

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cookridge Holy Trinity Church of England Primary School			
Address	Green Lane, Leeds, West Yorkshire, LS16 7EZ		
Date of inspection	30 January 2020	Status of school	Voluntary aided primary
Diocese	Leeds	URN	108042

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Cookridge Holy Trinity Church of England Primary School is a large primary school with 417 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school has a stable roll and has had few staff changes in recent years.

The school's Christian vision

The Best for Every Child – a Unique Child of God

See how much the Father has loved us! His love is so great that we are called God's children — and so, in fact, we are. 1 John 3:1

Our school vision is built upon and led by our Christian Values, mutual respect and valuing differences. We provide children with the experiences they need to develop into successful learners; confident individuals and compassionate citizens of God's family.

Key findings

- The impact of the school's Christian vision to provide the best for every child is outstanding. The sense of belonging to the school's family is palpable.
- A high proportion of better than good teaching leads to above average outcomes for all pupils in core subjects including religious education (RE).
- In high quality collective worship, pupils lead with confidence. There are mutually beneficial links between the parish church and the school that involve a focus on joint events and special services, including the Eucharist.
- Exemplary use of philosophy for children (P4C) means that pupils throughout the school practise the necessary skills to discuss different points of view in a variety of lessons. This approach is developing open-minded, analytical and articulate learners, contributing well to the realisation of the school's Christian vision.
- The school has a shared understanding of spirituality but occasions to develop it across the curriculum have not been fully identified.

Areas for development

- Apply the school's understanding of spiritual development so that teachers identify a variety of opportunities that make the most of pupils' curiosity and questions across the curriculum.
- Extend pupils' concern for global social justice beyond fundraising to empower them to be advocates for change.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The headteacher and stable staff team at this exceptional Church school have ensured the strength of the impact of their distinctive Christian vision. The vision, rooted in the love of God, means that the best is offered to every child across the work of the school. All pupils and adults are valued as unique children of God and the best is offered to all. This means that, not only do all learners experience high quality teaching and learning, but equally all staff experience high quality support and training. A teacher noted, 'the Christian values here are applied to us as well'. Another added, 'I feel nurtured and the children feel nurtured'. Future leaders for Church schools are being developed at Cookridge. For example, the headteacher is a mentor for the national Church school headship qualification and another senior teacher is studying to oversee support for children with special educational needs. Since the previous denominational inspection, much has been done to embed the school's Christian values across the school's work. This means that everyone lives them in relationships and community partnerships. The headteacher works closely with the diocese to ensure the school's ongoing development. Recently, this has involved training to ensure shared understanding of spiritual development, making use of guidance from the Church of England. Priority is given to developing collective worship and RE, working closely with the parish church. Robust self-evaluation is undertaken but monitoring by governors sometimes lacks rigour.

The school's vision to offer 'the best for every child', means that there is an unerring focus on ensuring the highest outcomes for pupils, including those with additional needs. This means that higher than national average attainment and progress has been achieved for over 3 years. Vulnerable learners are well supported by highly committed assistants and quality teaching in the classroom. Staff work closely together to ensure best practice in their regular 'progress matters' meetings. A shared understanding of spiritual development has been recently formulated. Reflection areas, well-used prayer boxes in classrooms and special spaces outside in the grounds, mean that pupils flourish. Occasions to reflect spiritually in different subjects are currently underdeveloped.

The school's approach using P4C ensures pupils are taught language skills to debate across curriculum subjects. This includes discussing issues of deprivation and exploitation of the natural world. The eco team members have led school developments such as making compost for the school garden and selling environmentally-friendly Christmas baubles. They are passionate in their views and take seriously their role to lead the school because 'God gave us the world to look after'. A Year 2 'eco warrior' commented that a teacher had 'showed us a film of all the rubbish in the sea... I felt sad'. Currently, their efforts are concentrated on fundraising rather than advocating for change beyond the school. A link with a school in Tanzania is in the early stages of development in partnership with the local church.

Everyone embraces the vision for the best for all. Pupils show commitment to overcome barriers to learning, quoting their Christian values to remind themselves to be resilient. For example, one young pupil said, 'I'm going to persevere with this maths' when faced with a tricky challenge. All flourish because there is a commitment to good mental health for pupils and adults. They commit to living well together. The P4C lessons are the key that have given pupils the skills to disagree well, practising forgiveness and reconciliation. The Christian vision permeates the positive behaviour policy where the focus is on learning from mistakes and having a fresh start in line with Jesus' teaching. Consequently, pupils' behaviour is exemplary and exclusion is rarely used. Pupils' attendance is also above national averages showing their love of school. Dignity and respect are entrenched in life here. Parents too stress that relationships and the open door policy 'make everyone feel so comfortable'. The headteacher takes the lead in living the Christian values of peace, compassion and friendship. A parent understandably described her as 'an absolute diamond'.

Collective worship is centred on the vision of expressing God's love for each individual, with pupils frequently leading. Worship is profound and warmly invitational. Most pupils participate through reflection, prayer and enthusiastic singing of Christian and moral songs that reflect the values. They respond well to the invitation, 'If you would like to make the sign of the cross, please do' and join in heartily with prayers and other responses. They are inspired by the different ways that Christians worship through the weekly visits by representatives of Holy Trinity Church and those from different denominations. Through these worship times, pupils develop a thorough knowledge of Bible stories and Jesus' teaching. Many have an exceptional understanding of the Christian belief in God as Father, Son and Holy Spirit. This has led to requests to be baptised. A pupil voice comment was, 'we've got the spirit of Jesus with us'. Each year, Year 4 are invited to undertake a communion preparation course

led by the parish priest. About 50 per cent of the year group receive their first communion at a Eucharist held in school. The school liaises very well with parents about this and is highly sensitive to those who do not want to participate. Adults too are moved by the worship experiences in school, with staff and parents describing the deep impact of these services. Pupils, staff and governors monitor and evaluate collective worship and this leads to improved practice. Pupils take this role very seriously and enjoy the responsibility of feeding back.

The school prioritises RE as a core subject and ensures pupils flourish through high quality RE lessons. These reflect the Church of England statement of entitlement and make good use of the diocesan syllabus and the 'Understanding Christianity' resource. RE expresses the school vision ensuring the best possible provision for all. Strong links are made each term with the school's Christian values, such as 'service' at remembrance time, so that pupils understand the impact of Christianity on Britain's cultural heritage. This is sometimes emphasised with moving artwork and shared events with Holy Trinity Church. RE is a safe place for pupils to debate and critically reflect on their own beliefs. Much less time is spent on looking at and discussing in depth different religions and worldviews. An exemplary RE assessment system, consistent with other core subjects, is used and has been shared with other schools in the diocese by the enthusiastic RE lead teacher.



The effectiveness of RE is Excellent.

The quality of teaching in RE is consistently high. This is clearly shown through rigorous monitoring including work scrutiny by the exemplary RE lead and verified by the inspection. Assessment systems are robust, so those who are not making expected progress are quickly identified. The school's vision to ensure the best for every 'unique child of God' means that all pupils experience high quality learning with both individual support and deep questioning to ensure all needs are catered for.

Headteacher

Cath Hellings

Inspector's name and number

Liz Youngman 465