

Holy Trinity CofE Junior School

Church Lane, Ripon, North Yorkshire, HG4 2ES

Inspection dates 25–26 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders have an accurate view of how well the school is doing and what it needs to do to improve further.
- All groups of pupils make good progress and achieve well. By the end of Year 6 standards are above average in reading and mathematics.
- Teaching is good overall and there are some significant strengths; teachers have high expectations of pupils and plan lessons that lead to pupils making good progress.
- Pupils' behaviour is good. They are polite and courteous at all times and behave well in lessons.
- Pupils feel safe in school and have confidence in their teachers and other adults to help them if they have any concerns.
- The headteacher, well supported by the deputy headteacher, has created a school where learning is stimulating and underpinned by strong values and high expectations.
- Other school leaders, including governors, have a clear understanding of how well the school is doing and what it needs to do to improve; they make a positive contribution to the work of the school.
- Strong leadership is leading to further improvements in the quality of teaching and pupils' achievement.
- Provision for spiritual, moral, social and cultural development is excellent and pupils are well prepared for the next stage in their education.

It is not yet an outstanding school because

- Standards are not yet high enough in writing at the end of Key Stage 2.
- Assessment information is not always used precisely enough to ensure pupils make the best possible progress in their learning.
- Teaching is not yet outstanding. The sharing of best practice has not yet had a full impact on the quality of teaching in all classes.

Information about this inspection

- Inspectors observed 14 lessons and sampled other activities around the school. All classes were seen at least once and a range of subjects observed.
- Meetings were held with senior leaders, subject leaders, representatives of the governing body, a representative from the local authority and groups of pupils.
- Inspectors looked at a range of documentation. This included the school’s evaluation of its own performance and associated improvement plan, the school’s own data on pupils’ achievement, minutes of the governing body’s meetings and the records of how the school uses its funding, especially how money from the pupil premium and primary school sports funding is used.
- Inspectors looked at the work pupils were doing, both in lessons and in their books over time. They listened to some pupils read and talked to them about their enjoyment of reading.
- Inspectors analysed the 75 responses to the online parent questionnaire (Parent View) and took into account these views. They also spoke to a number of parents during the inspection.
- There were 36 responses to the staff questionnaire and these were taken into account by inspectors.

Inspection team

Jane Salt, Lead inspector	Additional Inspector
Jan Lomas	Additional Inspector
Jennifer Firth	Additional Inspector

Full report

Information about this school

- The school is the same size as an average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil-premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- A significant proportion of pupils are from service families.
- The proportion of disabled pupils and those with special educational needs is average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve standards at the end of Key Stage 2, particularly in writing, by:
 - using assessment information to identify individuals who could be doing better and providing the support they need even more quickly
 - ensuring that all pupils are given opportunities to check their own work and respond carefully to teachers' marking so they know how to improve
 - continuing to provide rich opportunities for pupils to practise and apply their writing skills in other subjects.
- Further improve the quality of teaching so that it is outstanding in all classes by:
 - extending the opportunities for teachers to develop their skills by learning from one another about what works best to help pupils make rapid progress.

Inspection judgements

The leadership and management are good

- The headteacher is ambitious for the school. He sets clear expectations and, supported by other school leaders and governors, has created a school where learning is stimulating and is underpinned by strong values and high expectations.
- School self-evaluation is accurate. Good systems are in place to check the quality of teaching and the progress made by pupils. Key areas for improvement have been identified and are being tackled successfully to improve standards further.
- The work of the deputy headteacher contributes effectively to school improvement. The impact of her work is leading to further improvements in the quality of teaching and pupils' achievement. The curriculum has been reviewed and new curriculum plans developed, which are thorough and clearly focused on developing pupils' basic skills. There are good opportunities for enrichment through a range of linked themes and pupils can work in different ways through 'Learning Challenges'. The curriculum is sufficiently flexible so that pupils of differing needs and abilities, including the most and least able and disadvantaged pupils, can make equally good progress.
- The school promotes equality of opportunity very well; school leaders ensure all pupils are given the support they need so they have an equal chance to succeed. As a result, all groups of pupils make equally good progress.
- Leadership of literacy and mathematics is developing well. Even though some of these leaders have taken on their role in recent months, they are being supported to develop their leadership skills so they can drive up standards in their subject and they are making a positive contribution to school improvement priorities.
- Professional development plays a significant part in the school's improvement plan. There are some opportunities provided for staff to work together to share and develop the most effective ways to improve learning for pupils. However, the sharing of best practice has not had a full impact on the quality of teaching in all classes and more use could be made of the most skilled practitioners to support the professional development of colleagues.
- There are many opportunities for pupils to extend their spiritual, moral, social and cultural development, both as part of the planned curriculum and through the daily life of the school. This is a strength of the school and helps pupils to prepare for life in modern Britain well. The school's chosen values are explicit in the relationships within the school and through the work of the pupils displayed and celebrated around the school building.
- The performance of teachers is regularly checked. Any pay progression is linked to clear targets, including the progress made by pupils. Professional development and training needs are identified and provided where appropriate.
- The school uses additional funding effectively. The pupil premium enables disadvantaged pupils to achieve well and make similar progress to other pupils. The primary school sports funding extends the provision for physical education within the school and provides wider opportunities for staff development. The school has introduced additional sporting activities, promoting a healthy lifestyle.
- The local authority has provided effective support and monitoring for the school and agrees that this is a good school that is continuing to improve.
- **The governance of the school:**
 - Governors have a clear understanding of how well the school is doing and what it needs to do to improve; they make a positive contribution to the work of the school. Members of the governing body have a good range of skills and experience; they are fully committed to supporting the school and strive to improve their effectiveness further.
 - Governors have a good knowledge of the school's performance data and provide rigorous challenge to school leaders. They are regular visitors to the school and engage in a range of activities which check the effectiveness of the school's work.
 - Governors are mindful of the need to provide value for money and monitor closely the use of additional funding to ensure it is spent carefully. Governors also monitor the processes for checking the performance of teachers and the appropriate use of financial incentives.
 - Governors are aware of their statutory duties regarding safeguarding and have made sure the school's arrangements meet statutory requirements.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils' conduct around school is excellent and they treat others respectfully. In lessons pupils behave well and, although there are examples of slight inattention from younger pupils, there is no disruption to learning.
- Pupils say that behaviour in the school is good and this is supported by the views of parents, most agreeing strongly that behaviour in the school is good.
- Pupils have a positive attitude to learning and are enthusiastic about all aspects of school life.
- Attendance is above average and there is little persistent absence. There are sound systems in place to follow up any absences.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and the responses to the parent survey indicate that almost all agree that their children are kept safe at school.
- Pupils show good understanding of different types of bullying and say it does not happen in school. They are confident that the adults in the school would respond quickly to any concerns they might have.
- Pupils are aware of the need for online safety. They said that the talk from a policeman about cyber bullying and use of social media sites helped them know how to keep safe online.

The quality of teaching is good

- The quality of teaching is good overall and is improving. This is leading to higher standards through an increased focus on basic skills in reading, writing and mathematics. Teachers set high expectations; they plan work that builds up the skills pupils need to improve and set further challenges for pupils to use these skills to solve problems.
- Teachers set challenging targets for pupils, but assessment information is not always used well enough to move middle ability pupils on more quickly. It is used more successfully for pupils at risk of falling behind who are quickly identified. While there is regular and detailed analysis of assessment data by school leaders this is not yet used consistently and effectively enough by all teachers to achieve outstanding progress for pupils.
- There were significant strengths seen in some lessons. For example, teachers skilfully supported pupils to bring together what they already knew and what they had just learnt, resulting in high quality writing of prayers and letters set in the context of the First World War.
- Teachers' questioning is generally good. The type of questions asked of pupils often makes them think hard and encourages them to explain and justify their answers. Teachers also encourage good quality discussion so that pupils can form their own ideas and explain them.
- Work in pupils' books, both currently and from last year, is generally of a good standard, neat and well presented. Pupils produce a good amount of work, particularly in writing and mathematics. Work in their topic books is of a similar standard and this is most evident where there are specific opportunities to use their literacy skills. Books show that pupils work hard in lessons and take a pride in their work. The standard of work in books matches the assessment data and shows that pupils are making good progress.
- Marking in books follows the school policy and is consistent throughout the classes. However, in the best examples, marking is particularly good in the way it provides challenge and encourages a thoughtful response from pupils. This helps to move learning on more rapidly and pupils make more progress. However, this does not happen in all classes.
- Reading is strongly promoted in school and there is investment in good quality books. Pupils read for enjoyment and to support their learning. For example, one pupil commented that 'reading helps your spelling', and another said, 'I was really intrigued', while reading a book set during the Second World War.
- Teaching assistants are skilled and provide good support for those pupils with additional needs or requiring extra help.

The achievement of pupils is good

- Pupils enter the school in Year 3 at levels that are broadly average overall. Standards are improving and school data show that current standards in Y6 are above average. From their individual starting points pupils make good progress and achieve well.

- Standards in reading are high and this is a strength of the school. In all year groups most pupils are working at levels higher than those expected for their age, having made good progress. Pupils who had lower starting points when they joined the school are making exceptionally good progress.
- As a result of the recent focus on mathematics, standards have improved and many pupils are now consistently working at the higher levels, having made good progress.
- Standards in writing are not as high as in reading and mathematics and this is an area for improvement identified by the school. Assessment data show that pupils make expected progress in lower Key Stage 2 and that progress is more rapid for older pupils.
- Disabled pupils and those who have special educational needs make similar good progress to that of their peers, from their individual starting points. Skilled teachers and teaching assistants support them effectively to make sure they learn well.
- Most-able pupils make good progress and achieve high standards in reading, writing and mathematics. They respond well when given more difficult work in lessons and welcome extra challenge and 'hard questions' which they find 'very helpful' to improve their learning.
- In the 2014 national tests, the disadvantaged pupils performed almost as well as other pupils nationally, being less than a term behind in reading and mathematics; however they were about two terms behind other pupils nationally in writing. School data show that the achievement of disadvantaged pupils is similar to that of other pupils in the school in reading and mathematics and that the gap in writing is closing. Pupils from service families perform as well as other pupils in all subjects.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121582
Local authority	North Yorkshire
Inspection number	449180

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	262
Appropriate authority	The governing body
Chair	Richard Grime
Headteacher	Paul Bowlas
Date of previous school inspection	11 May 2011
Telephone number	01765 602858
Fax number	01765 602723
Email address	headteacher@htjce.co.uk

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