

Inspection of Trinity Academy St Chad's

Upper Green Lane, Hove Edge, Brighouse, West Yorkshire HD6 2PA

Inspection dates: 11 and 12 July 2023

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

What is it like to attend this school?

Pupils at Trinity Academy St Chad's are confident, articulate and welcoming. They enjoy coming to school and appreciate everything they do at school. Leaders have the highest expectations for every child, including children with special educational needs and/or disabilities (SEND).

Pupils' behaviour at all times is exceptional. They are polite and offer cheerful greetings to adults. Pupils appreciate the care they receive from adults. They insist that there is no bullying and are confident that if it did occur, adults would deal with it swiftly. Anti-bullying ambassadors help to resolve issues relating to rare instances of unkindness and report that they never have to deal with bullying.

Pupils are well prepared for the next stage of their education. Pupils learn how to be positive and active citizens of the future. They are aware of global issues and care about the environment. They learn to be enterprising. For example, staff give pupils a financial project to see who can make five pounds go the furthest.

Leaders ensure that there are plentiful opportunities for pupils to carry out leadership roles. Pupils thrive in a range of roles, including as school councillors and worship leaders. Older pupils support younger peers as play leaders or buddies.

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

Leaders are highly ambitious that every pupil should succeed. They know their pupils and the community well and have designed a curriculum with their pupils in mind. The curriculum follows a clear sequence from Reception to Year 6 across many subjects. For example, in art, pupils build their skills and knowledge over time in key aspects such as drawing, painting and sculpture. Pupils produce artwork of a high quality that is celebrated through exhibitions. In some areas, the curriculum is less well considered. For example, in geography, leaders have not identified the crucial knowledge that pupils need to learn, and this can get lost amid all the other information that staff present to pupils.

Mathematics and reading are high priorities. Pupils enjoy mathematics. A number of them say that it is their favourite subject. Children in Reception acquire early mathematical skills and knowledge through focused lessons and well-planned provision. Books and reading are celebrated throughout the school. Children start learning phonics from their first day in school. Teachers of reading are well trained. They frequently check that pupils are keeping up with learning to read. Teachers act swiftly to address any gaps in learning. Pupils are enthusiastic in talking about their favourite books and authors.

Leaders are committed to staff's continuous professional development. As a result, staff have strong subject knowledge. Lessons are engaging. Pupils are interested and are keen to contribute. Teachers plan opportunities for pupils to discuss and debate. There is a strong emphasis on the learning of vocabulary. For example,

pupils in Year 5 learn the meaning of words such as 'frenetic' and 'nepotism'. There is a similar emphasis on the learning of vocabulary in the early years. Important topic words are learned, practised and displayed. Pupils with SEND are supported well. They access the same ambitious curriculum as their peers. Where necessary, the curriculum is adapted in relation to their particular needs. All pupils access the same wide offer of extra-curricular opportunities.

Children in the Reception class thrive. They behave extremely well, responding positively to high expectations and clear routines. The early years curriculum prepares them well for their next stages. Adults interact positively with the children, developing their communication and language skills.

Leaders have a strong commitment to the personal development of pupils. They ensure that all pupils, including the most vulnerable, have opportunities to discover, and develop, talents and interests. Every pupil learns a musical instrument. Pupils spoke with pride and excitement about the opportunity to perform in a local theatre. Through a strong curriculum for personal, social and health education, and through collective worship, pupils learn to be tolerant and inclusive. They learn about healthy relationships and how to keep themselves healthy.

Leaders' ambitions are not confined to the pupils. At every level, there is a passionate commitment to the development of people. Staff enjoy working at the school and feel valued and cared for. Members of the trust and governors share the ambitions of school leaders. Governors are skilled and knowledgeable. They make regular visits to assure themselves of progress against the improvements they plan with school leaders.

The overwhelming majority of parents speak very highly of the school and its leadership. Many would recommend the school without reservation, with a number describing the school as 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They ensure that stringent safeguarding systems and procedures are in place and adhered to by staff.

Leaders make certain that staff are familiar with the school's safeguarding policies, as well as the government's guidelines on keeping pupils safe. Staff are alert to any signs that a pupil may be at risk of harm. Staff record and report any concerns that they have about a pupil immediately. Leaders follow up swiftly on any concerns. Pupils know how to keep themselves safe, especially when using technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders and staff have not identified the most important knowledge that pupils need to learn in the time available. Where this is the case, learning can be superficial and pupils do not learn important knowledge. Leaders should work with teachers to help pupils to learn more deeply 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](#)' 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	146959
Local authority	Calderdale
Inspection number	10267779
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	Board of trustees
Chair of trust	Tom Miskell
Principal	Rachel Dawson
Website	https://stchads.trinitymat.org
Date of previous inspection	Not previously inspected

Information about this school

- The school does not use any alternative provision.
- The school's religious character was last inspected in January 2023.
- The school joined the Trinity Multi-Academy Trust in March 2019.

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, the chair of trustees, governors, and a representative of the Diocese of Leeds.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and art and design. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with senior leaders and other staff.
- A wide range of documents were reviewed, including curriculum plans, school development plans, policies, and documentation for behaviour and attendance. The inspector spoke with pupils and staff to gather information about the culture of safeguarding at the school.
- Inspectors observed pupils' behaviour in lessons, at breaktimes and at lunchtimes. They gathered pupils' views from both formal and informal discussions.
- Inspectors spoke with parents and carers during the inspection. They considered the responses, including free-text comments, to Ofsted Parent View, Ofsted's online questionnaire. The responses to the staff and pupil surveys were also considered.

Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
Andrew Cummings	Ofsted Inspector

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