

Inspection of Triangle CofE VC Primary School

Butterworth Lane, Triangle, Sowerby Bridge, West Yorkshire HX6 3NJ

Inspection dates: 17 and 18 November 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Triangle Primary is a happy and harmonious school where pupils like to attend. Pupils value their personal, social and health education (PSHE). They say it helps them to manage relationships and learn about money, which will help them in the future. However, not all curriculum subjects are as developed as others. For example, pupils do not remember essential knowledge in subjects such as art and history. In addition, there are weaknesses in the reading curriculum. This is slowing the progress of pupils who struggle to read.

Leaders have high expectations of pupils' behaviour. Staff model respect and good manners to pupils. As a result, pupils are polite and behave well. Pupils feel that everyone treats each other with respect. Leaders develop a culture where pupils feel safe and cared for. Pupils say that they 'trust adults here'. They are confident that if they have any worries or concerns, adults will support them. They say that if bullying takes place, adults deal with it and it stops.

Parents value the support from the school. They feel that 'all the staff know every pupil and it feels like a close-knit team'. There are a range of opportunities from French club to residential visits. These support pupils to develop new talents and build their character.

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

Leaders have planned an ambitious curriculum in mathematics. They have identified the knowledge they want pupils to learn over time. Staff check pupils' recall of mathematical facts. They identify what pupils need to develop and plan the curriculum to meet their needs. Leaders identified that pupils had gaps in using methods of calculation. In response, leaders developed a calculations policy with support from an external consultant. As a result of clear processes, pupils can recall mathematical knowledge and can explain how their lessons in previous years helps them to learn new information.

Leaders' plans to develop the curriculum in other subjects, such as art and history, are at the early stages of development. Plans do not precisely identify the knowledge that pupils will build on over time. Leaders' checks to identify what pupils know and can do, do not consistently align with the curriculum that is planned. Pupils find it hard to remember what they have learned in these subjects.

Leaders seek the views of pupils and respond to them to support a love of reading. For example, pupils' request to read more during lunchtime has resulted in books being available during these times.

Staff teach pupils how to read from Reception. However, because teachers plan phonics lessons from a range of resources and schemes, from Reception onwards, there is inconsistency in the delivery of phonics. Pupils who are at the early stages

of reading access phonics lessons and interventions that do not match their phonic ability. As a result, pupils are unable to read books with confidence or fluency.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). They plan individual support for pupils with SEND, including one-to-one interventions. In subjects other than reading, these sessions support pupils well.

Children in Reception learn in a warm, caring and friendly environment. Leaders plan a curriculum in other subjects that builds on what children have learned before. Staff support children to use a range of vocabulary when encouraging them to share their own news and stories. Leaders use assessment to check what children have learned and support those who are not keeping up.

Leaders have planned a comprehensive PSHE curriculum. It teaches pupils a range of topics that support their social and cultural development. Topics include fundamental British values, stereotyping and positive relationships, which pupils enjoy and remember.

Pupils have a positive attitude to learning. Their behaviour is good, both in lessons and around school. They enjoy school life, including the extra-curricular activities that are on offer, such as football and cheerleading.

Staff feel that leaders support them and are mindful of their workload. For example, staff feel that the marking policy has reduced their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, ensure that all staff are up to date with safeguarding arrangements. Staff are aware of the local safeguarding risks and know the signs to look out for. They know how to report and record any concerns that they have.

Pupils know many ways to keep themselves safe. They know about rail and road safety and how to stay safe online. Leaders keep parents informed of any safeguarding issues that may arise, through newsletters. These include keeping safe during bonfire night and inappropriate use of technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is not a consistent approach to the teaching of phonics. Interventions to support pupils who are at the early stages of reading do not focus on the sounds pupils know and what they need to learn next. Some of the lowest ability readers struggle to decode and blend words successfully. Leaders should ensure that there is a systematic synthetic phonics programme in place. Interventions must

meet the needs of the pupils, including pupils with SEND. Leaders should ensure staff are appropriately trained to deliver phonics lessons and interventions.

- In wider subjects, such as art and history, curriculum plans do not set out the knowledge that leaders want pupils to know and remember. They do not set out learning in a logical order that builds on what pupils have learned before. As a result, pupils find it hard to remember what they have been taught. Leaders should ensure that training and support are provided for subject leaders to develop their roles so there is a well-sequenced curriculum.
- Leaders have not identified the knowledge that they want pupils to remember in curriculum plans for subjects such as art and history. As a result, subject leaders do not have effective systems to check on what pupils know, and what they should have been taught, in some subjects. Leaders must ensure that assessment is precise enough to identify gaps in pupils' knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107540
Local authority	Calderdale
Inspection number	10199357
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair of governing body	Ashley Evans
Headteacher	Gavin Davies
Website	http://www.triangleprimary.org.uk
Date of previous inspection	30 and 31 January 2007

Information about this school

- This is a Church of England school in the Diocese of Leeds.
- Most pupils are of White British heritage.
- The proportion of pupils who are disadvantaged is lower than the national average.
- The proportion of pupils who have SEND is lower than the national average.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, senior leaders, a representative from the local authority, a representative from the diocese and representatives from the governing body.

- Inspectors spoke with subject leaders and carried out deep dives in these subjects: reading, mathematics, history and art. For each deep dive, inspectors looked at curriculum plans and assessment, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders, staff and pupils about the pupils' personal development, behaviour and attitudes. They looked at records of behaviour and observed pupils' behaviour during lessons, at breaktime and when moving around the school.
- During the inspection, inspectors spoke with pupils both formally and informally.
- Inspectors listened to pupils read and observed pupils reading during lessons visited and extra reading sessions.
- Inspectors spoke with parents at the beginning of the school day and considered 78 responses to Ofsted's online survey, Ofsted Parent View.
- Inspectors held meetings with staff and considered the 17 responses to Ofsted's online staff survey.
- Inspectors reviewed safeguarding records, including the school's single central record.
- A range of documentation provided by the school was examined, including the school's development plan, behaviour and attendance logs, and curriculum plans.

Inspection team

Jenny Thomas, lead inspector

Her Majesty's Inspector

Pritiben Patel

Ofsted Inspector

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