independently. Opportunities are missed for children to explore and develop their learning. Leaders should further develop opportunities for children to experience a wide, rich and varied environment to support their learning.

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

Unique reference number	131251
Local authority	Stockton-on-Tees
Inspection number	10255703
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair of governing body	Claire Himsworth
Headteacher	Andrea Swift
Website	www.holytrinityrosehill.org.uk
Date of previous inspection	24 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Anglican Diocese of Durham.
- The school is split over two sites divided by a main road. The Rosehill site is for pupils in early years and key stage 1. The Trinity site is for pupils in key stage 2.
- The school's most recent section 48 inspection was in February 2018.
- The school does not use any alternative provision.

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.
- Inspectors met with leaders to discuss their work to develop the school.

- To evaluate the curriculum, inspectors conducted 'deep dives' in early reading, mathematics, history and art and design. Inspectors met with subject leaders, visited lessons, reviewed pupils' work and spoke to pupils and staff separately.
- Inspectors spoke to parents at the end of the school day. They reviewed responses to Ofsted's parent questionnaire, Parent View. An inspector met with representatives of the parent ambassadors. Inspectors also considered the response to Ofsted's pupil and staff surveys.
- An inspector met with members of the governing body. They also met with representatives from the local authority and Diocese of Durham.
- Inspectors reviewed documents relating to safeguarding, including the single central record.

Inspection team

Matthew Harrington, lead inspector	His Majesty's Inspector
Alison Ashworth	Ofsted Inspector
Helen Haunch	Ofsted Inspector

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