

# Cookridge Holy Trinity Church of England Primary School

Green Lane, Leeds, West Yorkshire, LS16 7EZ

**Inspection dates** 18–19 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school's motto, 'The Best for Every Child', is at the heart of everything that this good and rapidly improving school does.
- Children get off to a good start in the early years. They are eager to learn as they explore the well-planned activities, both indoors and outdoors.
- Pupils continue to achieve well throughout the school. They reach standards at the end of both Key Stages 1 and 2 which are consistently above average in reading, writing and mathematics.
- Teachers have good relationships with pupils. They expect pupils to work hard and make sure that work is interesting and relevant, so that pupils are keen to do well.
- Pupils behave well. They enjoy school, care about each other and respect each other's views. They feel safe and well looked after in school. Their enjoyment of school is reflected in their consistently high attendance.
- Parents are extremely supportive of the school. They have many opportunities to take part in activities alongside their children and to learn how to support their children's learning at home.
- The curriculum provides excellent opportunities for pupils to develop their skills in a wide range of subjects. It makes a strong contribution to pupils' spiritual, moral, social and cultural development.
- The headteacher, who is very well supported by the deputy headteacher, is highly ambitious for the school. Strong teamwork among staff has helped to drive improvements in teaching and achievement.
- Governors are exceptionally knowledgeable and well-informed about the school. Their ongoing support and the challenging questions that they ask ensure that the school continues to improve.

### It is not yet an outstanding school because

- Pupils are sometimes given activities that are not matched well to what they already know and can do, and which do not always challenge the most able pupils.
- Teachers' marking does not consistently help pupils to improve their work.
- Teaching assistants are not always used well enough to support pupils' learning.
- The role of middle leaders in improving the quality of teaching and learning is not fully established.

## Information about this inspection

- The inspectors observed teaching and learning in all classes, including two observations carried out jointly with senior leaders. They observed the teaching of reading skills and listened to pupils reading. They also observed teaching in small support groups and for individual pupils. They looked at examples of pupils' work, to gain a view of teaching over time.
- The inspectors held meetings with pupils, staff, members of the governing body and a representative from the local authority. They observed and talked with pupils at lunchtime and during their break times.
- They spoke with parents informally before and after school. They also took account of the 81 responses to the Ofsted online questionnaire (Parent View), the school's own surveys of parents' views, and of the 22 questionnaires returned by staff.
- The inspectors looked at a range of documents, including the school's most recent data on pupils' attainment and progress across the school, the school's own views of its effectiveness and its plans for improvement. They also considered information relating to checks on the quality of teaching.
- In addition, the inspectors looked at arrangements for safeguarding pupils and at records relating to behaviour and attendance.

## Inspection team

Christine Potter, Lead inspector

Additional Inspector

Lynda Johnson

Additional Inspector

Nicola Kearney

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils, eligible for support through the pupil premium, is below average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The two Reception classes provide full-time early years provision.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast- and after-school club.
- Following the sudden death of the headteacher in 2012, the school went through a period of instability. A new headteacher was appointed in September 2013, and a new deputy headteacher shortly afterwards. There have been a number of other changes to staff over the past two years.
- The school is part of the Cookridge Family of Schools.

### What does the school need to do to improve further?

- Improve the quality of teaching in order to raise achievement further, by:
  - making sure that activities are always matched well to what pupils know and can do and are sufficiently challenging for the most able pupils
  - ensuring that teachers' marking shows pupils exactly how they can make their work better and that pupils respond to, and act on, the guidance given
  - always using teaching assistants well to support pupils' learning
  - fully establishing the role of middle leaders in improving the quality of teaching and learning.

## Inspection judgements

### The leadership and management are good

- The headteacher is unwavering in her determination to improve teaching and achievement. She is supported extremely well by the deputy headteacher. Although there has been a period of change and instability, during which the rate of pupils' progress slowed, this has been tackled decisively and improvements have been rapid. Senior leaders have high expectations of staff and pupils alike. Inspection questionnaires and discussions during the inspection indicate that morale is now high and staff share the headteacher's commitment to doing the best for all pupils in their care.
- The local authority has provided strong support for governors, leaders and staff, which has helped the school to move forward again rapidly. It now provides 'light touch' support.
- Rigorous systems are now in place for leaders to check on and improve the quality of teaching. Staff at all levels receive clear feedback on how they are doing. Leaders provide support to help teachers and teaching assistants improve their skills. Teachers work together to share good practice. There is a strong sense of belonging to a team, where staff learn from each other.
- Systems for tracking individual pupils' progress have improved. Staff training has ensured that assessments of how well pupils are doing are accurate. Regular progress meetings ensure that teachers are held to account for the progress of all pupils in their class. Prompt action is taken to support pupils who are not doing as well as they should.
- The headteacher has been keen to develop the leadership skills of other staff. Middle leaders now take an active role in checking on how well pupils are doing in their subject areas. However, their role is not fully established and does not have a strong enough impact on improving teaching and learning.
- Leaders ensure that pupil premium funding is spent on providing specific additional support for eligible pupils so that they make the same good progress as other pupils. They also make sure that all pupils are able to take part in all school activities. This demonstrates the school's commitment to equality of opportunity.
- Good relations are fostered well by the school. Pupils talk about the respect that they have for others from different backgrounds and say that no one ever makes racist comments. Discrimination of any kind is not tolerated in the school. Pupils have good opportunities to develop their understanding of British values. For example, Year 6 pupils, in their 'crime and mystery' topic, learned the importance of laws and how they are made. The school, therefore, prepares pupils well for life in modern Britain.
- Parents say how welcome and included they feel in school life. They enjoy opportunities to be involved in their children's learning, such as reading with their children in Key Stage 1 classes and sharing their skills during science and engineering week. They appreciate being welcomed by the headteacher and other staff on the playground each day.
- The curriculum provides a wealth of opportunities for pupils to develop their basic skills through links in different subjects. Pupils of all ages investigate, carry out research and try out their ideas. For example, information and communication technology (ICT) skills were used well to develop pupils' scientific, mathematical and geographical understanding in a Year 6 investigation into lava emissions from Vesuvius. Year 4 pupils produced lively written accounts of a visit from 'Queen Boudicca.'
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. There is a wide range of exciting activities which give pupils new experiences. For example, Year 5 pupils demonstrated high standards of musical ability in a viola lesson during the inspection. Pupils look at the work of different artists and are encouraged to try out different styles and techniques. The sanctuary garden provides opportunities for pupils to read and reflect quietly, while a programme of visits and visitors deepens their understanding of different faiths.
- The school makes good use of the primary school sport funding. Specialist coaching means that pupils' confidence and participation in a range of sports have increased. Teamwork and a willingness to try something new have improved. Pupils have more opportunities to take part in inter-school competitions as a result of specialist coaching. Pupils are proud of their recent achievements in hockey tournaments. Staff training means that teachers are now able to deliver much more effective physical education lessons.
- **The governance of the school:**
  - Governors know the school exceptionally well. Their detailed analysis and understanding of the school's performance data, regular 'learning walks' and reports from key staff at meetings mean that they know how well pupils are doing. They have a good understanding of the quality of teaching and are clear that decisions relating to teachers' pay increases are based on their performance and on pupils' levels of achievement.
  - Governors are encouraged at all times to question what they see and to challenge school leaders. They

are extremely supportive of the new headteacher and share her vision of excellence for the school. This has included supporting her in her successful drive to eliminate any weak teaching. They therefore play a key role in driving ongoing improvements. Governors also ensure that safeguarding requirements are met fully.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good.
- Pupils clearly enjoy school. They move around the school in a sensible and orderly manner, including when negotiating corridors and staircases. Pupils say that they feel respected and they are polite and respectful towards each other and adults. They get on well together, both when working and playing, and are keen to share ideas. They know how hurtful it is to, in their words, 'put someone down' for having different views.
- Older pupils enjoy taking responsibility, for example as playground 'buddies'. School council representatives have tested and approved the food for new school dinner menus. Pupils say that the school is 'like a big team' where 'everyone helps each other'. They enjoy raising money for charity because, as one pupil said, 'We want everyone to have the same opportunities as we have, like going to school.'
- Clear systems are in place which help pupils understand the consequences of their actions. They demonstrate a sensitive understanding towards those who find it hard to manage their feelings and behaviour. They appreciate the safety of the nurture room, where they say that they can listen to 'calming music' and talk through their difficulties. Pupils understand the school's 'golden rules' and were particularly keen to stress to the inspector the importance of 'not covering up the truth.'
- Pupils mostly have positive attitudes to their work and are keen to do well. They were genuinely pleased with each other's successes at the weekly celebration assembly. Just occasionally, however, when the work in lessons is not at the right level for all pupils, they become restless and fidgety.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe in school and trust adults to look after them well. They know that they can always talk to someone if they are upset, and that the learning mentor will be on hand straight away to help if they use the school's 'worry box'. Parents who completed the online questionnaire or who spoke to inspectors agree unanimously that the school keeps their children safe.
- Pupils say that there is no bullying in school, but they are clear about the steps to take, should it occur. They demonstrate a good understanding of how to stay safe in different situations, including when using the Internet or mobile phones.
- Visitors to school have helped pupils to understand the dangers of smoking and drugs, and they say that this will help them when they go to high school. Pupils are sometimes involved in undertaking risk assessments prior to different activities. In a mathematics lesson, for example, Year 6 pupils were calculating the number of staff needed in order to maintain staff-pupil ratios when going on school trips.
- The school works hard to emphasise the importance of good attendance. Although attendance is consistently high, there is absolutely no complacency. The attendance of all pupils is checked on regularly, and any issues are followed up promptly.

## The quality of teaching

is good

- Work in pupils' books, the school's assessment information and records of checks carried out on teaching, all indicate that the quality of teaching over time is good.
- There are good relationships between adults and pupils. The praise and encouragement that pupils receive mean that they develop the confidence to have a go at things and learn from their mistakes. From an early stage, pupils learn the importance of setting their work out neatly and taking pride in what they do.
- Activities are matched well to pupils' interests and are relevant to their lives. For example, pupils in Year 5 were discussing the features of language that they needed to use to write an argument for or against installing closed circuit cameras in their classrooms.
- Clear explanations mean that pupils know what they are expected to learn, so that learning is not interrupted as pupils move between activities. Pupils' understanding is checked on regularly and

misconceptions corrected promptly. Planning is thorough and resources are prepared well to help pupils develop independence in their learning. For example, pupils in Year 4 referred to a video clip as they practised their skills in finding fractions of numbers and quantities. However, although work is usually planned well to meet pupils' different needs, sometimes it is not matched well enough to what pupils already know and can do. This means that activities are occasionally too hard for some pupils and too easy for others.

- Reading and writing are taught well across the school. Good links are made between the texts that pupils read and their writing in a range of different styles and for different purposes. Pupils are challenged to include varied sentence structure and extend their vocabulary. Pupils in Year 2, for example, discussed words such as 'mesmerising' and 'magnificent' that they could use in their persuasive advertisements.
- There has been a successful whole-school focus on improving teaching in mathematics. Basic number skills and calculations are taught thoroughly. Pupils also have a range of opportunities to apply and develop their skills through solving problems and carrying out investigations. For example, pupils in Year 3 talked through their learning using correct mathematical language and explained their mathematical thinking as they planned routes using grids and coordinates.
- Teaching assistants are highly skilled and experienced. They support pupils' learning particularly well when teaching individuals and small groups. They plan these sessions carefully and check that they are helping pupils to make good progress. However, their skills are occasionally not used as well throughout lessons to improve the learning of all groups of pupils.
- Teachers mark pupils' work regularly. Pupils are enthusiastic about the new marking procedures which highlight what they have done well and what they need to do to make their work better. However, these procedures are not used consistently in all classes and subjects. Checks on pupils' responses to marking, and how they act on advice given in their next piece of work, are not always thorough enough.

### The achievement of pupils

is good

- Pupils build on the good start that they make in the Reception classes. The proportion of pupils reaching the levels expected for their age in reading, writing and mathematics is consistently above average at the end of both Key Stages 1 and 2.
- The school's published data indicate that pupils' progress across Key Stage 2 declined in 2014. This was due to some previous inaccuracies in assessment and the earlier period of instability within the school. Since the appointment of the new headteacher, pupils' progress has picked up quickly. The school's own data and work in pupils' books show that pupils make good progress in all year groups across the school. Progress in writing has accelerated particularly quickly since pupils have had more opportunities to write at length and in different subjects across the curriculum.
- The most able pupils make good progress overall because the work which they are given usually challenges them well. However, there are some occasions when the work is too easy for them. This means that they do not all do as well as they could and so not enough of them reach standards above those expected for their age at the end of Key Stages 1 and 2.
- Reading is strongly promoted across the school. Pupils make good progress in phonics (letters and the sounds they make). The proportion of pupils reaching the expected standard in the Year 1 phonics screening check is consistently above average. Older pupils say how much they love reading. Pupils in Year 6 guided reading groups confidently discuss the books they are reading, and use evidence from the text well to answer some probing questions.
- Disabled pupils and those who have special educational needs receive well-structured teaching and support. The effectiveness of this is checked rigorously. They mostly make the same good progress as other pupils, taking account of their complex needs, and some of them do better than this.
- The school's own data show that disadvantaged pupils make progress in all year groups, which is similar to, or on occasions, better than, that of non-disadvantaged pupils. The published data for 2014 indicate that disadvantaged pupils in Year 6 made progress in reading which was better than that of other non-disadvantaged pupils both in school and nationally, but lower than other pupils in writing and mathematics. Disadvantaged pupils who left the school in Year 6 were approximately one term behind other non-disadvantaged pupils in the school in reading, three terms behind in writing and four terms behind in mathematics. Compared to non-disadvantaged pupils nationally, they were about one term behind in reading, two terms behind in writing and three terms behind in mathematics. The data show that gaps between their attainment and that of other non-disadvantaged pupils in the school and nationally are closing quickly.

**The early years provision****is good**

- Most children start school with skills and understanding that are broadly typical for their age. The majority of those who are behind at the start soon catch up. Children go on to make good progress in the early years, because the quality of teaching is good. The proportion of children who reach a good level of development has been improving over recent years and is above average. Children are therefore well prepared for their future learning in Year 1.
- Activities in the early years, both indoors and outdoors, are carefully planned. They develop children's skills in all areas of learning and meet the needs of different children well. There was a busy, purposeful atmosphere as children selected shiny buttons to decorate their 'rainbow fish' or created 'crab pies' in the 'mud kitchen.' Others co-operated well together as they moved bricks in wheelbarrows, negotiating small spaces carefully, to where they were building a train and a track.
- Adults skilfully intervene in the children's learning, when this is appropriate, to extend their skills further. For example, as a group of children were investigating and discussing the magnetic letters on the writing table, the teacher quietly joined in and started a conversation about words beginning with 'b' that they could write.
- Children behave well and clearly feel safe and secure. They are confident and independent, and are eager to talk about their learning. There are well-established routines to ensure that children are looked after well and kept safe.
- There is good leadership in the early years and strong teamwork among staff. Adults observe children's learning closely and keep a careful eye on how well they are doing. They quickly identify any children who are not making expected progress and are keen to seek outside support where needed. Parents are encouraged to contribute to their children's assessments. They are made to feel welcome in school, for example, through reading stories to groups of children and coming to 'stay and play' sessions.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108042
<b>Local authority</b>	Leeds
<b>Inspection number</b>	448342

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev John Hamilton
<b>Headteacher</b>	Cath Harbrow
<b>Date of previous school inspection</b>	25 May 2010
<b>Telephone number</b>	0113 225 3040
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