

# Holy Trinity Church of England Primary School, Southport

**Address:** Manchester Road, Southport, Merseyside, PR9 9AZ

**Unique reference number (URN):** 145454

## Inspection report: 2 June 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |                                                                                   |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

At the end of key stage 2, pupils' attainment is typically close to national averages in reading, writing and mathematics. As such, pupils, including those who are disadvantaged, are prepared well for the next stage of their learning. Results in the Year 4 multiplication tests are above average. This ensures that pupils can access further mathematical learning effectively. In general, pupils can talk confidently about what they are learning across the curriculum. On the whole, they take pride in their work.

Leaders have prioritised reading for the youngest children in the school. This ensures that they are able to access the full curriculum. Most pupils in Year 1, for example, achieve the expected standard in the phonics screening check.

Some older pupils have gaps in the fluency and accuracy of their handwriting. This means that they are not as well prepared for the next stage of their education as they could be.

### Attendance and behaviour

Expected standard 

Leaders maintain a sharp focus on attendance. They use a range of robust tracking systems to monitor patterns of absence. They take timely action when absence becomes a concern. As a result, attendance is in line with or above national averages over time. Leaders work effectively with parents and carers to reduce any barriers to regular attendance to school. Staff greet families at the gate each morning. This builds positive relationships and ensures any barriers to a successful day are addressed promptly. For those pupils with very low attendance, leaders put in place targeted support. Largely, this ensures that rates of attendance are increasing.

For the most part, the school is a calm and orderly place. Typically, pupils need very few reminders to meet the high expectations set by leaders. As such, lessons are focused and pupils enjoy what they learn. At social times, pupils generally behave appropriately. Bullying and the use of unkind language, including online, are rare. Pupils are quick to report anything that bothers them. They know that it will be resolved promptly and effectively by staff. If a pupil struggles to sustain focus, leaders make effective use of support strategies to help them to regain it. This ensures that learning can resume quickly.

### Curriculum and teaching

Expected standard 

Leaders know which aspects of curriculum and teaching are working well and what needs to improve. They have designed an ambitious curriculum that builds knowledge over time from Reception to Year 6. Leaders check regularly how well pupils are making progress through the curriculum. They support those who need extra help in a timely manner.

On the whole, teachers use their subject knowledge effectively to introduce new learning. They take particular care to introduce new vocabulary to support pupils' understanding. In general, teachers choose helpful resources and activities. Consequently, pupils typically

learn well. However, on occasion, some teachers do not make meaningful adaptations to learning. This hampers some pupils' progress through the curriculum.

Leaders have prioritised reading. High-quality texts are used throughout the school. Leaders ensure that pupils who find reading difficult get the support that they need to catch up quickly. This is done most effectively through the delivery of phonics across the school. Teachers ensure pupils can use numbers well. Pupils have regular opportunities to practise their multiplication skills. Even so, teachers do not always identify gaps in handwriting accuracy and fluency quickly enough. This is particularly true of some of the older pupils at the school.

## Early years

Expected standard 

Leaders prioritise children getting off to a good start in the early years. Established routines mean that children begin the day happy and ready to learn. They settle quickly and cooperate positively with their peers. Children take turns effectively. They know the importance of sharing.

Leaders have ensured that the curriculum in the early years is well designed and ambitious. They have clearly identified the knowledge and skills that children need to move successfully to Year 1 and beyond. For example, to take account of children's different starting points, staff help children to understand the world around them. Furthermore, there is an emphasis on vocabulary development through the use of rhymes and songs. Children learn to recognise their emotions effectively through the use of pictures and stories. These carefully considered learning opportunities mean that children progress well through the curriculum.

Reading is a clear priority in the early years. Staff use effective techniques to teach phonics each day. Consequently, children can read simple words and enjoy the stories that they read. Staff pay close attention to any gaps in children's knowledge. They take timely action to address these. For example, to ensure that children are ready for Year 1, teachers provide additional support to children who need help with letter formation.

## Inclusion

Expected standard 

Leaders identify any barriers to learning and/or wellbeing quickly. Generally, they take swift action to address these effectively, for example, through access to play therapists, mental health support or through the support of an additional adult. Leaders rightly pride themselves on knowing pupils, parents and carers well. If a particular strategy does not reduce barriers to success, leaders act in a timely way to try something new. As such, pupils with special educational needs and/or disabilities generally get the support that they need to achieve well. This is reflected in published attendance and attainment data.

Leaders use research-informed strategies, such as targeted small-group work, and help with the cost of trips to support disadvantaged pupils. As a result, these pupils typically progress well through the curriculum and are exposed to a wide range of experiences. Leaders work positively to ensure that those pupils who are known to social care receive the support that they need to succeed.

Leaders prioritise reading for pupils who are new to learning English. Through the use of targeted reading support, these pupils typically catch up quickly. This means that pupils can learn the planned curriculum and communicate positively with their peers. This enhances their sense of belonging and improves achievement.

## **Leadership and governance**

**Expected standard** 

During a period of significant change, leaders at all levels have acted in the best interests of pupils. They have taken swift and astute action to provide interim leadership so that school life can continue as smoothly as possible. Leaders know what is working well and where further gains can be made. Leaders continue to embed consistent practices across the school, drawing on the support of the trust where this is needed.

Those responsible for governance share leaders' high ambitions for pupils. They fulfil their statutory duties appropriately. They understand the school's strengths and areas for development.

In the main, leaders have established effective relationships with parents and carers. Parents appreciate how well staff know their children and the support that the school provides to overcome any barriers to learning and/or wellbeing. They are thankful for the opportunities and experiences the school gives their children.

Leaders ensure that staff have a range of professional learning opportunities. These include opportunities to work with colleagues from across the trust. Staff recognise that this professional development is helping them to improve how they perform their roles. For example, the focus on teaching phonics has been particularly effective.

Typically, staff feel well supported by leaders, particularly during this unsettled time. They appreciate the steps that leaders take to ensure that they have the time they need to teach the intended curriculum well. Staff value the supportive school community in which they work. They are very proud to work at the school.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have designed a coherent and thoughtfully considered programme of personal development and wellbeing. This includes an enhanced focus on teaching pupils how best to support their social, emotional and mental health. Pupils know about the features of healthy relationships. Furthermore, they manage their feelings appropriately if they are feeling concerned about something, and they feel comfortable talking to an adult if needed.

Leaders prepare pupils well for their futures. They make sure that pupils can behave safely as they grow in independence. For example, they know about road safety and how to stay safe around water. Additionally, pupils know how to keep themselves safe online.

Leaders ensure that pupils develop an understanding of important ideas, such as tolerance and the significance of equality. As such, pupils typically talk maturely about the need to respect differences and treat each other fairly. Leaders make sure that spiritual and cultural diversity are celebrated in school. This is reflected in the positive way that pupils interact with each other. They are polite and respectful towards visitors to the school.

Leaders have planned an increasingly broad range of extra-curricular activities to develop pupils' interests and nurture their talents. For example, pupils can start the day actively with a game of dodgeball. Pupils can learn to crochet or play an instrument in the band. Moreover, pupils develop teamwork and communication skills through the various pupil leadership roles in school. For instance, they can serve on the school council or be a play leader who coordinates activities on the playground each day.

Leaders have ensured that pastoral teams are on hand to provide any additional emotional support that pupils may need. Staff know pupils well. They provide effective support to pupils, which boosts their confidence. On the whole, this removes barriers to participation and success.

## **What it's like to be a pupil at this school**

Pupils arrive at school with a smile on their face. They politely greet staff who know them well. Typically, pupils attend school regularly. Pupils enjoy positive relationships with staff and peers. Bullying happens rarely. Pupils are confident that staff will tackle any worries that they may have effectively. This means that pupils feel safe. Pupils live up to the school's values to be the best that they can be.

At Holy Trinity Church of England Primary School, everyone is welcome and diversity is celebrated. Pupils are proud of the many different languages that are spoken across the school. This helps to ensure that pupils are prepared for life in modern Britain. Pupils are confident that, at whatever point you join the school, you are included. The buddy system for new starters, for example, helps to make this happen.

On the whole, pupils behave well throughout the school. During lessons, pupils meet the school's expectations, enabling everyone to focus on their learning. Typically, pupils try hard. They enjoy learning across a range of subjects. For the most part, pupils with barriers to learning and/or wellbeing receive the help that they need to access the curriculum and wider school life. For example, staff provide a range of targeted support activities for pupils with special educational needs and/or disabilities.

Reading is promoted throughout the school. This helps pupils to develop their reading and language skills. In particular, this supports the significant number of pupils who speak English as an additional language. Furthermore, the school's commitment to reading skills means that, in general, pupils are well prepared for the next stage of their learning.

Pupils can develop their interests through a range of additional activities, such as football and craft club. They value opportunities to learn new skills and try new things.

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## **Next steps**

- Leaders should ensure that teachers consistently make purposeful and meaningful adaptations in lessons so that all pupils can learn the intended curriculum well.

- Leaders should ensure that gaps in the fluency and accuracy of pupils' handwriting, particularly older pupils, are identified and addressed quickly and effectively so that pupils are better prepared for the next stage of their education.
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## About this inspection

The school is part of the Liverpool Diocesan Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Laurie Kwissa, and is overseen by a board of trustees, chaired by Maggie Swinson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the interim executive headteacher and other senior leaders during the inspection. They also met with trustees, including the chair of the trust, members of the local governing committee and a representative of the local authority.

This school is registered as having a Church of England religious character. It is in the Diocese of Liverpool. Its last section 48 inspection was March 2023.

The school currently uses no alternative provision.

The school has undergone significant changes in leadership since the last inspection. The trust has appointed an interim executive headteacher, who has been in post since May 2026.

Interim Executive Headteacher: Simon Jones

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### Lead inspector:

Neil Johnson, His Majesty's Inspector

### Team inspectors:

Debbie Withey, Ofsted Inspector

Valmai Roberts, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 2 June 2026

## School and pupil context

### Total pupils

**206**

Close to average

#### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**210**

Below average

#### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**21.84%**

Close to average

#### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**3.88%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**15.05%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Above average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

### **All pupils' performance**

#### **Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 53%         | 61%              | Below                          |
| <b>2024/25 (final)</b>       | 61%         | 62%              | Close to average               |
| <b>2023/24 (final)</b>       | 60%         | 61%              | Close to average               |
| <b>2022/23 (final)</b>       | 39%         | 60%              | Below                          |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 63%         | 74%              | Below                          |
| <b>2024/25 (final)</b>       | 79%         | 75%              | Close to average               |
| <b>2023/24 (final)</b>       | 60%         | 74%              | Below                          |
| <b>2022/23 (final)</b>       | 50%         | 73%              | Below                          |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 77%         | 72%              | Close to average               |
| <b>2024/25 (final)</b>       | 86%         | 72%              | Above                          |
| <b>2023/24 (final)</b>       | 77%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 68%         | 71%              | Close to average               |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 77%         | 73%              | Close to average               |
| 2024/25 (final)       | 82%         | 74%              | Above                          |
| 2023/24 (final)       | 77%         | 73%              | Close to average               |
| 2022/23 (final)       | 71%         | 73%              | Close to average               |

### Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 46%         | 46%              | Close to average               |
| 2024/25 (final)       | S           | 47%              | S                              |
| 2023/24 (final)       | 60%         | 46%              | Above                          |
| 2022/23 (final)       | 30%         | 44%              | Below                          |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 54%         | 62%              | Below                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | S           | 63%              | S                              |
| 2023/24 (final) | 60%         | 62%              | Close to average               |
| 2022/23 (final) | 40%         | 60%              | Below                          |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 71%         | 59%              | Above                          |
| 2024/25 (final)       | S           | 59%              | S                              |
| 2023/24 (final)       | 70%         | 58%              | Close to average               |
| 2022/23 (final)       | 60%         | 58%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 67%         | 60%              | Close to average               |
| 2024/25 (final)       | S           | 61%              | S                              |
| 2023/24 (final)       | 70%         | 59%              | Close to average               |
| 2022/23 (final)       | 60%         | 59%              | Close to average               |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

# Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 46%         | 68%                              | -22 pp                  |
| 2024/25 (final)       | S           | 69%                              | S                       |
| 2023/24 (final)       | 60%         | 67%                              | -7 pp                   |
| 2022/23 (final)       | 30%         | 66%                              | -36 pp                  |

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 54%         | 80%                              | -25 pp                  |
| 2024/25 (final)       | S           | 81%                              | S                       |
| 2023/24 (final)       | 60%         | 80%                              | -20 pp                  |
| 2022/23 (final)       | 40%         | 78%                              | -38 pp                  |

## Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 71%         | 78%                              | -7 pp                   |
| 2024/25 (final)       | S           | 78%                              | S                       |
| 2023/24 (final)       | 70%         | 78%                              | -8 pp                   |
| 2022/23 (final)       | 60%         | 77%                              | -17 pp                  |

**Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 67%         | 80%                              | -13 pp                  |
| 2024/25 (final)       | S           | 81%                              | S                       |
| 2023/24 (final)       | 70%         | 79%                              | -9 pp                   |
| 2022/23 (final)       | 60%         | 79%                              | -19 pp                  |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

**Absence**

**Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 4.5%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 4.3%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 4.6%        | 5.9%             | Below                          |

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 11.2%       | 13.0%            | Close to average               |
| 2023/24 (3 term) | 10.8%       | 14.6%            | Below                          |
| 2022/23 (3 term) | 7.1%        | 16.2%            | Below                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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