

Holy Trinity CofE Junior School

Inspection report

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| Unique Reference Number | 121582 |
| Local Authority | North Yorkshire |
| Inspection number | 314045 |
| Inspection dates | 15–16 October 2007 |
| Reporting inspector | Derek Pattinson |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 239 |
| Appropriate authority | The governing body |
| Chair | Mr B Crompton |
| Headteacher | Mr Malcolm Price |
| Date of previous school inspection | 30 June 2003 |
| School address | Church Lane Ripon North Yorkshire HG4 2ES |
| Telephone number | 01765 602858 |
| Fax number | 01765 602723 |

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|--------------------------|--------------------|
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Holy Trinity Church of England Junior School is an average-sized school situated on the western side of Ripon. Almost all pupils who start in Year 3 come from the nearby infant school. Pupils come from a range of social and economic backgrounds. Almost a third of all pupils are from military families. As a consequence, high numbers of pupils join and leave the school other than at the usual times. The proportion of pupils eligible for free school meals is low. Almost all pupils are from White British families. The proportion of pupils with learning difficulties and/or disabilities is rising and is now close to the national average.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

Holy Trinity Church of England Junior School is a satisfactory school. The headteacher, senior managers and governors know the school's strengths and key priorities for development well. The school provides a good curriculum for its pupils. They are well cared for, and as a result, pupils' personal development is good.

Leadership and management are satisfactory. The new deputy headteacher is working increasingly effectively alongside the headteacher to help implement and oversee improvements. Data from tests is carefully analysed and pupils' progress is now tracked rigorously to help identify the rate at which they are learning and those who need extra support. Core subject leaders are playing an increasing role in monitoring the school's work and performance. The full impact of these initiatives is yet to be realised in improved standards. The monitoring of some aspects of the school's work, however, such as teaching and learning and the foundation subjects, lacks rigour. This reduces its impact and restricts pupils' progress. The supportive governing body is starting to hold the school to account for what it achieves by focusing more on pupils' academic performance. The school has a satisfactory capacity to improve further and provides satisfactory value for money.

From a range of starting points achievement is satisfactory. Pupils reach standards which are close to the national average by the time they leave at the end of Year 6. Pupils do best in reading because it is given strong emphasis, but do less well in writing. Achievement is uneven because the quality of teaching is variable, although never less than satisfactory. Good relationships and effective management of pupils are positive features of all lessons. However, too much teacher direction, work that is not always matched to pupils' abilities and slow pace are weaker features, which restrict the progress pupils make. The school does not yet set targets that are challenging enough to enable pupils to reach the higher levels and to help accelerate their progress. As a result standards are not high enough, especially in writing.

The quality of pastoral care is a strength of the school. The school is a safe and secure environment. It provides a caring place to learn that reflects its religious character. The school provides good support for service children, pupils with learning difficulties and/or disabilities and those with special talents. New arrivals are immediately welcomed into the school family. This helps to explain why parents have confidence in the school and find teachers 'friendly, dedicated and supportive'. Pupils behave well, have positive attitudes to learning and enjoy school. They like the rich and varied curriculum with its many visits, visitors and themed events. They enjoy the wide range of extra-curricular activities, which extend learning and often bring it to life. As a result, attendance is above average. Pupils have a good understanding of healthy lifestyles, are happy to shoulder responsibility and are soundly equipped for the next stage of their education. Academic guidance is satisfactory. Some pupils do not have personal targets to help them secure the next steps in their learning. Marking acknowledges what pupils have achieved but does not always help them move forward with their learning. As a result, pupils do not always know how well they are doing or what they must do to improve.

What the school should do to improve further

- Raise standards, especially in writing.
- Improve the quality of teaching so that it is at least good.
- Ensure all pupils know how well they are performing and how they can improve.

- Improve the rigour and consistency of monitoring so that it has the maximum impact on raising pupils' achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The high proportion of pupils, up to 40% in some year groups, who join the school part way through their education, adversely affects overall standards. Those who attend for the full four years tend to achieve better. From a range of starting points, when most pupils transfer from the local infant school, they make satisfactory progress, building on their previous learning. Although progress is satisfactory across the school, it is uneven because of the variability in the quality of teaching. The school is now recognising the important need to drive up standards, which by the end of Year 6, follow a trend of being in line with national averages. Current targets for 2008 paint a similar picture and are therefore not challenging enough to help raise standards to above average levels. Pupils with learning difficulties are well supported, enabling them to make similar progress to their classmates. There are no significant differences between the performance of boys and girls.

Personal development and well-being

Grade: 2

Pupils like being with their friends. They enjoy links with the local churches and with the community, such as winning the 'Ripon in Bloom' competition. They are happy to take responsibility in such roles as prefects, 'playground squad' members and 'buddies'. Council members explain enthusiastically how they have helped to plan the outdoor activity and stage area. 'I like taking responsibility and helping make the school environment better,' is a typical comment. Pupils show a good understanding of healthy lifestyles, and many walk to school. They are proud to have gained the award of 'A Healthy School' and enjoy the quality cooked meals with their healthy choices. Pupils take part in the excellent range of well-supported sports clubs, which encourages them to enjoy keeping fit. Pupils value the regular opportunities for outdoor education and look forward to the residential trip to Whitby which develops good levels of cooperation and teamwork; these skills help to equip them well for the future. There is more to be done, however, to raise their levels in the basic skills of literacy and numeracy. As a consequence, they are satisfactorily prepared for their next stage of education.

Quality of provision

Teaching and learning

Grade: 3

Teaching is most successful when time is used to good effect, resources are used well to facilitate learning, pupils are given much encouragement to help them succeed and demanding tasks bring learning to life. In these instances pupils find their learning experiences interesting, challenging and sometimes fun and make good progress in their learning. However, the pace of lessons is not always brisk enough, work is not always matched to pupils' precise needs and pupils sometimes have too little opportunity to develop and practise new learning, which slows their progress. Teaching assistants usually contribute well to pupils' learning because of the

high quality support and encouragement they give them. Procedures for assessing and tracking pupils' progress have recently been reviewed and are satisfactory. As a result, pupils who need extra help are given additional support to help them learn. Although marking is positive and encouraging, it does not always help pupils understand what they should do to improve.

Curriculum and other activities

Grade: 2

The school's curriculum is rich, diverse, and provides enjoyment through its variety. Art, music and information and communication technology are strong features. Links between subjects are carefully planned to help bring learning to life. For example, bright and colourful displays of pupils' work successfully link history and art. However, pupils have too few opportunities to develop their writing skills through other subjects and this holds back their progress. The successful introduction of French and the new framework for literacy provide further evidence of the school's emphasis on breadth and innovation. Personal and social development is given strong emphasis and lie at the heart of the school's work.

Care, guidance and support

Grade: 3

Adults in school always have the best interests of the pupils at heart. Pupils say they feel safe from risks and any form of bullying. The many new arrivals are quickly welcomed into the family of the school. Good support is provided for service children whose fathers are posted abroad (for example, to Iraq) through the 'bluey club'. This helps them to settle quickly into school life. The school does all it can to ensure the welfare, safety and protection of its pupils. Safeguarding procedures meet current requirements. Good transfer and transition arrangements ensure that the pupils' movement between schools is as smooth as possible. Academic guidance is satisfactory, although the quality of individual target setting is inconsistent. Not all pupils have clear targets to help steer their learning. As a consequence, many pupils are not involved enough in the assessment of their own work and in understanding what they need to do to improve.

Leadership and management

Grade: 3

The experienced headteacher, supported increasingly well by his deputy, leads the school with clear vision. The school has an accurate view of its performance, which takes account of the views of staff, governors, parents and pupils. Identified priorities are the right ones to help move the school forward. The drive to raise achievement is at the forefront of current developments. Issues from the last inspection have been dealt with effectively. However, some aspects of monitoring lack rigour and consistency, which minimises its impact, such as the monitoring of teaching to help improve its quality. Data from national tests is increasingly carefully analysed. The information is now being used more effectively to identify and help overcome weaknesses. Teachers are developing well in their roles as effective leaders in core subjects. However, leadership of other subjects is underdeveloped, with too little emphasis on tracking progress to help improve the rate at which pupils learn. The governing body is strongly supportive of the school, and is now focusing more on strengthening its academic performance. As a result, governors are starting to hold the school to account for what it achieves.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

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| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 3 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you are proud of your school and gave us reasons why you like your school so much. We agree that there are many good things about your school but at present it provides you with a satisfactory standard of education. We especially like the friendly atmosphere and the way all adults who work in school take good care of you so that you feel safe and happy. Your lessons are often interesting, with many visits, visitors and an exciting range of popular after-school activities, which help you to enjoy your school days. You attend school regularly, which helps you to build on what you learn every day. Most of you work very hard for your teachers, behave very well and get on well with each other. You carry out your responsibilities conscientiously. You appreciate the work of your school council, who work hard to help get things done. You know about the importance of having a healthy lifestyle, eating healthy meals and taking exercise.

We know that some of your lessons are really enjoyable and enable you to build on what you already know and understand. However, to help you do even better, we have asked your teachers to make all lessons challenging and give you more time to work so that you all make good progress to help you achieve even higher standards. We have also asked them to make sure that all of you know how well you are doing with your work and what you need to do to improve it. You can help them by making sure that you know your targets and by always working hard to achieve them and by doing what you are asked when your teacher marks your work. This will really help you get better results. If you are not sure about your targets you must ask your teachers. We have also asked them to give you more opportunities to write to help you improve your writing. Your teachers will be checking regularly how much progress you are making, so don't let them down!

We were pleased by the way your headteacher and all staff are working hard to improve things for you. You can help them by always trying hard to do you best.