

Holy Trinity CofE Primary School

Address: The Willows North, Stratford-upon-Avon, Warwickshire, CV37 9QN

Unique reference number (URN): 125681

Inspection report: 17 March 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders' focus on the importance of regular attendance is relentless. They use robust systems to carefully analyse absence data. This work has a demonstrable impact on attendance. Some pupils join the school with a history of low attendance but this changes at Holy Trinity. Leaders work with these pupils and families to increase attendance quickly. They identify barriers early and put in place tailored strategies and support before issues escalate. As a result of leaders' work, attendance for the whole school and for pupil groups is above national averages. The number of pupils persistently absent from school is below average and decreasing over time.

Expectations for behaviour are high for everyone. Staff skilfully and fairly apply the school's approach to managing behaviour. Pupils behave extremely well. They are enthusiastic about learning and play together cooperatively. They show respect, courtesy and kindness towards each other, staff and visitors. Older pupils talk positively and maturely about how they need to be role models for younger pupils. Pupils who need extra help to manage their behaviour receive effective support. As a result, they learn to manage their emotions well. When rare incidences of bullying happen, staff respond quickly and handle them well.

Early years

Strong standard ●

Leaders have designed an ambitious, well-organised early years curriculum. Staff know pupils very well, and activities are designed to spark children's curiosity. As a result, children, including those with special educational needs and/or disabilities, develop the knowledge and skills they need to be very well prepared for Year 1.

Teaching is highly effective. Staff skilfully adapt lessons and activities so that children's identified needs are met. The deliberate focus on early reading, writing and mathematics ensures children build basic skills well. Purposeful indoor and outdoor activities enable them to practise what they learn.

Children happily chat to staff as they learn. Staff sensitively guide children's language choices so that children learn to use wider vocabulary. This is reflected in children's confident spoken responses and the accuracy of their early writing.

Independence is prioritised from the start, with pre-school children confidently managing routines such as peeling fruit, pouring drinks and dressing for outdoors. Opportunities to learn together in play help children to develop social confidence. Children behave very well across the early years setting, demonstrating friendliness and enthusiasm for the activities provided. Staff develop highly positive relationships with parents and carers, enabling families to play an active role in their child's learning in the early years.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged, typically achieve well compared with other pupils nationally. The school's latest outcomes in national tests show that most pupils are well prepared for their next stage of education. This is evident in the key stage 2 reading, writing and mathematics outcomes, as well as in the Year 1 phonics screening check. Pupils get off to a flying start in early years and leave Reception very well prepared for their learning in Year 1.

Pupils build their new learning on a solid understanding of basic skills, including early mathematics and reading. Their work demonstrates that they build a useful body of knowledge across all subjects as they progress through the school. They talk confidently about their learning. As a result, Year 6 pupils are well prepared for the new challenges that they are likely to face at secondary school.

Curriculum and teaching

Expected standard 

The school has constructed an ambitious curriculum. It is designed to ensure that pupils develop secure foundations of knowledge, skills and vocabulary across all subjects. Leaders have thought about what pupils need to learn and in what order. This means that pupils typically remember learning and achieve well. For example, pupils link their scientific experiment about birds' beaks to previous work on natural selection.

Leaders make sure teachers have secure subject knowledge. As a result, teachers present information clearly to pupils. They plan interesting activities to engage pupils and create excitement around learning. Leaders ensure that developing pupils' reading, writing, mathematical and language skills is a priority. Pupils who are learning to read are taught phonics well. Pupils who need to catch up with reading get additional help that successfully develops their fluency and confidence.

Teachers check pupils' learning during lessons to identify those who may need additional support. This means staff understand pupils' needs and can adjust the learning if needed. Teachers use well-trained support staff to provide effective support. However, at times, some pupils do not receive sufficient challenge to tackle the harder work of which they are capable. This means they do not always have opportunities to deepen their learning.

Inclusion

Expected standard 

This is an inclusive school. Pupils are viewed as individuals and receive bespoke provision, which ensures they can access learning or get effective support for their wellbeing. Pupils with special educational needs and/or disabilities are provided for well. The school's robust systems for identification and assessment mean that individual needs are quickly recognised. Skilled leaders and staff regularly check how well pupils are doing and make sure they are getting the right support. This enables pupils to access the full curriculum alongside their peers and make progress. Some pupils benefit from support to manage their

emotions or develop their learning skills in the 'creativity hub'. This ensures they are ready to learn in the classroom.

Staff benefit from comprehensive training, such as in sign language or emotion coaching, and this equips them with the knowledge and skills needed to adapt teaching and successfully remove barriers to learning. Effective partnerships with families and external agencies ensure that pupils receive coordinated expert care and appropriate support when needed.

The effective use of additional funding to subsidise activities and enhance learning opportunities enables all pupils to feel included in the school. When alternative provision is used, leaders commission it appropriately and check that it works well.

Leadership and governance

Expected standard 

Leaders at all levels have high expectations and understand the school well. They think about the school's overall priorities and take the right steps to make things better. When something is not working well, they sort it out effectively. However, sometimes leaders' evaluations in relation to some aspects of the school's work, such as how well different groups of pupils are doing, lack sharp focus. This means that they are not always able to evaluate precisely how the school's offer could develop even further in the future.

Governors fulfil their statutory roles and provide leaders with appropriate challenge and support. They are well equipped with a range of skills and expertise that benefit the school.

Leaders work collaboratively with other schools and organisations. They always act in pupils' best interests, especially those who are disadvantaged, pupils with special educational needs and/or disabilities or those who face other challenges. Leaders are caring and listen to any concerns from staff. Everyone feels valued and knows that their voices are heard. Leaders provide appropriate training so that staff have the skills and expertise that they need. Leaders consider the impact of staff workload on their wellbeing. Staff are highly positive about working in the school and are proud to be part of the team.

Leaders build positive relationships with parents, carers and the wider community. Parents are overwhelmingly positive about the school and are confident that their children are cared for and educated well. 'A family feel' and 'a happy team' are phrases regularly used by staff and parents to describe Holy Trinity.

Personal development and wellbeing

Expected standard 

Leaders provide a range of purposeful activities and experiences that enrich pupils' personal development and prepare them well for the future. Leaders make sure that all pupils can participate by making adjustments for those who need them. For example, snack time in the café is an imaginative and sociable activity for pupils with social and emotional needs. These pupils take on responsibility for managing the café and serving the customers. This provides an opportunity to practise life skills and overcome social barriers.

Pupils' spiritual and moral development is a key element of the curriculum. Pupils have opportunities to discuss moral dilemmas through 'big questions' and debates. The school

provides a range of opportunities for pupils to develop their skills as leaders, such as 'reading and playtime buddies'. These provide opportunities for pupils to develop their confidence, oracy skills and ability to negotiate. Pupils are listened to and have a voice through the democratically elected pupil parliament.

The school promotes the importance of the fundamental British values and equality. This means pupils value difference and know that everyone should be treated fairly. They are excited to learn about different places and people. However, pupils do not get enough opportunities to visit different places of worship to gain first-hand experience of a range of different faiths and cultures.

Pupils know the importance of maintaining their physical and mental health. They benefit from an effective relationships, sex and health education programme. This equips pupils with valuable knowledge to support them in the future so that they can recognise healthy relationships. Pupils learn to manage money and regularly reflect on their future career ambitions to help them raise their aspirations.

Effective pastoral support is a strength of the school. As a result, pupils and families feel they belong and are confident to ask for help from the skilled pastoral team when needed.

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

The school's friendly and welcoming atmosphere ensures that everyone feels valued and included at Holy Trinity. Pupils are happy to come to school and they attend regularly. They have warm relationships with caring staff who know them well. Pupils are confident about speaking to a trusted adult if they have any worries and know that staff will help when needed. This helps pupils to feel safe.

Pupils enjoy their lessons and they achieve well. Pupils are encouraged to be ambitious and aspirational and to 'reach for the stars'. Those who face barriers to their learning, including pupils with special educational needs and/or disabilities, are supported effectively to make progress through the curriculum and aim high.

School life is underpinned by the school's values of 'community, aspiration, resilience and enjoyment'. Pupils know how these relate to their own experiences. For instance, they appreciate the importance of treating everyone in their community equally. Pupils know that bullying is wrong and this is not something that they are concerned about.

Pupils' behaviour is exemplary. Classrooms are calm and purposeful places. Pupils are interested in learning and listen well in lessons. Lunchtimes are sociable and harmonious.

The school provides pupils with an enriching range of activities, events and experiences. Pupils regularly use the local resources in Stratford, including rivers and theatres, as well as places further afield such as national music venues. These experiences bring their classroom learning to life. Pupils develop their interests and try new things in different school clubs. They share their musical, artistic and sporting talents through the school orchestra, dramatic performances and in sports competitions with other schools.

Pupils enjoy helping others and embrace opportunities to contribute to the wider life of the school through a range of roles, such as librarians and school councillors. These opportunities develop their confidence and prepare them for life in modern Britain.

Next steps

- Leaders at all levels should make full and effective use of all information available to inform their strategic decisions with greater precision to improve achievement further for all pupils.
 - Leaders should ensure that pupils have opportunities to deepen their learning when ready to move on so that more pupils achieve the higher standard and greater depth in national tests.
 - Leaders should ensure that pupils have more opportunities to widen their first-hand experience of a range of faiths and cultures to ensure they have a clear understanding of life in modern Britain.
-

About this inspection

The chair of the board of governors in this school is Dr Abigail Rokison-Woodall.

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

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

Inspectors spoke with the headteacher and senior leaders, members of the governing body, a representative from the local authority, staff, parents and carers and pupils.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The school had a Statutory Inspection of Anglican and Methodist Schools in June 2025.

The school currently makes use of 2 unregistered alternative provisions.

Headteacher: Joanne Herrero

Lead inspector:

Corinne Biddell, His Majesty's Inspector

Team inspectors:

Christian Hamilton, Ofsted Inspector

Heather Simpson, Ofsted Inspector

Sally Snooks, 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 17 March 2026

School and pupil context

Total pupils

414

Above 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

420

Above 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)

17.87%

Below 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

2.66%

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

13.29%

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

Below 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
Latest 3 year average	65%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	68%	60%	Above

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
Latest 3 year average	80%	74%	Above
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	82%	73%	Above

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
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	77%	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	73%	73%	Close to average
2024/25 (revised)	67%	74%	Below
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	75%	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	48%	46%	Close to average
2024/25 (revised)	41%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	60%	46%	Above
2022/23 (final)	42%	44%	Close to average

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	61%	62%	Close to average
2024/25 (revised)	59%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	58%	60%	Close to average

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	59%	59%	Close to average
2024/25 (revised)	59%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	50%	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	57%	60%	Close to average
2024/25 (revised)	47%	61%	Below
2023/24 (final)	73%	59%	Above
2022/23 (final)	50%	59%	Close to average

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	48%	68%	-20 pp
2024/25 (revised)	41%	69%	-28 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	42%	66%	-25 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	61%	80%	-18 pp
2024/25 (revised)	59%	81%	-22 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	58%	78%	-20 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	59%	78%	-19 pp
2024/25 (revised)	59%	78%	-19 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	50%	77%	-27 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	57%	80%	-23 pp
2024/25 (revised)	47%	81%	-33 pp
2023/24 (final)	73%	79%	-6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 pp

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 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.1%	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 (2 term)	7.1%	13.3%	Below
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	11.3%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright