

# Cookridge Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	108042
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337015
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	Bernard Jones

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

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<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>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev John Hamilton
<b>Headteacher</b>	Mr Andy Pickles
<b>Date of previous school inspection</b>	6 February 2007
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## Introduction

This inspection was carried out by three additional inspectors. In looking at teaching and learning, inspectors visited 18 lessons, where 14 different teachers were observed. In addition, two hours were spent scrutinising a sample of pupils' work. The inspectors held meetings with governors, staff, groups of pupils, parents and carers, and the School Improvement Partner. They observed the school's work and looked at data on pupils' performance, including their current progress, plans for the future and records of the school's own monitoring of its performance. The responses to 117 parents' and carers' questionnaires were considered, alongside responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current achievement of pupils in the Early Years Foundation Stage and Key Stages 1 and 2 to evidence whether recent improvements in standards and achievement, suggested by data, are secure
- the impact of specific actions taken to improve standards and progress in mathematics
- the impact of senior and middle managers in identifying and tackling weaknesses in teaching in order to bring about improvement in the quality of teaching and learning for all groups of pupils
- the effective use of assessment by teachers in their planning to set realistic and challenging targets and meet the needs of all groups.

## Information about the school

Holy Trinity Church of England School is a larger than average primary school. The large majority of pupils are White British. There are a few pupils at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is well below average. The number of pupils known to be eligible for free school meals is below average. The school has achieved several awards. These include the Active Mark, the Inclusion Quality Mark, Investors in People status, the Healthy School Chartermark, the Stephen Lawrence award and the FMSIS Chartermark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that gives good value for money. Attainment is above average, which reflects good achievement because pupils start school with standards that are broadly average. Achievement is also good in the Early Years Foundation Stage as these young children benefit from good provision .

The school has the wholehearted support of its parents and carers. They value the safety and security that the school provides, particularly during the current potentially hazardous period while extensive building work is taking place on site. They appreciate the way pupils learn how to live healthily and have an excellent appreciation of how to live safely. They describe how much their children enjoy coming to school. This is reflected in the above average attendance of the vast majority of pupils. Parents and carers fully support the strong stance taken to promote good behaviour. All remark on the strong relationships the staff build with their children and engender among pupils across all ages so they get on so well together. Parents and carers give their support willingly because they appreciate that the school and its pupils contribute a great deal to the community.

Pupils benefit from predominantly good teaching and some that is outstanding. Teachers know their pupils very well and plan carefully and in detail to match their teaching to meet the individual needs of all, including those who require greater challenge or support. Teachers use assessment effectively to guide and inform their teaching, ensuring that any pupils in danger of underachieving are identified quickly and helped, often on a one-to-one basis. The work to develop pupils' basic skills in English, mathematics and information and communication technology (ICT), by emphasising their use in other subjects, is not sufficiently embedded. The teaching assistants make a valuable contribution in the classrooms and add to the outstanding care and guidance provided by the school. Vulnerable pupils are greatly helped and make good progress as a result.

The school has managed changes to staffing and the accommodation effectively and has moved forward quite significantly since the last inspection. It has a good capacity to improve further. There is a track record of improved attainment and progress, self-evaluation is accurate, planning is good and targets set are challenging and largely met. The clear lead given by the senior team has ensured that systems and strategies are in place to secure continued improvement. Middle managers are new to their role and they are only just beginning to develop the skills needed to make a more effective contribution to monitoring and to the evaluation of the quality of teaching and learning in their subjects.

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

- Enhance the role of middle managers by:
  - developing the skills of subject leaders so they are better able to evaluate the quality of teaching and learning in their subjects
  - ensuring that middle managers have more opportunities to monitor teaching and learning and standards in their subjects.
- Ensure a greater impact in developing pupils' basic skills by:
  - incorporating English, mathematics and ICT skills into teachers' longer term planning in all subjects
  - ensuring that lesson planning in all subjects across the curriculum identifies opportunities for pupils to improve their basic skills.

**Outcomes for individuals and groups of pupils****2**

When pupils' achievement and their level of personal development are taken together, the overall outcomes for pupils are good. Pupils' good behaviour makes a positive contribution to the quality of learning in classrooms. Pupils have positive attitudes and cooperate very well with teachers and other adults. They work very well together and show great consideration for others. As a result, they benefit from sharing their experiences in lessons and enjoy their work. After an initial dip in performance, pupils' good progress has been a constant feature since the time of the last inspection. Attainment levels rose significantly two years ago and have been maintained since. Pupils currently in Year 6 started school with skills in line with expectations and are achieving well with attainment above average overall and well above average in English. Pupils with special educational needs and/or disabilities make good progress, in line with their peers. Pupils develop a good range of basic academic skills in their lessons in English, mathematics and ICT. However, opportunities are missed to reinforce and consolidate these skills in other subjects. For example, chances to develop speaking and listening skills are often missed because teachers do not plan specifically to focus on using these skills in different contexts. ICT is used effectively by teachers to make learning more meaningful and improve pupils' enjoyment and engagement. Pupils' use of new technology helps to prepare them well for the next phase of their education. The provision for pupils' spiritual development is excellent and their moral, social and cultural development is good. Pupils have a good understanding of right and wrong and gain good insight into living in the wider society beyond their immediate community. They can be trusted to take responsibility in the classroom and at play and relish the opportunities to do so. Pupils are open, welcoming and confident with visitors. The school council plays an active role in putting forward ideas and makes a valuable contribution to the school community.

*These are the grades for pupils' outcomes*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Overall, the quality of teaching is good. A minority of teaching is satisfactory, but there is some that is outstanding and some aspects of teaching where all staff make a very positive contribution. For example, teachers manage pupils' behaviour very effectively and enjoy great success in promoting pupils' positive attitudes to learning. As a result, pupils are keen to succeed and improve. Teachers plan their lessons in detail to make them interesting and ensure that pupils of different abilities are challenged and find success and enjoyment. Teachers' use of data about pupils' attainment and progress is a growing strength. This ensures that all pupils make good progress and there are instances of pupils with special educational needs and/or disabilities making excellent progress. Pupils know how well they are doing and are clear about the next steps they need to take to improve further because marking of their work is precise and informative. Teaching assistants play a valuable part in the classroom, particularly in supporting vulnerable pupils and in assessing the progress all pupils make during lessons.

The curriculum is satisfactory and improving as the school moves towards developing links between subjects and a more creative approach to promoting pupils' learning. The curriculum is enhanced by a good range of additional activities such as sports, drama and music clubs, residential opportunities and visits to places of interest and visitors to the school. Overall, pupils experience a broad and balanced curriculum and enjoy their

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning.

The good quality teaching and the effective links between the school and outside specialists ensure that pupils receive excellent care, guidance and support, including outstanding support for the most vulnerable pupils. As a result, all groups of pupils, feel secure and make good progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and assistant headteachers make an excellent contribution to the success of the school. This is based on their very clear vision and drive for improvement, which is supported by realistic self-evaluation and careful planning to effect improvement. The vision is shared and supported very well by the governing body and by staff at all levels. However, middle managers are new to their roles and have yet to make a significant contribution in leading their subjects. Governors support the school very well and challenge the leadership effectively. The school knows well its strengths and where it needs to improve further. In a time of significant changes to staffing and accommodation, morale has been maintained at a high level and there is a clear sense of purpose shared by all. The result is an ambitious school where pupils' attainment and progress continue to improve.

There is a comprehensive range of policies in place and due priority is given to ensuring safeguarding policies are effective, up-to-date and meet requirements. There are good procedures to ensure equal opportunities for pupils in all aspects of their school life and the school is assiduous in tackling any form of discrimination. The good provision for community cohesion has its impact in the ways pupils from different backgrounds interact positively. This ensures a harmonious and caring atmosphere in and around the school as well helping pupils to understand and contribute to the wider community. Good partnerships with other schools ensure a flow of expertise into and from the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **Early Years Foundation Stage**

The new framework is used effectively to ensure that children in the Reception class are given a very clear structure to learning. Leadership and management are good and staff work together very effectively. On entry, skill levels are currently broadly in line with those typical of children of their age but vary considerably among different year groups and across the six areas of learning. Children make good progress. Procedures for assessing children's progress are used very effectively and ensure that each child's development is checked rigorously and charted regularly. Good links with parents and carers as well as the excellent care, guidance and support given to children by staff help them to settle quickly and happily into the Reception class and transfer to Year 1 when the time comes. Children feel safe because safeguarding procedures have a high profile. Additional adults provide very good support to children with special educational needs and/or disabilities, and other vulnerable children. Teaching is good overall. Planning is of a high standard and reflects the experienced leader's depth of knowledge and understanding about how young children learn and what experiences they enjoy. Teachers ensure that there are plenty of opportunities for children to make choices and that daily activities include both adult and child-initiated activities as well as indoor and outside play-based activities. Imaginative planning ensures children enjoy their learning as, for example, when they make music using a variety of utensils such as pans and containers. However, the coordinator has rightly identified the need to improve outdoor provision for creative development, particularly in order to capture boys' interests and encourage role-play.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The school works hard to engage parents and carers and has good systems in place for them to meet with staff. Parents and carers who completed the questionnaire and those who met the inspectors were overwhelmingly supportive of the school and satisfied that their children are kept safe. 'School is strict, but behaviour is good and there is no bullying' was a representative view. No common concerns were expressed. Parents and carers are aware of their children's progress and their targets and are satisfied with their children's achievement. They find teachers to be very approachable and say they are helped to support their children's learning at home. Parents and carers praise the school and its staff for the ways they help children enjoy school and learn how to respect other people and are taught Christian values. A small minority expressed concerns relating to how well they are kept informed about their child's progress and helped to support their children at home. Inspectors found that the school works hard to establish good communications with parents, to take account of their suggestions and ensure that children's individual needs are met.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cookridge Holy Trinity Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	58	44	38	4	3	0	0
The school keeps my child safe	74	63	42	36	0	0	0	0
The school informs me about my child's progress	39	33	69	59	9	8	0	0
My child is making enough progress at this school	50	43	58	50	8	7	0	0
The teaching is good at this school	60	51	49	42	4	3	1	1
The school helps me to support my child's learning	48	41	58	50	9	8	0	0
The school helps my child to have a healthy lifestyle	44	38	65	56	4	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	40	53	45	6	5	2	2
The school meets my child's particular needs	52	44	58	50	7	6	0	0
The school deals effectively with unacceptable behaviour	42	36	64	55	6	5	1	1
The school takes account of my suggestions and concerns	32	27	74	63	8	7	0	0
The school is led and managed effectively	67	57	43	37	3	3	0	0
Overall, I am happy with my child's experience at this school	66	56	46	39	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 May 2010

Dear Pupils

Inspection of Cookridge Holy Trinity Church of England Primary School, Leeds, LS16 7EZ

Thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for talking to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. It was a joy to hear your enthusiastic singing in assembly.

I like the way you take responsibility as reflected in your work on the school council, and how well you are taught to take a pride in your surroundings. I was also impressed by how well you all get on together, both when at work in class and out in the playgrounds. I appreciate how your school helps you well in learning to live healthily. Your teachers are very good in ensuring that you are safe and that you know how to live safely. You obviously enjoy your time in school and you are made ready to progress to the next stage of your education.

I found that your school gives you a good standard of education because teaching is good and the curriculum is interesting, particularly in the extra things you can do in clubs for sport, music and drama. This helps you to make good progress and so the standards you reach by the end of Year 6 are above average. You do particularly well in English. To make things even better, I have asked your headteacher and teachers to ensure that you are given more opportunities to use English, mathematics and ICT skills in other subjects. I have also asked that teachers who are subject leaders are given more opportunities to improve standards in their subjects. You can help by continuing to work hard.

Yours sincerely

Mr Bernard Jones

Lead inspector

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