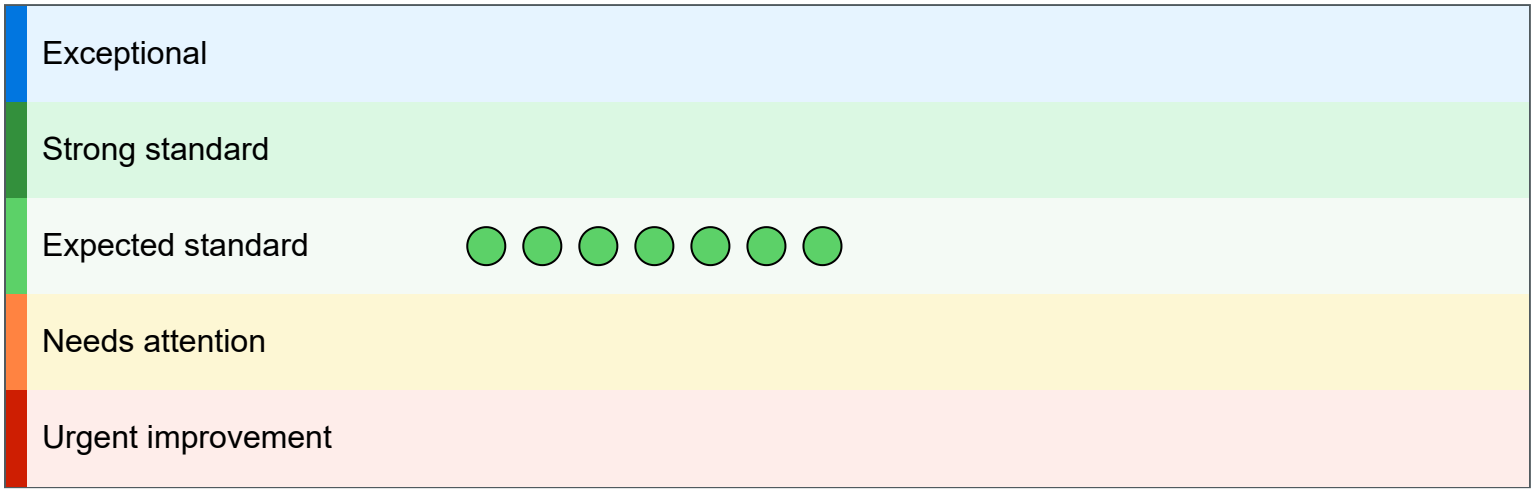
Burnley Holy Trinity Church of England Primary School

Address: Raglan Road, Burnley, Lancashire, BB11 4LB

Unique reference number (URN): 119485

Inspection report: 29 September 2026



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

Overall, pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, achieve well from their various starting points. Although many pupils join the school with gaps in their knowledge, such as language skills, they develop the learning that they need to be ready for the next stage of their education.

Pupils develop phonics skills well. They develop secure knowledge of the basics of reading, writing and mathematics. Pupils become keen learners who enjoy studying a wide range of curriculum subjects. They typically achieve well in these.

Provisional outcomes in 2026 show that pupils' attainment in end-of-Year-6 tests improved compared to previous years. This is for reading, writing and mathematics. These tests show that pupils, including those who are disadvantaged, generally attain in line with their peers nationally in both writing and mathematics in Year 6. Reading attainment is slightly lower, although it is not significantly below the national average.

Attendance and behaviour

Expected standard

Leaders have created a positive school culture in which pupils want to attend. Leaders carefully analyse attendance data. They rigorously monitor the impact of their actions on individual pupils' attendance rates. Leaders work closely with families to understand the barriers that pupils face. Leaders put in appropriate support that helps pupils to come to school. As a result, pupils attend regularly. The attendance of pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, is in line with the national average.

Leaders have established a calm and orderly atmosphere where pupils can learn and develop both their social and personal skills. Staff foster trusting relationships with pupils. Pupils follow well-established rules and routines. Mostly, pupils' behaviour is very positive. Pupils say that this is the picture over time. They have confidence in the actions of leaders and staff. Pupils are polite and courteous to their peers and the staff in the school. Pupils particularly like the school's 'golden ticket' approach that rewards them for positive behaviours for learning. Pupils are keen to learn in lessons and listen carefully to what others have to say. They play happily together in the playground. Pupils know what bullying is. Bullying is not common. If bullying happens, pupils trust staff will quickly resolve it.

Curriculum and teaching

Expected standard

The curriculum is broad and ambitious. It sets out what children in the early years and beyond need to learn in a logical order.

Leaders have prioritised pupils securing the most important skills and knowledge that they need in communication, reading, writing and mathematics. Leaders have taken swift action to continue to refine how the curriculum is delivered.

Teachers use their subject expertise to explain ideas clearly. This helps to ensure that pupils are engaged in their learning. In the main, teachers use checks on learning well to support pupils' learning. Staff typically adapt activities well. This supports pupils, including those with special educational needs and/or disabilities, to access the curriculum and build their knowledge securely. However, at times, pupils do not have enough opportunities to extend their learning or deepen their knowledge.

Leaders ensure that successful phonics teaching is the foundation for the development of wider reading skills throughout the school. Staff teach phonics knowledge well. The books that staff select for pupils to read match pupils' reading skills well. The teaching of reading is aided by a well-resourced library, an annual book fair and high-quality books. However, there is some variability in the effectiveness of the teaching of reading in key stage 2. This means some pupils' experiences vary. Some activities do not develop pupils' comprehension as well as they could.

Early years

Expected standard

The curriculum clearly identifies what children should learn. Many children start in the early years with gaps in essential skills. Staff skilfully adapt their teaching to address these gaps. This enables children to develop a range of skills and knowledge in reading, writing and mathematics.

Staff use their expertise well to build on children's previous learning. Staff model language correctly and extend children's vocabulary through high-quality interactions. Phonics is typically taught well. Most children use their phonics skills to read accurately. Children have a range of opportunities to develop their fine and gross motor skills. This means they are prepared well for learning to write. Children are taught the correct pencil grip. This enables them to form letters and numbers correctly.

Staff establish trusting and positive relationships with children. This provides a safe and nurturing environment for children to thrive. Children know and respond well to established routines, so they quickly settle into learning. Pupils enjoy taking turns and interact well with each other. They show persistence in focused activities, including number, baking and outdoor activities. Children love working in teams and playing together. These activities help them to build their self-esteem and resilience. Leaders keep parents and carers well informed about their children's learning. Typically, children are well prepared for key stage 1.

Inclusion

Expected standard

Leaders have established clear processes to quickly identify pupils' needs. Effective transition arrangements are in place for pupils. These help leaders to know children's and pupils' special educational needs and/or disability requirements on entry. Leaders gather information from families and a range of professionals, including therapists. This ensures that pupils' individual programmes are appropriate.

Pupils who are known to children's social care receive effective pastoral care from school staff. Leaders work with a range of agencies to ensure pupils' needs are met well. Leaders carefully monitor and check the impact of their strategies and make well-thought-out changes. This ensures that pupils receive the right support at the right time.

Leaders ensure that staff receive accurate information and appropriate training about pupils' needs. Staff typically use these well to adapt their teaching to meet pupils' needs. Pupils also benefit from small-group work, where bespoke support helps to deepen their understanding. Consequently, vulnerable pupils access the curriculum and make steady progress.

Additional funding is used carefully to reduce barriers to learning. Leaders make appropriate adaptations so that vulnerable pupils are included in all activities. This includes trips and visits, such as river-based studies and outdoor education, including orienteering. These have a positive impact on disadvantaged pupils' experiences and learning.

Leadership and governance

Expected standard

Leaders have fostered a supportive and welcoming culture. Leaders have high aspirations for all pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities. Leaders and staff collaborate well together to help pupils be happy and want to come to school.

Leaders love their work and are proud to work with colleagues and pupils. Pupils are at the centre of the decisions that leaders make. There is a real sense of accurate self-evaluation informing the school's work. There are high expectations in all aspects of the school's work. This is evident, for example, in pupils' work, the quality of the school library and the focus on the teaching of reading. Leaders have put in place a range of strategies and resources, which are having a positive impact on developing pupils' essential knowledge in reading, writing and mathematics.

Governors bring an array of experience and skills to their roles. They use this to offer leaders informed challenge and support. Governors are knowledgeable about many aspects of the school. They fulfil their duties effectively, for example, in relation to safeguarding.

Staff feel valued at the school. They are treated fairly and are well supported. Staff workload and wellbeing are carefully considered by leaders. Staff are appreciative of the professional learning opportunities that they receive. This is closely linked to the priorities in the school's improvement plan. Staff enjoy working with wider school networks to improve their practice.

Parents and carers are overwhelmingly positive about the school and the educational opportunities that it provides for pupils.

Personal development and wellbeing

Expected standard

Leaders have designed a personal development programme that prepares pupils well for life beyond school. Leaders understand the school's changing context and have acted successfully to sharpen the personal development offer to pupils. For example, in recognition of the growing diversity in the school, pupils of all backgrounds have opportunities to celebrate the traditions of different faiths and beliefs.

Some pupils in the school lack wider enriching experiences in their everyday lives. Leaders seek to overcome this by taking pupils, including those who may face other barriers, on memorable trips and visits. These include to the beach, countryside, recycling centres and

museums. Pupils love the extra opportunities that the school provides, such as playing musical instruments and sports. Pupils speak with excitement about the singing activities they have with other schools and the ethos club.

Leaders ensure that pupils understand the importance of being informed about and caring about topical world events. Staff teach pupils to recognise the valuable contributions of authors such as C.S. Lewis and William Shakespeare to British culture.

Pupils learn about healthy relationships. They know that healthy eating and regular exercise are important. Pupils are able to articulate their knowledge of risks, including online safety and water safety. Wider modern challenges, such as artificial intelligence, are considered carefully throughout the school's work.

Pupils demonstrate some knowledge and understanding of the fundamental British values and the protected characteristics. They develop pride in their school through taking on responsibilities to help others both in the school and the local community.

Pastoral care is highly effective. Leaders think carefully about the mental health of their pupils. For example, they provide training and support for specific pupils to be mental health ambassadors. These pupils then support the mindfulness of different classes. Pupils speak very positively about this being a school in which they can express themselves and find the support that they need for their feelings and difficulties.

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

Pupils are polite and welcoming. They experience a clear sense of belonging in this nurturing school. Many pupils speak about their love for the school and the interesting learning. Pupils attend school.

Pupils benefit from a broad curriculum that equips them with the knowledge and skills they need to flourish. Pupils, including those with barriers to learning and/or their wellbeing, receive focused support. This enables pupils with special educational needs and/or disabilities or who are disadvantaged to progress well from their starting points.

Pupils embody the school's values. They rise to the high expectations for behaviour that leaders set. Pupils respect the views of their peers. They can get on with their learning because, typically, everyone behaves well.

Pupils enjoy relaxing and having fun together at breaktimes. They share equipment generously and play well together in a variety of activities, including basketball and skipping. At lunchtimes, pupils eat together happily in the dining hall and display excellent manners.

Pupils feel safe in school. They know that they can speak with staff and that staff will listen and respond if they have any concerns. Bullying is not tolerated in the school. Staff deal with it quickly and effectively if it happens.

Pupils greatly appreciate the many clubs and activities that are on offer at the school, including art, drawing and multi-sports. They enjoy enriching opportunities to explore the

local area with staff, such as to Pendle Hill and the theatre. Pupils speak warmly about residentials, outdoor trips and sporting activities, such as rugby and cricket. These help broaden their experiences and build their confidence. Visits to places of worship help pupils develop respect and tolerance for people's differences. Pupils take pride in helping to raise funds for charities, including the 'Bunny Hop' for a local hospice.

Overall, pupils leave well prepared for the next stage of their education.

Next steps

- Leaders should further ensure teachers design activities that support pupils in developing their reading comprehension so that more pupils attain the expected standard by the end of key stage 2.
- Leaders should ensure that teachers routinely design activities so that pupils have opportunities to extend their learning or deepen their knowledge across the curriculum.

About this inspection

The chair of the board of governors in this school is Philip Vercoe.

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

This inspection took place on 29 and 30 September 2026.

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 headteacher, deputy headteacher and staff during the inspection. The lead inspector spoke with representatives from the governing body, local authority and diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Blackburn. Its last section 48 inspection was on 7 November 2019.

The school currently uses no alternative provision.

The school runs a breakfast and after-school club.

Headteacher : Alison Whitaker

Lead inspector:
Ahmed Marikar, His Majesty's Inspector

Team inspectors:
Philip Barlow, Ofsted Inspector
Tim Vaughan, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 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: 268

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)

50.49%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

6.31%
Above 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: 4.1%

Pupils with special educational needs (SEN) support

22.33%
Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	45%	62%	Below
2023/24 (final)	66%	61%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	52%	75%	Below
2023/24 (final)	79%	74%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	55%	72%	Below
2023/24 (final)	69%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	66%	74%	Below
2023/24 (final)	79%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	13%	47%	Below
2023/24 (final)	60%	46%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	27%	63%	Below
2023/24 (final)	75%	62%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	27%	59%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	65%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	40%	61%	Below
2023/24 (final)	70%	59%	Close to average

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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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	13%	69%	-56 pp
2023/24 (final)	60%	67%	-7 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	27%	81%	-54 pp
2023/24 (final)	75%	80%	-5 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	27%	78%	-52 pp
2023/24 (final)	65%	78%	-13 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	40%	81%	-41 pp
2023/24 (final)	70%	79%	-9 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	5.7%	5.1%	Close to average

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	4.5%	5.5%	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
2025/26 (1 term)	14.1%	14.4%	Close to average
2024/25 (3 term)	12.0%	13.0%	Close to average
2023/24 (3 term)	7.1%	14.6%	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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