



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**



National Society Statutory Inspection of Anglican and Methodist Schools Report

Cookridge Holy Trinity Church of England Voluntary Aided Primary School

Green Lane,
Cookridge
LS16 7EZ

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: West Yorkshire and the Dales

Local authority: Leeds

Dates of inspection: 6 February 2015

Date of last inspection: 14 June 2010

School's unique reference number: 108042

Headteacher: Cath Harbrow

Inspector's name and number: Geraldine Cooper (696)

School context

Cookridge Holy Trinity Church of England Voluntary Aided primary school is a larger than average primary school of 406 pupils. The school serves the village of Cookridge in the suburbs of Leeds. The school population is predominantly white British with a small proportion of ethnic minority pupils. The proportion of pupils with special needs is below the national average as is the number of pupils eligible for pupil premium. The school has undergone a time of insecurity prior to the appointment of the current headteacher in 2013.

The distinctiveness and effectiveness of Cookridge Holy Trinity Church of England Voluntary Aided School as a Church of England school are good

- The dedicated leadership of a headteacher committed to “the best for every child” in a Christian context which creates a learning environment where pupils make good progress and achieve above national averages by the time they leave in year 6..
- A strong shared understanding of spiritual development which promotes a sense of reflection and prayerfulness.
- Collective worship which is meticulously planned and enhances pupils' knowledge and understanding of Christian theology.
- Religious education which promotes an understanding of Christianity as a world religion.

Areas to improve

- Engage with the school community to develop a more clearly defined understanding of the explicit Christian values of the school.
- Ensure that RE portfolios are annotated against attainment criteria to demonstrate progression.
- Work together to develop a shared understanding of the National Society evaluation criteria in order to provide a more distinct focus for improvement as a church school.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The Christian ethos and emphasis on providing 'The best for every child' creates a learning environment in which pupils make consistently good progress. Attainment by the time pupils leave in year 6 is above national averages. This is achieved in an atmosphere of equality in which every child is seen as an individual. The school's Christian ethos is described as implicitly penetrating every aspect of school life, children clearly enjoy learning and attendance is above national average. Every child is described as 'being loved by God' and this is manifest in the nurture of all children. The nurture room enables children to develop emotional stability. Children are further supported through the daily lunchtime club. A highly skilled learning mentor supports children and staff through effective coaching techniques. The outcome of this has been the development of a highly effective team of teaching assistants who are able to respond proactively with incidents of challenging behaviour. The deployment of a teacher to carry out high level bespoke interventions has been effective in enabling targeted pupils to make rapid gains in reading, writing and maths. Across the curriculum there are opportunities for pupils' spiritual, moral, social and cultural development which is evidenced particularly in the way that the younger pupils can interact with one another in a co-operative manner. They readily talk about Jesus' 'golden rule which tells us to care for each other'. The 'sanctity of every person' is central to the leadership of the school and this is evidenced in the way that minority ethnic pupils feel able to talk about their beliefs. An incident of racial bullying was described as being dealt with quickly and fairly. There is, due to the links with the local free church, an understanding of diversity within Christianity which 'makes it OK to have a faith'. There are many opportunities for pupils' spiritual development throughout the curriculum. This, coupled with effective religious education, equips pupils to talk about their own beliefs and develops their sense of reflection. All pupils are currently discussing which values that the school will adopt as its core Christian values. A child friendly approach to the 'Be attitudes' has also informed thoughts about the teachings of Jesus. This positive work is not yet fully embedded and at the moment there is no consistent or explicit statement of the Christian values which the school is seeking to promote.

The impact of collective worship on the school community is outstanding.

The headteacher and worship leaders draw together a programme for collective worship which meticulously links a weekly ethos statement, memory verse and SEAL theme. This provides worship which is both memorable and inspirational. Teachers are excellent role models in worship and children sing with great enthusiasm. Pupils can explain how 'God is faithful to us today – He helps us'. Worship is rooted in Anglican tradition and, through the celebration of festivals, introduces pupils to the liturgical year. Pupils can describe the Holy Trinity in the context of their school logo. Pupils of other faiths explain that they are able to join in worship but also pray in a way that is appropriate to their own beliefs. Pupils have the opportunity to engage with and understand diversity in faith because worship is led on a regular basis by a range of people including a member of the local free church. Pupils are confident to participate in spontaneous leadership of worship using drama to illustrate the Bible story. This engages all pupils and enables them to remember key teachings. Prayer is described as 'talking to God' which makes it accessible to pupils, many of whom describe their personal prayers in which they are able to seek help in their daily lives. The prayer space in each classroom also helps pupils to think of prayer as an ongoing part of daily life. The peace garden has been used effectively as a focal point for pupils' spiritual development and was central to an act of remembrance led by pupils. A range of strategies including questionnaires and interviews are used to evaluate collective worship and to inform future planning. This includes the further development of the school's reflective spaces to include an outdoor worship space.

The effectiveness of the religious education is good.

A carefully structured curriculum enables pupils to study Christianity, Judaism and Islam. The majority of older pupils are able to make links between the three religions. Pupils' understanding of religious diversity is enhanced by a visit to a Mosque, links with other schools and also through a pen friend programme. RE lessons are carefully planned drawing on a range of stimulus materials, questioning and reflection to develop pupils' critical thinking skills which impacts positively on learning across the curriculum. Teachers are effective in the way that they encourage pupils to talk through and develop their ideas, for example, one pupil who was encouraged to articulate the idea of 'Jesus making the ultimate sacrifice'. Careful collaborative planning and the use of stimulating resources means that children enjoy their RE lessons. The RE subject leader has developed an effective system of attainment cards which are used to record individual progress and maintain a regular focus on assessment for learning. These provide effective evidence what the teacher has seen and heard each pupil do and indicate that pupils' attainment in RE is in line with national expectation. The extensive portfolio of photographic evidence would benefit from annotation linked to assessment criteria. The RE co-ordinator regularly carries out learning walks with the foundation governors and feeds back to the headteacher on standards of teaching and learning in RE which is recognised as being good or outstanding. The RE co-ordinator regularly attends diocesan training which is disseminated throughout the school and maintains the high profile of RE.

The effectiveness of the leadership and management of the school as a church school is good.

The appointment of the new headteacher has led to a time of growth in the school's development after a period of instability and reflection. Links between school and church are described by many stakeholders as being strengthened and this has had a positive impact on the spiritual development of the school community. The headteacher has a deep understanding of, and commitment, to a Christian ethos which has ensured that the school has maintained, or improved, standards of attainment. She shares this vision with a supportive and dedicated senior leadership team and governing body. Foundation governors articulate a strong sense of the Christian ethos of the school. This would be enhanced by additional training to enable all members of the school to describe the ethos in a way which is consistent and explicit. Foundation governors work effectively with the school's leadership team to ensure that collective worship and religious education maintain a central position in the school. The centrality of RE and worship is evident both in the physical environment of the school and the way that the majority of pupils behave towards each other. All staff have the opportunity to shadow key post holders to develop their understanding of the school as a church school. The area for development from the previous inspection has been addressed although this can be extended to further increase pupil involvement in the assessment of collective worship.

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