

# Inspection of Holy Trinity CofE Primary School, Cookham

School Lane, Cookham, Maidenhead, Berkshire SL6 9QJ

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Inspection dates: 6 and 7 June 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

## **What is it like to attend this school?**

Pupils in this vibrant village school are encouraged to be courageous in their contributions to making the world a better place. Through singing at a local residential care home, to fundraising to help children in Ethiopia and Ukraine, pupils learn from a very early age how helping others can bring about positive change. Leaders' vision that pupils will 'love one another' and the values of love, friendship, sharing, forgiveness, courage and peace permeate every aspect of school life.

Leaders equip pupils to be resilient to setbacks through the mindset that if they keep trying, they will become more knowledgeable and skilled in what they do. Right from Reception year, pupils build on their successes, developing self-respect. They attain well and by the end of key stage 2, are independent and confident learners, prepared for the next stage of their education.

Pupils feel safe within firm and caring boundaries for behaviour. Any meanness or disagreements are resolved quickly through discussion, apology and forgiveness. One parent summed up the balance of care and high expectations in their comment, 'Leaders are warm and welcoming towards children, while still expecting them to achieve.'

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

Leaders have worked tirelessly to ensure all curriculum subjects follow a logical and coherent sequence so that pupils' knowledge builds securely over time. In some subjects, the precise knowledge and vocabulary pupils must remember from Reception to Year 6 has been further refined to include, for example, notable historians, scientists and artists from diverse backgrounds. Leaders have recently introduced more ambitious curriculums for other subjects such as art and design, computing and design technology. Teachers have been well supported by leaders and are building their subject knowledge further as the new curriculums become embedded.

Teachers present information clearly. They identify when pupils do not understand new concepts and address misconceptions quickly. Pupils with special educational needs and/or disabilities are identified early, and teachers adapt activities using appropriate resources so that they learn the same concepts as their peers. Teachers frame the curriculum through enquiry questions and plan activities to spark curiosity and discussion. For example, in design technology, children in Reception consider how best to join materials while making a pirate ship. In Year 2, pupils examine packaging on shop-bought drinks to find out what sugars they contain.

Assessment is used well. The knowledge pupils must understand and remember is revisited regularly so that new learning builds on secure foundations. Teachers provide opportunities to revisit previous learning, helping pupils transfer key knowledge into long-term memory. In better-developed subjects, pupils remember

what they have learned previously. Where curriculums are newer and still in the process of being refined and embedded, pupils' recall is less secure.

Leaders prioritise reading. Children begin learning phonics as soon as they start school. They attain highly by the end of Reception, for example reading written instructions for activities and delighting in showing adults their independent writing skills. Staff quickly identify any children at risk of falling behind, supporting them well. Pupils learn to read using books containing the sounds they know. They develop a love of reading through practising widely and often throughout the curriculum. Pupils take part in local library challenges and work with local authors, poets and illustrators during the school's annual book week.

Leaders have carefully curated many opportunities for pupils' wider development. For example, through visiting Bletchley Park and studying Alan Turing, pupils are challenged to consider how British society could have a more inclusive and kinder culture. Further afield, they consider the complexities of leaders' decisions in global conflict. Pupils learn to be responsible by looking after wildlife as eco-councillors and being house captains. They learn about different religions, building respect and acceptance of others' beliefs and views. Pupils behave calmly and courteously around school. In lessons, they concentrate on their learning, determined to grasp new ideas and contribute to discussion and debate.

Governors fulfil their statutory duties diligently. They support and challenge leaders effectively, always putting pupils first in their determination to achieve the shared vision.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know pupils and their families well, anticipating when they might need support and carefully planning to provide the resources or expertise needed. Staff have had the necessary training to be alert to changes signalling a pupil might need help. They are familiar with safeguarding risks, which they report quickly. Leaders take timely action to address concerns, referring them to outside agencies and seeking help. Pupils are taught about the risks associated with their online identity and how to protect it. They know how to respectfully say 'no' to anyone or anything they feel uncomfortable with.

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

### **(Information for the school and appropriate authority)**

- Some curriculum areas are still in the process of being refined and embedded. Pupils have not yet developed detailed knowledge and skills in these subjects. Leaders should continue their work to support teachers' practice.

## 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

<b>Unique reference number</b>	109961
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10256294
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Yasmin Thorn Davis
<b>Headteacher</b>	Anna Smith
<b>Website</b>	<a href="http://www.holytrinitysch.co.uk">www.holytrinitysch.co.uk</a>
<b>Date of previous inspection</b>	2 and 3 March 2022, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England voluntary-controlled primary school.
- Its most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in October 2016.
- The school is a smaller-than-average, one-form-entry primary school.
- The school does not currently have any alternative provision.
- The headteacher was appointed in May 2020.

## 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 carried out deep dives in these subjects: early reading, mathematics,

history and design technology. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

Inspectors also spoke to leaders about the curriculum in some other subjects.

- During the inspection, inspectors met with the headteacher and the deputy head. They also met with two representatives from the local authority and the diocese.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through Ofsted's online surveys, interviews and discussions conducted throughout the inspection.
- Inspectors reviewed the arrangements for safeguarding through scrutinising safeguarding records and discussions with leaders, staff and pupils.
- Inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, attendance records and behaviour incident logs.
- Inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders' expectations of pupils' behaviour.

### **Inspection team**

Jo Brinkley, lead inspector

His Majesty's Inspector

Ian Howie

Ofsted Inspector

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