

Inspection of Triangle CofE VC Primary School

Butterworth Lane, Triangle, Sowerby Bridge, West Yorkshire HX6 3NJ

Inspection dates: 30 and 31 January 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Every pupil is known and valued as an individual at this welcoming, friendly school. The school's strong Christian values are at the heart of school life. Pupils thrive in an environment where they feel happy and are safe.

The school has high expectations of learning and social development for all pupils. This includes those with special educational needs and/or disabilities (SEND). Relationships between staff and pupils are kind and respectful. The school encourages pupils to 'be the best they can be'. Pupils have an exceptionally positive approach to learning in and out of the classroom.

Pupils' behaviour is exemplary. They value the trust that staff place in them. Pupils take their responsibilities very seriously. They care about and look after each other and the school environment. Staff and pupils do not tolerate bullying of any kind. Pupils say that any disagreements are quickly resolved. Pupils are confident that staff will help them if they have any problems or worries.

The provision for pupils' personal development is remarkable. Pupils benefit from a wide range of thoughtfully planned activities. These opportunities enrich the curriculum and pupils' wider experience. The school's aim to develop happy and responsible citizens is clear.

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

The school provides high-quality training for staff in mathematics and reading. The curriculum is highly effective in these subjects. As a result, pupils are well prepared for future learning. In mathematics, teachers help pupils to remember key number facts and mathematical vocabulary. Pupils solve mathematical problems confidently. Pupils explain clearly how they have worked things out.

The school sees reading as the key to success and prioritises it accordingly. Teachers and leaders read to pupils every day. There is a wide range of high-quality books in the school library and in every classroom. Pupils enjoy a new poem every day. Pupil 'reading buddies' have phonics training. They help younger children learn to read. Children in Reception get off to a flying start in reading. Pupils in key stage 1 read with increasing confidence and fluency. There is a strong focus on helping everyone to keep up. Staff provide additional, and precisely focused, help for pupils who need it.

The school's wider curriculum gives pupils a sense of belonging to their community and the wider world. For example, in geography pupils learn about the school's locality, its place in the United Kingdom and the world. In art and design, pupils learn about local, as well as national and international, artists and designers. Local artists, authors and other professionals are frequent visitors to the school. Pupils enjoy a wide range of trips that bring the curriculum to life.

A small number of subjects are at an earlier stage of development than others. In these subjects, what pupils know, and can remember, is not supporting new learning as well as it could.

The school is quick to identify, and provide support for, pupils who have additional needs. Thoughtful adaptations ensure that all pupils access the same ambitious curriculum. Parents and carers speak highly of the support their children receive.

The curriculum to promote pupils' personal development is coherently planned, extensive and rich. It prepares pupils to be well-rounded and responsible citizens. Pupil leadership and service for others is an integral, and valued, part of school life. Pupils understand concepts such as democracy, mutual respect and tolerance. They know that rules help to keep them safe. Pupils have an exceptionally mature understanding of equality. They know it is important to challenge derogatory language of any kind. Pupils learn how to keep safe online and in the community. The school encourages pupils to try new things both inside and outside the classroom. Pupils talk animatedly about visits, visitors and the wide range of clubs on offer. Pupils look forward to taking part in residential trips where they are able to try adventurous activities, often for the first time.

Governors bring a range of expertise to their roles. They know the school well and provide effective support and challenge to school leaders. The school is aware of the work needed to bring about further improvements to the curriculum. Staff appreciate the training they receive. Staff say that leaders are considerate of their well-being. Staff enjoy being part of a happy and supportive team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some foundation subjects are at an earlier stage of implementation than others. This means that pupils do not have the breadth and depth of knowledge they need to support new learning in these subjects. The school should ensure that pupils have regular opportunities to learn, revisit and recall important subject knowledge across the whole curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107540
Local authority	Calderdale
Inspection number	10313553
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair of governing body	Ashley Evans
Headteacher	Gavin Davies
Website	http://www.triangleprimary.org.uk
Dates of previous inspection	17 and 18 November 2021, under section 5 of the Education Act 2005

Information about this school

- The school is a voluntary controlled Church of England school within the Diocese of Leeds. The most recent section 48 inspection took place in June 2017.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors had several meetings with the headteacher and other senior leaders during the inspection and met with members of the governing body.
- The inspectors carried out deep dives in: early reading, mathematics, geography and art and design. 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.
- The inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes.
- Pupils talked to the inspectors, formally and informally, about their learning, their views on behaviour and the wider experiences they receive at school.
- Records for behaviour and attendance were considered.
- The inspectors spoke with a number of parents in the playground, and reviewed the responses received through Ofsted's survey, Ofsted Parent View, including free-text responses.
- The inspectors considered responses received through Ofsted's staff survey.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

Jonathan Sharp

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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