

Holy Trinity CofE Junior School

Inspection report

Unique Reference Number	121582
Local Authority	North Yorkshire
Inspection number	359041
Inspection dates	11–12 May 2011
Reporting inspector	Clive Petts

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Mr Barry Crompton
Headteacher	Mr Paul Bowlas
Date of previous school inspection	15 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 12 lessons and observed 10 class teachers. They held meetings with members of the governing body, staff and groups of pupils. The inspectors also looked at: pupils' progress and achievement data; intervention and support programmes; documents relating to the safeguarding of pupils; school policies and plans for improving the quality of learning. They scrutinised pupils' current and past work and spoke to the School Improvement Partner and the local authority's support adviser. They analysed 105 questionnaire responses from parents and carers and looked at questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of learning and the rate of progress made by all groups of pupils, including those with special educational needs and/or disabilities, the more able and talented and those potentially vulnerable pupils.
- The quality of teaching across the school and its effectiveness in accelerating pupils' progress and raising achievement and attainment.
- The effectiveness of senior leadership in sustaining the school's improvement, and enhancing the outcomes for all groups of pupils, especially for boys.

Information about the school

Holy Trinity is of average size for a primary school. Almost all pupils are of White British heritage, with very few who speak English as an additional language. Close to a quarter of the pupils are children of forces personnel, who spend extended periods on active service overseas. Consequently, families have long spells when they operate as single-parent or carer families. A larger than average number of pupils joins or leaves the school at other than the usual times. The proportion of pupils known to be eligible for free school meals is much lower than average. A higher than average number of pupils has special educational needs and/or disabilities, although very few have a statement of special educational needs. The school has achieved the Healthy School status, Quality Mark and the Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and rapidly improving school that takes excellent care of its pupils. At the heart of the school's friendly, family ethos is the passion, drive and determination of the headteacher. He is astutely and incisively supported by the governing body in tackling the legacy of underachievement to make learning enjoyable and challenging. The high attendance reflects the pupils' enjoyment of school life. The school enjoys a highly positive relationship with parents and carers. This includes providing excellent emotional and social support for families when a parent or carer is on active duty overseas. One parent summed up the views of the overwhelming majority by writing, 'I am proud that my child attends an inclusive school where the children's differences are valued'.

Most pupils enter the school with skills that are broadly typical for their age. In national tests at the end of Year 6, pupils' attainment is above average. Inspection evidence, confirmed by school information, reveals that pupils' progress continues to accelerate in all years, boosting their good achievement.. This represents a remarkable turnaround over the past two years as concerted action has eradicated underachievement. Staff have worked successfully to significantly improve skills, especially the writing skills of boys. For example, a group of boys were seen totally absorbed describing Viking dog fighters on one of their raids. Rigorous assessment of pupils' progress and systematic checking of development have had a positive impact on accelerating rates of progress. Yet, this information is not exploited consistently enough to shape activities to meet individual pupil's needs and talents in all lessons. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make the same good progress as their peers. This is because their needs are accurately identified and intervention and support effectively targeted. Pupils enjoy their learning, because the majority of teaching is good, although there are occasions when approaches could be more inspired to enthuse pupils' thinking even more. Marking is helpful but does not always provide enough written feedback that spells out clear steps for improvement. Pupils' good and often exemplary behaviour in classrooms reflects their positive response to the high expectations that staff set for them.

Senior leaders have a clear and accurate grasp of the school strengths and areas for improvement, as a result of the searching analysis and self-challenge. Development planning is sharply focussed and relentlessly centred upon improving the quality of learning. The school's forward thinking is reflected in excellent partnership working, such as the valuable collaborative working with the nearby infant school to improve the quality and accuracy of baseline assessment. The developing richness in the quality of learning reflects the rising confidence and skill of middle leaders. Consequently, the school has a good and continually strengthening capacity for sustained improvement.

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What does the school need to do to improve further?

- Further improve the quality of teaching and learning, building upon existing good practice, by:
 - increasing the use of imaginative approaches to inspire and excite pupils
 - making certain that all activities are constantly matched to pupils' abilities, interests and needs to ensure their thinking and skills are fully extended
 - ensuring that all marking consistently provides well-defined steps for further improvement to make certain progress continues to accelerate.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn and respond positively to good teaching and effective support. As a result, attainment is rising steadily, typically above average at the end of Year 6, with an above average proportion of pupils reaching higher levels. When activities are stimulating, such as a visit to the Danelaw Viking village in the costume of the time, in order to experience the harsh village life, pupils respond well to the thought-provoking questions. When activities do not enthuse pupils or engage them sufficiently, opportunities are sometimes missed to provoke pupils' thinking resulting in more variable progress in lessons. The school's own progress information, validated by the local authority, confirms that attainment is rising with progress continuing to accelerate in all groups. Pupils' skills are steadily improving, resulting in similar levels of attainment in reading, writing and mathematics. For example, pupils were observed imaginatively interpreting the mood of Waterhouse's painting of the Lady of Shalott. More-able pupils are suitably challenged, such as when considering ethical questions in a philosophy lesson. Pupils with special educational needs and/or disabilities and those potentially vulnerable pupils make good progress, because their support is thoughtfully matched to each pupil's needs.

The good spiritual, moral, social and cultural development is evident in pupils' good behaviour and the good relationships they have with each other. Pupils work well together, are eager to take on responsibility, show initiative and listen carefully to advice they are given. They are safety conscious and report that they feel safe, because staff are always on hand to share a worry or concern. Pupils are aware of the benefits that healthy eating and keeping fit can bring. Members of the school council take their decision-making role seriously, for example, when designing and promoting, jointly with the staff, a new lunchtime menu. Consequently, pupils are well prepared for the next stage of their learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Classrooms are vibrant, friendly places for pupils, which reflect the school's drive to revitalise learning. Increasingly, more imaginative approaches to learning, for example, providing a rich range of first-hand experiences, are more thought provoking and challenging. In the best lessons, lively approaches ensure that learning pace is brisk and activities varied. The demands made are thoughtfully matched to individual needs. Open-ended questions are used to promote pupils' thinking effectively. In other lessons, assessment information is not exploited sufficiently to meet the broad range of abilities, talents and interests. Opportunities are sometimes missed to incorporate that essential spark that captures pupils' interest and adds to their understanding, for example, using interactive technology to create extra interest adding to the richness of the presentation. Although marking is positive and helpful, occasionally opportunities are missed to engage pupils in judging the quality of their own work.

The good curriculum increasingly uses themes in creative ways to engage interest and promote more inspiring activities when pupils can apply and practise their skills. Pupils enjoy the very good programme of enrichment activities, including the diverse programme of visits and visitors. Pupils spoke enthusiastically about managing their vegetable plot, participating in sporting activities, singing in school performances and their residential experiences. This all adds to their confidence and independence. Excellent collaborative working with local secondary schools increasingly provides opportunities for high quality

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learning, such as in science and technology, especially for the more able and talented pupils.

The excellent care and good support and guidance are an emerging strength of the school enabling all pupils to achieve success. Staff can identify real successes in helping pupils overcome difficulties or barriers to their learning. Parents and carers appreciate the family atmosphere created by the school's 'open door' policy. This leads to excellent collaborative working, enabling the school to provide pupils and families with the support that they need, especially for those who arrive and leave at short notice.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The crystal clear vision and high aspirations of the headteacher have created an extremely positive climate for learning, which permeates the whole school. Effective team approaches and a shared commitment to providing high quality learning and care are evident in all practice. Senior leaders provide a strong focus on the rigorous checking on pupils' performance to inform development planning. Concerted action to improve the quality of teaching and learning is successfully eliminating underachievement, ensuring that all pupils enjoy their learning and achieve well. The learning experiences of the pupils are constantly improving. Consequently, achievement and attainment are continuously improving. The governing body shares the headteacher's ambition and plays a full part in shaping the strategic direction of the school. The strengthening of middle leadership skills, confidence and experience is adding to the sharpness of monitoring and evaluation.

The excellent engagement of parents and carers can be seen in the quality of relationships they have with staff, for example, in the yard at the end of the school day. The highly positive links with the local community, especially the church and the families from the nearby forces base, adds to the really strong sense of belonging. The school adopts good procedures for safeguarding and risk assessment that meet requirements and include secure checks on all adults. Community cohesion is promoted well with a range of links to provide pupils with first-hand experiences of the diversity that exists nationally and globally. Equality of opportunity is positively promoted. The improving achievement and rising attainment for all pupils demonstrates the school's determination to ensure that all pupils are equally involved and achieve their full potential.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost a half of all parents and carers returned the questionnaire with their views of the school. This is above the national average level of returns. These views were overwhelmingly positive about the quality of experiences that the school provides and all parents and carers appreciated that their children are kept safe and enjoy school. The inspectors' findings endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity CofE Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 105 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	56	44	42	2	2	0	0
The school keeps my child safe	64	61	41	39	0	0	0	0
My school informs me about my child's progress	51	49	53	50	1	1	0	0
My child is making enough progress at this school	40	38	59	56	5	5	0	0
The teaching is good at this school	52	50	50	48	2	2	0	0
The school helps me to support my child's learning	41	39	58	55	4	4	0	0
The school helps my child to have a healthy lifestyle	43	41	57	54	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	41	54	51	3	3	0	0
The school meets my child's particular needs	48	46	49	47	4	4	0	0
The school deals effectively with unacceptable behaviour	49	47	47	45	4	4	1	1
The school takes account of my suggestions and concerns	51	49	46	44	3	3	0	0
The school is led and managed effectively	64	61	40	38	0	0	0	0
Overall, I am happy with my child's experience at this school	65	62	38	36	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2011

Dear Pupils

Inspection of Holy Trinity CofE Junior School, Ripon, HG4 2ES

I want to thank you all for the extremely friendly welcome that you gave the inspectors and me when we visited your school. We thoroughly enjoyed our time talking to you.

Holy Trinity is a good and rapidly improving school, which has a number of strengths. Your school enjoys excellent relationships with your parents and carers and has made certain that school staff work really closely with other schools and agencies to improve your learning. We were pleased by your sensible and responsible behaviour, your high attendance and the excellent care that staff take of you. You obviously feel safe and happy because of this. You understand well the benefits that a healthy lifestyle can bring. You take much pride in helping the school to improve and enthusiastically join in all school activities. Some of you told us that your teachers make much of your learning fun. Your school is taking very positive action to improve and this can be seen in your faster progress and improving skills.

We have asked your headteacher, staff and the governing body to look at more ways of helping you to improve your work and make even faster progress. We want all your teachers to make your work even more challenging and use their knowledge of your progress to plan your work and help you to improve. We have asked that your lessons are made livelier and interesting, which will help you to achieve more. We have also asked senior leaders to make certain that you are given clear and regular advice as to how you can improve your work.

You can play your part by working as hard as you can. Thank you for helping with this inspection.

Best wishes for your future.

Yours sincerely

Mr Clive Petts

Lead inspector

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