

# Holy Trinity CofE Infant School

Trinity Lane, Ripon, North Yorkshire HG4 2AL

## Inspection dates

3–4 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Since the last inspection, school improvement has been slow. Although improvement is now taking place quickly, the quality of education overall is not yet good.
- Over time, the proportion of pupils reaching the expected standard in mathematics, reading and writing by the end of Year 2 is broadly in line with national averages. Currently, however, not all pupils in key stage 1 are making strong progress from their typical starting points.
- The quality of teaching in Years 1 and 2 across subjects is not consistently good. Some teachers' expectations of what pupils can achieve are too low. Work is not well matched to pupils' varying abilities. Tasks too often lack challenge, particularly for the most able pupils.
- Teachers do not use effectively assessment information about what pupils know and can do. They do not plan pupils' next steps in learning accurately. Pupils, including the most able, are not moved on promptly to acquire new knowledge or concepts.
- At times, low-level disruption ensues when tasks and learning do not match pupils' needs and interests. This slows progress for some pupils.
- The curriculum does not enable pupils to develop a deep knowledge or understanding of religious and cultural diversity.
- Several middle leaders are new to their posts. Some are still developing the skills needed to make a fully effective contribution to checking the school's work in their area of responsibility.

### The school has the following strengths

- The executive headteacher and the deputy have accurately identified and are effectively addressing areas that require improvement.
- As a result of effective leadership over time and strengths in teaching and learning, most children make strong progress in early years.
- Safeguarding is effective. Vulnerable pupils and their families are well supported.
- Most pupils behave well and show positive attitudes to learning. Attendance is good.
- Relationships with parents are strong. Parents acknowledge recent improvements.
- Governance is effective. Governors have capitalised on the benefits of being federated with the junior school. They check that change is leading to improved outcomes for pupils.

## Full report

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

- Improve the quality of teaching in key stage 1, so that pupils make consistently good progress across all subjects and reach higher standards by the end of Year 2, by making sure that:
  - teachers' expectations of what pupils can achieve are consistently high
  - teachers use assessment information effectively to plan and provide pupils with work that reflects their varying needs and abilities
  - all pupils, and particularly the most able, are suitably challenged in their tasks and learning
  - pupils' progress is not hampered by low-level disruption.
- Further develop the skills of middle leaders, so that all make a fully effective contribution to checking the school's work in their areas of responsibility.
- Put in place curriculum opportunities that enable pupils to develop a deepening knowledge and understanding of cultural and religious diversity.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- In the years since the previous inspection in 2016, the pace of school improvement slowed as a result of unforeseen turbulence in staffing. Following a local authority review, the federated governing body established the post of executive headteacher from January 2019.
- Since his arrival, the executive headteacher, together with the deputy, have worked purposefully and effectively to improve the quality of education offered. Leaders swiftly and accurately identified the right priorities for improvement and have taken decisive action to make the necessary changes to address these. The school is now improving quickly.
- Leaders and managers have made accurate, realistic and honest judgements about the school's current effectiveness. They know where improvements are needed. Leaders have written high-quality action plans to address their findings and drive improvement.
- The leadership team has not shied away from making difficult staffing decisions. However, throughout their professional conversations, leaders have always taken the well-being of individual staff into account.
- The successful redesign of the classroom layout has supported the inclusion of pupils with special educational needs and disabilities (SEND) into mainstream classes. For the Reception class, it has allowed free access to an outdoor area. This has made a positive difference to the quality of education offered to children in this key phase.
- This redesign has also significantly improved the accessibility of the school site for pupils with physical disabilities and parents of younger children, as access can now be made on one level. By situating the leadership team office on the school yard, parents are now able to approach the executive headteacher more easily. This confidential meeting space means parents are more confident in sharing information.
- Parents are very pleased with the new leadership team; many parents know leaders from the federation partner school. One parent spoken to during the inspection stated: 'I've noticed a big improvement. More discipline and rising standards.' Another spoke of the effective communication with parents. These views were reflected in many of the comments made on Parent View.
- Middle leaders from the junior school are supporting and enhancing this school's capacity for change. Several middle leaders are taking up new roles and developing their leadership skills. Although middle leaders are already beginning to demonstrate some impact, their skills in evaluating the effectiveness of teaching in their areas of responsibility are still developing.
- The executive headteacher and the deputy are knowledgeable about curriculum development. They have worked successfully with staff to heighten the quality of the curriculum on offer across the wider federation. Revisions to the curriculum are scheduled to be fully implemented in the summer term. Currently, some aspects of the curriculum, including opportunities to develop pupils' knowledge of cultural and religious diversity, are not embedded.

- Staff are overwhelmingly supportive of the new management team and the changes that are taking place. They report that leaders work closely with staff where they can to ensure that the workload is needed, effective and, where possible, delegated throughout a team. Leaders are very mindful of well-being and do not implement any change without considering the impact on staff workload.
- Leaders and managers have taken steps to develop staff skills and knowledge effectively, focused on the school's priorities. As well as in-house training, they have commissioned additional support and training through the local authority. This has already supported improvements in the teaching of phonics and is beginning to make a difference to outcomes in English and mathematics.
- The additional funds received for primary sport and physical education activities is effectively spent, improving staff skills and knowledge as well as increasing the opportunities for pupils to access sporting events. Pupils talk enthusiastically of the wide range of after-school clubs, including gymnastics and football.
- Pupil premium and funding for pupils with SEND is used effectively. Pupils eligible for additional funding benefit from the support they receive.
- The local authority and diocese have supported leaders and governors effectively. The training and development activities they have provided are beginning to have a good effect on teaching practice and outcomes.

### **Governance of the school**

- The knowledgeable governing body of the federation recognised last year that there was a lack of capacity for the school to improve at the required rate. Since then, they have established a 'Rapid Improvement Committee' to address the issues. This has resulted in a clarity of focus on improving the ability of the school to move forward in all areas. To reinforce this, they have commissioned the local authority and other external agencies to undertake reviews of the school's performance and have acted swiftly on the findings.
- The governing body monitors and evaluates the actions of the new leadership team carefully and thoroughly. It holds the school to account and helps lead its direction. However, some improvements are still in their early stages.
- Governors are kept informed by means of exceptionally high-quality reports from the executive headteacher. They understand the school's strengths and weaknesses. They evaluate pupils' standards and progress and check the use of the pupil premium. They have a good understanding of the quality of teaching, learning and assessment and are acutely aware of where there are strengths and where weaknesses remain.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The executive headteacher and the leadership team have this area of their work at the heart of all they do. They are relentless in ensuring that pupils are kept safe and that they and their families receive the support to which they are entitled. Daily monitoring completed by safeguarding leaders and the regular weekly update meetings and briefings ensure that any concerns are swiftly and successfully addressed.
- Governors check that the procedures to safeguard pupils meet legal requirements and

that pupils are safe in the school.

## Quality of teaching, learning and assessment

**Requires improvement**

- Although teaching and learning in the early years have improved, practice in key stage 1 still requires improvement. Pupils are not making consistently strong progress across the various curriculum subjects during their time in Year 1 and Year 2.
- In key stage 1, teachers' expectations of what pupils can achieve are sometimes too low. Pupils' work is not well matched to their varying needs, abilities or the next steps in their learning. Often, the work pupils are given, as well as the questions they are asked, lack challenge. This is especially the case for the most able pupils.
- Assessments of what pupils know and can do are not used well by teachers to inform the work that they provide for pupils. Tasks and learning are not focused precisely enough on what pupils need to know next or what they need to do to consolidate what they have already learned. Pupils sometimes spend too much of their time practising known skills when they are ready to move on in their learning.
- The teaching of phonics has improved. The teaching of letters and the sounds they represent is well organised. This is having a positive impact on improving pupils' spelling and writing. Pupils use their phonic skills and knowledge effectively to decode unknown words. Most pupils read suitably challenging texts.
- The teaching of mathematics is improving, because of the introduction of the new curriculum. Recently, work in pupils' books shows a growing understanding of this subject and better rates of progress.
- In the early years, teaching is strong. In this key stage, expectations of what children can achieve are higher. Tasks are interesting, and resources are of a good quality. In Reception, for example, children were challenged to write their own versions of 'The Gingerbread Man'. They used their wide knowledge of other traditional tales alongside the growing understanding of story structure to complete the task successfully. Children's positive start to learning in the early years is not, however, built upon well in key stage 1.
- Across the school, teaching assistants typically provide effective additional support to pupils with SEND, disadvantaged pupils and pupils who may be vulnerable. They enhance these pupils' confidence and basic skills effectively.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are very confident. They are proud of their school and they respect and care for each other. They view the school as friendly and are very welcoming to new pupils. As one pupil said: 'Everyone supports you when you need help.'
- There are strong relationships between staff and pupils. Pupils are confident that staff will resolve any difficulties they may have.

- A positive, supportive ethos was observed during assembly. Pupils develop effectively their acceptance and understanding of others who may be different from them and their role as citizens of the world. However, not all pupils have a deep enough understanding of religious and cultural similarities and differences.
- Pupils are encouraged to make time for reflection, and this is supported through the establishment of quiet, peaceful areas in the school.
- Pupils have a good understanding of how to develop their physical health. They can talk about the importance of healthy diets and exercise. The additional funding the school receives for primary sport and physical education has enabled them to attend a variety of sporting activities. Pupils speak enthusiastically of gymnastics and football clubs. They run a daily mile and know this supports their physical growth and development.
- Pupils say they feel safe within the school. They have a good understanding of bullying and are sure that this happens rarely, if ever. School records show there are no reports of this type of behaviour.

## Behaviour

- The behaviour of pupils is good.
- Most pupils behave sensibly around the school and at breaktimes and lunchtimes. Most staff who look after pupils at lunchtime are effective in developing play and diverting pupils should there be any low-level disagreements.
- The school provides high-quality interventions for those pupils who find informal periods of time more difficult. Skilled professionals deliver activities to develop these pupils' play skills and coping strategies, effectively supporting their well-being.
- Actions to improve attendance are already having a positive effect. Attendance and punctuality are both improving rapidly. Overall attendance is now above average.
- The positive behaviour strategies put in place by the new leaders are sensitive and age-appropriate. There are suitable expectations for behaviour, which most pupils rise to. Routines are known and observed. Pupils respond quickly to instructions from adults. Occasionally, low-level disruption is evident when tasks and learning do not match the needs and/or interests of pupils.

## Outcomes for pupils

## Requires improvement

- Typically, children start the school in early years with skills, knowledge and understanding that are typical for their age. By the end of Year 2, standards of attainment are also broadly average. This does not represent strong progress across the whole school.
- At the time of the previous inspection, learning in the early years did not get off to a good start. Published information indicates that the proportion of children reaching a good level of development by the end of the Reception Year has been broadly average in the last two years. However, early years provision has now been strengthened. Effective leadership and strengths in teaching are enabling current children to make better progress.

- Pupils' progress slows in key stage 1. Pupils have not made good progress over time in reading, writing or mathematics. In 2018, published data indicates that the proportion of pupils reaching the expected standards in these subjects by the end of Year 2 was broadly average. While pupils currently in key stage 1 are starting to make better progress, it is not yet consistently strong.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check in recent years has been steadily rising. Published data suggests that most pupils reached this standard in 2018. Strengths in teaching and learning in phonics are resulting in current pupils making increasingly good progress.
- Disadvantaged pupils and pupils with SEND make variable progress. While they do well in the early years, their progress in key stage 1 is hampered, because they do not receive consistently good-quality day-to-day teaching.
- Inspection evidence shows that lower-attaining pupils are now making stronger progress. However, some of the most able pupils do not reach their full potential, because work often lacks challenge.

### Early years provision

**Good**

- Since the previous inspection, early years provision has improved. As a result of strengthened teaching, children are now making better progress, and most are well prepared for learning in Year 1.
- The newly appointed early years leader is focused on driving improvement and raising outcomes for children. Leaders have identified and developed a cohesive plan for improvement that is being effectively actioned across the Nursery and Reception classes.
- Most children know and understand about effective learning behaviours. They know that if they do not listen, look and concentrate they will not learn, or they may make mistakes. Staff have suitable expectations for behaviour. Children know and understand these.
- Most children are consistently engaged in their learning. This is because staff are skilled in questioning children to deepen their thinking and understanding. For instance, when discussing shape, staff questioned children well to support them to identify differences between squares and oblongs, using the correct language.
- The quality of teaching and learning is consistent. Children are developing enquiring minds, particularly because they now have access to the outdoors due to the re-siting of Reception to more appropriate accommodation. For example, when they are outdoors using hammers and nails on the workbench, children plan and talk together to resolve problems of design independently and safely. Children understand how to keep themselves safe, insisting that everyone within range of the workbench should be wearing safety goggles.
- Children can review their own work. They consider whether something is good enough. Staff are skilled at encouraging children to demonstrate their skills to others.
- A focus on literacy is having a positive impact on developing a love of books and stories. Notably, boys are often engaged effectively in reading and writing. This is

because staff have captured their interest.

- Recently, assessment information is used more consistently by teachers. This means current staff plan more precisely for individual children's progress.
- Already strong relationships with parents are developing further through 'Stay and Learn' sessions to help parents support their children's learning at home.



## School details

Unique reference number	121598
Local authority	North Yorkshire
Inspection number	10087539

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

Type of school	Infant and Nursery
School category	Voluntary Controlled
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Richard Grime
Headteacher	Paul Bowlas (Executive Headteacher)
Telephone number	01765 603 911
Website	<a href="http://www.htice.co.uk">http://www.htice.co.uk</a>
Email address	<a href="mailto:infantadmin@htceschools.co.uk">infantadmin@htceschools.co.uk</a>
Date of previous inspection	7 December 2016

## Information about this school

- The school is slightly smaller than most primary schools nationally.
- The proportion of pupils who are disadvantaged is below the national average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils with SEND, including those with an education, health and care plan, is below average.
- The school federated with Holy Trinity Junior School in January 2018, and the executive headteacher and deputy took up their post in January 2019.
- The school's layout has been revised in order to improve inclusion and accessibility on the site.

## Information about this inspection

- Inspectors observed lessons in all classes and in a range of subjects. An inspector also listened to pupils read.
- Inspectors held meetings with the executive headteacher, the leadership team, members of the governing body, including the chair, and school improvement advisers from the local authority and the Diocese of Leeds.
- Inspectors looked at work in pupils' books and learning journals and scrutinised reading records across the school.
- Several pupils met with an inspector to discuss their views about the school.
- Inspectors looked at a variety of documents, including information on assessment, minutes from governing body meetings, the school's development plan and a range of other documents provided by the executive headteacher.
- Inspectors considered the 41 responses to Parent View and spoke with five parents. They reviewed the responses to the staff survey and spoke with a number of staff.

## Inspection team

Geoff Dorrity, lead inspector

Ofsted Inspector

Andy Taylor

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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