

Inspection of a good school: Tarleton Holy Trinity Church of England Primary School

Church Road, Tarleton, Preston, Lancashire PR4 6UP

Inspection dates:

18 and 19 July 2023

Outcome

Tarleton Holy Trinity Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils walk into Tarleton Holy Trinity Church of England Primary School with a spring in their step in the morning. They are happy to attend this warm and nurturing school. Leaders have established a compassionate environment where everyone respects everyone else. Relationships between staff and pupils are strong. This helps pupils, and children in early years, to feel safe and happy.

Pupils enjoy playing in the school's beautiful grounds. They play well together. Leaders do not tolerate bullying. If it occurs, they deal with it quickly and effectively.

Leaders have high expectations of pupils' behaviour and learning, including for pupils with special educational needs and/or disabilities (SEND). Pupils consistently rise to meet these aspirations. Their behaviour and positive attitudes towards learning contribute to their strong achievement. The early years phase prepares children well for the next stages in their learning.

Pupils welcome the opportunities that help them to develop their learning beyond the classroom. These have included a trip to Liverpool Museum and residential visits to Wales. Older pupils relish taking on leadership positions, such as being buddies to younger children. Pupils enjoy the clubs that staff organise, for example the 3-D printing club and the church choir sessions.

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

Leaders want all pupils to 'value, dream and achieve'. They have high ambitions for pupils. In most subjects, leaders have organised the curriculum well. Subject leaders have thought carefully about the most important knowledge that pupils should acquire and the order in which they should acquire it. They have broken this knowledge down into smaller steps that build from Reception Year to Year 6. This helps pupils to develop their

understanding over time. However, in a small number of subjects, the improvements that leaders have made to the curriculum are recent. This means that there is more work to do to ensure that staff teach these curriculums consistently well so that pupils know more and remember more over time.

On the whole, teachers implement the curriculum very effectively. Their subject expertise helps them to explain new ideas clearly. They routinely check that pupils understand what they are learning during lessons. They correct pupils' misconceptions and quickly put in place additional support to remedy gaps in pupils' knowledge.

Leaders train staff to deliver the phonics programme effectively and with consistency. Pupils practise reading using books that are matched accurately to the sounds that they know. Staff provide effective, targeted support for those pupils who need to catch up. In early years, they encourage children to develop their awareness of letters and sounds from the start of Reception Year. Most pupils become fluent and accurate readers.

Leaders ensure that reading is a high priority across the school, and staff promote a love of reading among pupils. Pupils speak with passion about books that they have read as a class and can link these articulately to their learning in different subjects.

Pupils behave well and are respectful and polite towards others. They strive to follow the school's golden rules for positive behaviour, which include 'always being polite, kind and respectful to everyone' and 'trying as hard as we can in everything we do'. Pupils benefit from well-embedded routines that support their learning and behaviour. Learning is not disrupted due to poor behaviour.

Leaders carefully plan provision for pupils with SEND. They communicate with nurseries and parents and carers early in the transition process to ensure that they identify children's needs in a timely and accurate way. Specific transition arrangements are in place for individual children. The expectations of pupils with SEND are the same as those for other pupils. All pupils follow the same ambitious curriculum.

Pupils' personal development is a high priority. Leaders provide opportunities for pupils to develop their spiritual, moral and cultural awareness. Pupils who spoke to inspectors demonstrated a strong understanding of difference. They talked with understanding about different families, ethnicities and religions. They also spoke about the importance of being healthy, both mentally and physically.

Governors are experienced and have the skills to support and challenge leaders successfully. They understand the school and the community that it serves well.

Staff's well-being is at the forefront of leaders' minds. Leaders manage staff's workload with compassion and care. As a result, staff feel that leaders support them and they are happy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. They know that they can speak with an adult in the school if they are worried. Staff are able to identify the signs that a pupil may be at risk. Staff have a clear understanding of the school's processes and systems for recording safeguarding concerns.

Leaders regularly update staff on safeguarding matters. When necessary, leaders consult external professionals to make sure that pupils get the support that they need.

Staff teach pupils about how to stay safe and behave responsibly in different situations. This includes when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have made recent refinements to the curriculum. This means that these subjects are less well developed than others and changes are not fully embedded. In these subjects, some teaching does not implement the refined curriculums consistently well. Leaders should ensure that teaching reflects changes to the curriculum so that recent gains in pupils' learning are sustained in the longer term.

Background

When we have judged a school to be good, will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

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 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	119573
Local authority	Lancashire
Inspection number	10283632
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Richard Every
Headteacher	Stephen Smith
Website	www.tarletonholyltrinity.org
Date of previous inspection	27 February 2018, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England primary school in the Diocese of Blackburn. Its most recent section 48 inspection for schools of a religious character took place in March 2019.
- Leaders do not make any use of alternative provision for pupils.

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 leaders and has taken that into account in her evaluation of the school.
- The inspector spoke with the headteacher, other leaders and members of staff. She also spoke with members of the governing body, including the chair of governors. She spoke to a representative of the local authority and a representative of the Diocese of Blackburn.
- The inspector looked at a range of leaders' documentation, including self-evaluation and safeguarding documents. She spoke with leaders about the school's safeguarding procedures.

- The inspector carried out deep dives in early reading, mathematics and history. She talked with curriculum leaders, visited lessons, looked at examples of children's and pupils' work, held discussions with teachers, and talked with children and pupils. She also observed some pupils reading to a familiar member of staff.
- The inspector also spoke to leaders about the curriculum in some other subjects.
- The inspector observed children's and pupils' behaviour in class and as they moved around the school. She also observed pupils playing at breaktimes.
- The inspector spoke with groups of children and pupils about their experiences at the school.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. She also met with parents before school to find out their views of the school.
- The inspector considered the responses to the staff survey.

Inspection team

Rebecca Sharples, lead inspector

His Majesty's Inspector

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