

Inspection of Cookridge Holy Trinity Church of England Primary School

Green Lane, Leeds, West Yorkshire LS16 7EZ

Inspection dates: 17 and 18 May 2023

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

What is it like to attend this school?

Leaders are ambitious for every pupil to fulfil the school's motto of 'The best for every child'. Pupils respond well to their teachers' high expectations. They enjoy coming to this caring school. They are happy and safe.

Pupils act with kindness towards each other. They share, cooperate and resolve conflicts themselves when they can. They behave well in lessons and around the school. Staff model the care and respect that they expect from pupils. Rare instances of bullying are dealt with swiftly and effectively. Pupils know that they can rely on adults to support them with any worries or problems that they may have.

Pupils are inclusive, and respectful of the views of others. One pupil said, 'It is what is on the inside that matters, not what's on the outside.' Pupils benefit from having leadership roles in school, such as school councillors, eco-warriors and worship leaders. These roles prepare pupils well to become active citizens. Pupils access a range of extra-curricular clubs. These provide opportunities for pupils to widen their interests and follow their passions.

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

Leaders are continuing to work on developing and embedding an ambitious curriculum. They have identified the important knowledge that they want pupils to know and remember. The mathematics curriculum is well sequenced and planned. Teachers build on what pupils have learned before. In mathematics, teachers check where pupils have gaps in their knowledge and address those gaps where necessary. Leaders have invested in staff training. Because of this, teachers now have strong subject knowledge. In history lessons, teachers use this knowledge to enable pupils to learn well. Pupils are engaged by history and geography topics and are keen to answer questions. Pupils' recall of recent topics is secure. They can remember content they learned recently relating to monarchy and legacy. Sometimes, pupils' recall of things they learned longer ago is not as secure. More recent refinements and the embedding of the curriculum are now beginning to have the intended impact. Teachers' checks on pupils' knowledge are not always tightly focused on what pupils should know. This means that gaps in knowledge are not consistently identified.

Reading is a high priority. Children in Reception get off to a good start in learning to read. The school's chosen phonics programme is taught consistently by expert teachers who deliver sessions that are of a high quality. Where children struggle, teachers support them to catch up by adapting the learning or by providing additional, focused sessions. Books that pupils read are closely matched to their ability. This helps them to become more fluent. Older pupils are enthusiastic about their reading. They can choose from a range of books. They talk with interest about their favourite authors and genres.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) receive the support that they need. Adaptations are made to the curriculum for these pupils, and some receive additional support from adults. Effective systems are in place to ensure staff are equipped to support pupils with SEND well. The school's inclusion team works closely with staff, parents and professionals. Pupils with SEND access the same ambitious curriculum as their peers.

There are high expectations of behaviour. As a result, pupils are calm and respectful. Children behave well in Reception. Children respond positively to established routines. Teachers in Reception develop children's emotional literacy, helping children to understand and talk about their feelings. Pupils play well at breaktimes. They use the equipment purposefully. Pupils report that they enjoy breaktime and that if they need someone to play with, they can go to the friendship bench and someone will play with them.

The early years curriculum prepares children well for the next stage of their education. They have daily mathematics lessons. Children interact with carefully planned activities with sustained attention. Adults communicate purposefully with children, developing children's vocabulary and language skills. Children spoke about what they had learned about the past. They talked about changes in farming and how scientists learn about the past by looking at fossils.

There is a strong curriculum for personal, social and health education. Leaders have prioritised the promotion of personal development, including mental health and well-being. Pupils talk with maturity about issues such as racism, sexism and homophobia. Pupils in Year 6 learn about budgeting and finances through the mathematics curriculum. One pupil wrote a letter to leaders about some unfairness during breaktime football, gaining multiple signatures. This led to positive changes to the breaktime football arrangements.

Leaders and governors share the high ambitions for pupils. Leaders are very outward-looking and collaborative. They draw on a range of support, including from the diocese, the local authority and other schools. They are open to challenge and are looking to continually improve the school. Governors know the school well. They make regular, focused visits to the school. They are willing to challenge leaders but are also supportive and mindful of staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in the school. Staff receive appropriate training and regular updates relating to important and relevant safeguarding issues. They know how to recognise the signs that pupils may be at risk of harm. Safeguarding records are thorough. Leaders work with outside agencies when vulnerable pupils and their families need support. Leaders carry out rigorous checks on all adults who work with pupils.

Pupils learn how to keep themselves safe in a range of situations, including when they use technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not embedded as well as it is in others. In these subjects, pupils do not always learn as well as they could. Leaders need to continue their work to refine and embed the curriculum so that all pupils learn well in all subjects.
- Teachers do not use assessment consistently well to check what pupils know. This means that gaps are not identified. Leaders should work with teachers to better check what pupils have learned, particularly in some foundation subjects, and adapt teaching to address any gaps.

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.

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	108042
Local authority	Leeds
Inspection number	10282717
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	The governing body
Chair of governing body	Kath Coleman
Headteacher	Cath Hellings
Website	www.holytrinity.leeds.sch.uk
Dates of previous inspection	14 and 15 June 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Leeds.
- The school's religious character was last inspected in February 2020.
- The school does not currently use any alternative provision.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, other staff and members of the governing body, including the chair of governors. Inspectors spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and history. For each deep dive, the inspectors spoke about the

curriculum with subject leaders, visited a sample of lessons, met with teachers, spoke to pupils about their learning and looked at samples of work. Inspectors listened to pupils read.

- Inspectors talked with pupils about their experiences at school, visited the dining hall at lunchtime and observed their behaviour at playtime.
- Inspectors reviewed documentation relating to pupils' behaviour, safety and well-being. The inspectors also reviewed safeguarding information and arrangements for the recruitment of staff.
- Inspectors reviewed the responses to Ofsted Parent View, including written responses. The inspectors also reviewed the responses to Ofsted's staff survey.
- Inspectors also spoke with parents during the inspection.

Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
Claire Leech	Ofsted Inspector
Andrew Crossley	Ofsted Inspector

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