

Inspection of Cookridge Holy Trinity Church of England Primary School

Green Lane, Leeds, West Yorkshire LS16 7EZ

Inspection dates: 14 and 15 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Most pupils make good progress in their learning. However, leaders' ambitions are not realised for every child. Some pupils with special educational needs and or disabilities (SEND) or who are not yet fluent readers do not get the targeted support they need to address gaps in their learning.

Pupils enjoy and value their learning. They enjoy reading and read regularly. Most pupils quickly learn to read fluently. However, older pupils who are not yet fluent readers do not catch up with their peers as quickly as they should.

The school is a caring and welcoming environment. Pupils and staff enjoy positive relationships. Staff and pupils live out the school's Christian values and pupils recognise the importance of equality and fairness.

Behaviour is typically good in lessons and around the school. Bullying is rare and it is dealt with quickly if it occurs.

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

The quality of education which pupils receive varies. In some subjects, such as mathematics and physical education (PE), pupils learn well. This is because leaders have designed a curriculum in these subjects which is clear about what pupils need to know and be able to do. This begins in the early years and ensures that children are well prepared to learn these subjects in later years. In these subjects, learning goals are broken down into smaller steps and teachers ensure that all pupils have mastered these before they move on to new content. As a result, pupils develop secure knowledge and skills in these subjects. In other subjects, however, leaders have not designed the curriculum carefully enough to ensure that all pupils develop the knowledge and skills they need as quickly as possible. In art and design, history and geography, teachers are not clear about precisely what pupils need to learn at different stages.

In reading, mathematics and PE, teachers use assessment to identify precisely what pupils know and can do. They identify gaps and misconceptions which pupils have and adapt their teaching to address these. However, in some subjects, assessment is not used effectively. Teachers make judgements about pupils' progress which are not grounded in a clear understanding of what pupils need to know and be able to do to get better in subjects. This means that pupils who have gaps in their knowledge are more likely to fall behind their peers, as teachers are not able to identify precisely what support pupils need in order to catch up.

Teachers in Reception are effective at teaching young children how to read. They teach children new sounds clearly, and regularly check their knowledge so that they can address any gaps for individual children. Children get lots of opportunities to practise so they become fluent in their phonics knowledge. However, older pupils

who are not secure in their phonics knowledge are not supported well enough to ensure that they catch up quickly. Teachers do not use assessment effectively to identify precisely what gaps these pupils have in their knowledge, and as a result the support given to these pupils is not as effective as it could be. Pupils with SEND are not always given effective support. Leaders do not consistently identify the most important barriers to learning for these pupils. As a result, the support pupils receive is not targeted enough. Pupils with SEND who need further support for their social, emotional or mental health are given more targeted and effective support. These pupils make good progress.

The school promotes the spiritual, moral, social and cultural development of all pupils. The school's Christian ethos is present in all aspects of the school day. Teachers emphasise the importance of equality. They teach pupils about discrimination, and most pupils have a mature and compassionate understanding of the impact of discrimination or derogatory language. A small group of pupils do not understand this, however, and occasionally use homophobic language in school. Most pupils recognise that this is wrong and challenge or report this behaviour when it happens.

The schools teaches pupils how to be safe and healthy. Teachers promote physical activity and ensure that all pupils know how to eat healthily. Pupils take part in a wide range of activities, and many pupils appreciate the range of sports they can take part in at school. Pupils are actively involved in the life of the school. They take on a range of leadership roles and roles supporting younger members of the school community. Pupils are taught about British values such as democracy, and get lots of opportunities to experience democracy in action, such as through school elections and meetings with political representatives.

Leaders and governors have a clear vision for pupils in the school. They want the best for every child. This vision is being realised in many aspects of the school's work. However, leaders and governors have not ensured that all pupils experience the high quality of education which they aspire to.

Safeguarding

The arrangements for safeguarding are effective.

All staff in the school understand their responsibilities for keeping pupils safe. They know their pupils and are quick to spot any signs that a pupil might be at risk. Staff receive regular updates about how to keep pupils safe. However, not all staff are as knowledgeable as they could be about some areas of safeguarding practice. Some staff are not always clear about the particular risks which pupils might face or how to be proactive in managing these.

If leaders are concerned about a pupil, they act quickly to give them the help and support they need, working effectively with a range of external agencies.

Pupils are taught how to keep themselves safe. They have adults in school who they would talk to if they had any concerns. Pupils are very knowledgeable about how to keep themselves safe online. However, younger key stage 2 pupils are not as knowledgeable as they could be about healthy and safe relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not clearly defined the knowledge and skills that pupils need to learn in a way which is coherent and well sequenced. As a result, teachers are not clear about what pupils need to learn. Leaders should ensure that teachers are given clear support and guidance so that they can prioritise important knowledge and skills in their teaching across all subjects.
- In some subjects, assessment is not precise enough. It does not identify specific gaps and misconceptions which pupils have. As a result, teachers do not adapt their teaching or support individual pupils to catch up in the most timely and effective ways. Leaders should ensure that assessment in all subjects gives teachers clear and precise information about the gaps and misconceptions which individual pupils have so that these can be quickly addressed.
- The planned support and intervention for some pupils with SEND or who are not yet fluent readers is not targeted enough on the most important needs or barriers for these pupils. This means that these barriers are not addressed as quickly and effectively as they could be. Leaders should ensure that pupils' individual needs or barriers to learning are accurately assessed and that support is precisely targeted at these.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	10211964
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair of governing body	Kath Coleman
Headteacher	Cath Hellings
Website	www.holytrinity.leeds.sch.uk
Date of previous inspection	21 March 2019, under section 8 of the Education Act 2005

Information about this school

- Cookridge Holy Trinity is a larger than average primary school.
- The proportion of pupils who are disadvantaged is well below the national average.
- The proportion of pupils with SEND is well below the national average.
- This is a Church of England school. The school's last section 48 inspection took place in January 2020. The school's next section 48 inspection will take place before February 2028.

Information about this inspection

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

- Inspectors carried out deep dives in reading, mathematics, PE and art and design. They held discussions with subject leaders and teachers. They visited lessons and talked to pupils about their learning. They looked at work pupils had completed and listened to children read.

- Inspectors looked at plans to support the personal development of pupils. They spoke to pupils about what they had learned and the experiences and opportunities they had in the school.
- Inspectors talked to staff, pupils and parents. They analysed the responses to Ofsted’s Parent View survey, pupil survey and staff survey.
- Inspectors met with the SEND coordinator, spoke to pupils with SEND and their parents and reviewed plans to support these pupils. They visited lessons to see how these pupils are supported to learn. Inspectors also visited small group sessions designed to support these pupils.
- Inspectors met with the designated safeguarding lead, reviewed documentation related to safeguarding and referrals to the local authority. Inspectors also spoke to staff about how they keep pupils safe.
- Inspectors met with representatives of the local governing body and reviewed documentation relating to governance.
- Inspectors discussed the impact of the COVID-19 pandemic on the school and have taken this into account in their evaluation.

Inspection team

Tim Jenner, lead inspector	Her Majesty’s Inspector
Janet Keefe	Ofsted Inspector
Alex Thorp	Her Majesty’s Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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