



Cookridge Holy Trinity Church of England Primary School

Inspection Report

Unique Reference Number 108042
Local Authority Leeds
Inspection number 288008
Inspection dates 6–7 February 2007
Reporting inspector Ronald Cohen

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

Type of school	Primary	School address	Green Lane
School category	Voluntary aided		Leeds
Age range of pupils	4–11		West Yorkshire LS16 7EZ
Gender of pupils	Mixed	Telephone number	0113 2253040
Number on roll (school)	348	Fax number	0113 2255081
Appropriate authority	The governing body	Chair	Rev John Hamilton
		Headteacher	Mr K Dagg
Date of previous school inspection	26 March 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school situated in a suburban area of north Leeds. The proportion of pupils who qualify for free school meals is well below average, as are the numbers of pupils with learning difficulties and/or disabilities. There are very few pupils from minority ethnic groups and few whose first language is not English. Although the school has a strong faith ethos, there are some pupils from families who practise faiths other than Christianity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good and outstanding features. All people associated with the school value its faith ethos highly. This positive ethos underpins the school's work as a community in which all adults and pupils care for each other. It is equally valued by the families of the non-Christian pupils and their presence contributes strongly to pupils' cultural development. Pupils feel very secure and happy and their personal development and well-being are good. The strong links with the parish church provide regular opportunities for pupils to be involved in local events and celebrations and they respond enthusiastically to these. The great majority of pupils behave well. They say emphatically that they enjoy school very much. They show this by their excellent attendance and their outstanding contribution to the school community. Parents agree and say that their children are happy here and make progress. As some of them put it, 'We appreciate the efforts of the headteacher in establishing a school ethos which is nurturing, caring and friendly.'

Children enter the Foundation Stage with standards which are above expectations for their age. The quality of and standards in the Foundation Stage are good, because the staff help children to develop good attitudes and make good progress in all areas of their learning, and particularly in their personal, social and emotional development. Pupils enter Year 1 with standards which are above average. They make satisfactory if uneven progress through the remainder of their time at school and at the end of Year 6 their attainment is above average.

A number of factors contribute to pupils' progress. The curriculum is good overall, although the use of literacy, numeracy and information and communication technology (ICT) skills across all subjects is limited. Teaching is satisfactory overall. Where teaching is most effective, pupils are encouraged to pay particular attention to their targets and levels. However, assessment and other information for tracking pupils' progress is not yet used sufficiently to inform or challenge pupils to meet their targets. Similarly, marking to inform pupils clearly of what they need to do to improve their work is not fully embedded across the whole school.

Leadership and management are satisfactory. The headteacher has built a strong and reflective senior management team which has already accomplished much in creating an ethos of care and commitment in the school. The school has satisfactory capacity for further improvement. It provides satisfactory value for money.

What the school should do to improve further

- Improve the use of assessment and tracking information so that pupils' learning targets are challenging.
- Improve the quality of marking so that pupils know and understand what they have to do to improve.
- Increase the provision for and use of literacy, numeracy and ICT skills across all areas of the curriculum.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily and their standards are above average when they move on to secondary school. Children enter the Foundation Stage with above average attainment. They make good progress in all areas of learning, particularly in social, thinking and speaking skills. This is due to the good provision and good teaching they receive. Pupils enter Year 1 at generally above average levels, but attainment in reading is higher than in writing. Standards remain generally above average in Years 1 to 6, though pupils attain better in science than they do in mathematics or English, where writing continues to be the weakest element. The school is successful in ensuring that no groups of pupils achieve significantly less well than others. For example, the needs of those with learning difficulties and/or disabilities are carefully identified and they are given effective individual support, so that they achieve as well as their classmates. Some higher-attaining pupils do not always achieve their full potential, because some lessons do not challenge them appropriately.

Personal development and well-being

Grade: 2

Children in the Foundation Stage make good progress in their personal, social and emotional development and their attainment is above expectations. Pupils' spiritual, moral, social and cultural development is good. They show a very strong appreciation of moral and social issues. As a result, behaviour is good, attendance is consistently above average and there is no evidence of bullying or racism. Relationships between pupils and with adults are very good and are a result of the caring and supportive ethos of the school. Pupils are safe and secure in school and say that there is always someone near to turn to in times of need, whether adults or older pupils. Pupils thoroughly enjoy school and show sensitivity to each other. These attributes and strong academic skills mean that pupils are well prepared for future education and life beyond school. Pupils appreciate all that staff do for them and respond by showing high levels of respect for them. They are well aware of the benefits of leading a healthy lifestyle because the effective school curriculum provides good guidance. Pupils make an exemplary contribution to the school community and further afield. Older pupils in particular take on responsibilities to help with the efficient running of the school. They have a strong voice through the workings of the school council. In broader terms, pupils are conscious of the needs of others and enjoy the links with the church.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning in the Foundation Stage are good. As a result, all children settle in quickly. There is a good balance of teacher-led and child-initiated activities. In the

junior classes, teaching is satisfactory. Typical features of the teaching are effective classroom management which minimises disruption and encourages pupils' concentration and good attitudes to learning. In the most effective lessons, teachers demonstrate satisfactory knowledge and understanding of subjects and pupils, and use sound questioning and pace, which foster pupils' interest in their learning. There is also an emphasis on developing pupils' basic skills. Pupils are taught in groups with others of similar prior attainment and this enables teachers to provide tasks appropriately matched to individuals' needs. Pupils' work is marked regularly, but despite recent improvements, comments do not focus sufficiently on pupils' achievements and what they need to do to improve to the next level of skills, knowledge and understanding.

Curriculum and other activities

Grade: 2

The school's curriculum is creative, inclusive and challenging for most pupils, and provides enjoyment through its variety. Music and art are strong features. Physical education is also represented well. The school has started to break down barriers between subjects, for example through its Healthy Schools and Multicultural Weeks, which make learning relevant, interesting and exciting. However, in the junior classes, there are too few opportunities for pupils to use literacy, numeracy and ICT skills to support their work in other subjects. The many links with the wider community provide additional experiences such as outings, visitors and residential visits which widen pupils' horizons and promote good learning and very good personal development. A wide range of clubs, such as sports clubs, drama and the 'Trinity Diggers' benefits pupils of all ages. As well as adding to their enjoyment of learning, these rich experiences help to develop healthy and varied lifestyles.

Care, guidance and support

Grade: 2

The school has a caring ethos and pupils are supported well. Procedures to safeguard pupils meet statutory requirements, particularly in the checking of staff suitability. Child protection arrangements are in place. The staff know what is expected of them and all have received recent training. Attendance, behaviour and risk are monitored well. This all ensures good support, particularly for pupils' personal development. As a result, pupils settle easily into school and approach work and relationships confidently. This is particularly evident in the excellent arrangements in the Foundation Stage for the induction of children.

Academic guidance is satisfactory. The tracking of pupils' achievements is good and provides a clear picture of their progress. However, although assessment procedures and target setting have improved, they do not yet provide enough accurate information about how well pupils are currently doing and what the next stage of their learning should be. This is particularly the case with regard to writing.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall with some good features. The caring and considerate leadership of the headteacher provides a very clear direction to his colleagues and maintains the ethos of the school. He is well supported by a united senior team and staff. The school's self-evaluation is generally accurate, if occasionally overly generous. Resources are used prudently. Systems for managing the school are well structured, including procedures for monitoring teaching and learning and tracking pupils' achievement and attainment. The leadership team knows that it needs to focus on using the comprehensive data it has collected more effectively to ensure that all pupils achieve to their maximum. Governors are well organised, support the school conscientiously and are willing to challenge when necessary. However, their strong involvement in monitoring the pastoral work of the school is not yet fully replicated in their monitoring of academic matters.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so polite and friendly to us when we recently visited your school. We enjoyed meeting you and our conversations with you helped us get a really good picture of your school. I am writing to let you know what we found out.

We found that Cookridge Holy Trinity is a satisfactory school. Some things are good and some are outstanding. For example, you told us that your headteacher and the other adults in the school care for you very well, that you feel school is a very friendly place to be, and that you enjoy coming to school. We can see this in your excellent attendance and in all the ways in which you very cheerfully take part in the activities which the school puts on for you. We were very impressed that many of you, especially the older children, do so much to help around the school.

We also found some things that the school could develop which would help you make even better progress. We have asked your teachers to make sure that you get more chances to use your literacy, numeracy and ICT skills in as many subjects as possible. We have also asked them to set challenging targets for you and to make sure that you are working hard towards meeting them. We have asked them to help by making it clear, when they mark your work, exactly what you have to do to improve so that you can meet your targets. This means that you can expect lessons which make you think more, but with the teachers' help, we believe you will benefit in the end.