



Lucy values the inclusive and nurturing environment at Holy Trinity C of E Primary School

Lucy lives in Cookridge with her two sons, Charlie, who is in Year 5 at Holy Trinity Church of England Primary School, and Artie, who is in Year 8.

Making adjustments

Lucy recalls how Charlie started at Holy Trinity during the challenging COVID years. "Charlie started school during COVID, but Holy Trinity has been really good," she says. "Charlie has SEND needs, so he's looked after by the SENCo team. He's quite a shy boy, but the school has made many adjustments, so he feels comfortable in the school setting."

Lucy further explains how the school has facilitated Charlie's relationships with adults: "He sometimes struggles with his relationships with adults in terms of getting to know them, but he has lots of interactions with the teaching assistant. Once he gets a familiar adult he knows and works well with, they're really good at reacting to that and using that person to help support him."

Enjoying school activities

Charlie finds joy in the diverse range of activities offered at Holy Trinity. "Charlie enjoys the variety of stuff they do in terms of different topics. He likes science and music," Lucy shares. "He has guitar lessons at school, which he really enjoys. In Year 4, they do swimming lessons, and he's just finished those. Fridays were his favourite because he had both swimming lessons and guitar."

The school's engaging and interactive approach to learning has been a highlight for Charlie. "They do some quite good interactive activities around their topics. For example, they made Roman shields, and I still have a cardboard Roman shield in my living room that I haven't been able to part with yet!"

Lots of clubs

Charlie also participates in after-school clubs, which have been a positive addition to his school experience. "He enjoyed the Lego club, which was done by an outsourced provision with different themes each week. He's also tried other clubs like football and archery. There's a good variety of clubs depending on the resources available at the school."

Supportive teachers and communication

Lucy praises the teachers at Holy Trinity for their accessibility and support. "You meet the teachers before your child transitions into their class. There's a transition session where they

explain what the new year will look like, what to expect, and who the teaching assistant will be," she says. "Luckily for Charlie, he has the same teacher he had in Year 4 for Year 5, but they still did a transition session. The teachers are very responsive to emails, and there are regular milestones like parents' evenings."

The school's communication and support have been exceptional for Charlie's specific needs. "Because Charlie has a formal diagnosis from a SEND perspective, I get to see the teachers a bit more to talk about what adjustments and interventions have been made."

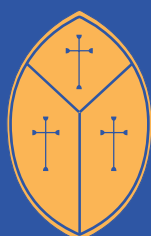
Inclusivity and community

As a parent, Lucy values Holy Trinity's inclusive nature. "I've had to look at schools from a very inclusive angle, and Holy Trinity is very good," she says. "They also work to high standards academically."

The school's strong communication with parents and active PTA group are additional highlights. "They set clear expectations for children and parents, and there's a very active PTA group now. They do lots of things to get the parents involved. The teachers are approachable; my children have been very happy at Holy Trinity. They provide an environment where children feel nurtured and encouraged to learn."

Children say

Charlie says: I love my teachers as they are kind and help me learn. I also like break time as I get to play with all my friends.



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