Inspection of Trinity Academy Richmond

Frances Road, Richmond, North Yorkshire DL10 4NF

Inspection dates:	19 and 20 November 2024
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Inadequate

The headteacher of this school is Simon Robson. The school is part of the Dales Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Damian Chubb, and overseen by a board of trustees, chaired by Judy Hooton.

What is it like to attend this school?

Pupils at Trinity Academy Richmond are happy and safe. The school provides a calm and nurturing environment, where pupils thrive. Pupils are proud of their school and know that they belong. This is reflected in the school song, written by pupils, in which they sing 'I can be me!' The school's ethos helps pupils to achieve their best.

The school has high expectations for pupils' learning and behaviour. Children benefit from a strong foundation to their education in the early years. Throughout the school, the well-developed and broad curriculum sparks pupils' curiosity. Pupils are keen to contribute to lessons. They are proud of the work they produce. Pupils with special educational needs and/or disabilities (SEND) are well supported. They achieve well.

Staff prioritise pupils' well-being. The school provides additional calm spaces during playtimes for pupils who prefer this. Pupils know that they can discuss any worries with staff. Pupils are polite and respectful towards adults. Pupils learn how to keep themselves safe online and recognise risks in the local area. Parents and carers are overwhelmingly happy with the education and care that their children receive.

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

The early years provision is a strength of the school. Children benefit from high-quality opportunities to develop their early number and communication knowledge. Staff provide a wealth of opportunities for children to develop knowledge and skills through well-designed activities. This includes in the outdoor area, where children take part in challenges to help them remember new learning. Children know the routines and expectations well. They are excited when learning new words and skills while baking together. They join in with stories and rhymes. Children quickly develop independence. They are well prepared for Year 1.

The school has introduced a well-sequenced, ambitious curriculum. In mathematics and English, the school has carefully thought through how lessons are structured. Pupils have ample opportunities to revisit prior learning. This helps them to remember important knowledge. The school has also prioritised pupils' exposure to, and understanding of, new vocabulary. Pupils want to do well in their lessons, they work hard and achieve well. However, in some subjects, the important knowledge that pupils need to know and remember is not prioritised in lessons. This means pupils occasionally struggle to remember learning. In these subjects, the school does not have an accurate picture of what pupils know and can do.

Reading is at the heart of the curriculum. Children begin learning to read as soon as they join Reception. They learn to read quickly and confidently. Pupils who struggle with reading receive extra help each day. The school has invested time and resources to ensure that staff are experts in teaching reading. Pupils love the stories that they share together in class. In key stage 2, they have dedicated time in lessons to analyse and discuss them. This strengthens pupils' comprehension skills.

The school quickly identifies when pupils need more support. It works closely with parents and external agencies to understand pupils' needs. Pupils with SEND work towards the same ambitious curriculum goals as their peers. The school provides pupils with personalised 'independence packs' that include the tools to help them be successful in lessons. The support from well-trained staff helps pupils with SEND to thrive academically and socially.

Pupils' conduct is calm and purposeful. The school has established systems to support pupils to think about and improve their behaviour. This helps pupils to take responsibility for their actions. Pupils have positive attitudes to their learning and to helping others. The weekly celebration assemblies inspire pupils. The school provides practical help and high-quality pastoral support for families in a timely way. Pupils and families know it is important to attend school well and on time.

The school offers a wide range of enrichment activities. These widen pupils' interests and talents. Pupils are keen to contribute to the life of the school. The school prioritises time in the school day for pupils to reflect together. Pupils know it is important to treat others fairly.

The school is committed to providing high-quality education for all pupils. Trustees and governors hold leaders to account effectively. The governing body know the school well. The challenge and support that they provide is a strength. Staff feel valued, and their workload is well managed. They are proud to work here.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the important knowledge that pupils need to know and remember is not made clear. Pupils do not remember sufficient curriculum content in these subjects. The school should refine the curriculum delivery in these subjects so that there is a greater focus on foregrounding the important knowledge and vocabulary pupils need for future learning.
- In some subjects, the school is still developing its understanding of the impact of the curriculum. As a result, in these subjects, the school does not know what pupils know and can do and where improvements need to be made. The school should strengthen its oversight of the curriculum so that it can make rigorous and secure improvements, where needed.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144647
Local authority	North Yorkshire
Inspection number	10290329
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	Board of trustees
Chair of trust	Judy Hooton
CEO of the trust	Damian Chubb
Headteacher	Simon Robson
Website	www.trinityr.dalesmat.org
Date of previous inspection	11 October 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Dales Academies Trust.
- This Church of England school is part of the Diocese of Leeds. The last section 48 inspection, for schools of a religious character, took place in 2024. The school's next section 48 inspection is due to take place by the end of 2029.
- The school provides nursery education for two- and three-year-old children.
- The school does not use any alternative education provision.
- The school provides breakfast and after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the board of trustees and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met the SEND coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's pupil and staff surveys. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

Georgina Chinaka, lead inspector	His Majesty's Inspector
Janet Madden	Ofsted Inspector

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