

# Holy Trinity Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	118859
<b>Local authority</b>	Kent
<b>Inspection number</b>	379694
<b>Inspection dates</b>	19–20 June 2012
<b>Lead inspector</b>	Gavin Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Davis
<b>Headteacher</b>	Julia Davies
<b>Date of previous school inspection</b>	22–23 October 2008
<b>School address</b>	Chatsworth Road Dartford DA1 5AF
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<b>Age group</b>	4–11
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## Introduction

### Inspection team

Gavin Jones	Additional inspector
Elizabeth Dickson	Additional inspector
Carol Vant	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 23 lessons of which two were observed jointly with members of the school's leadership team. All teachers who were present at the school during the inspection were observed at least once. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of documents including those relating to safeguarding, school development planning and the school's monitoring and analysis of its provision. Inspectors took account of the responses to the online Parent View survey in planning the inspection. They scrutinised the responses to the inspection questionnaires from 106 parents and carers, 48 staff and 108 pupils.

## Information about the school

This is a larger-than-average sized primary school, whose pupils come from a wide variety of socio-economic backgrounds. The overall proportion of pupils known to be eligible for free school meals is average, although much higher than average in Year 6. The proportion of pupils who speak English as an additional language is almost twice the national average, as is the proportion of pupils supported by the school at school action plus or with a statement of special educational needs. The Early Years Foundation Stage comprises of children of reception age in two classes. The school meets the government's floor standards, which set minimum expectations for pupils' attainment and progress. The school has the Gold Sportsmark award and the Green Tree Gold award for its environmental work.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Satisfactory at its previous inspection, it has improved steadily and is well placed to improve further. The school is not outstanding because teaching does not consistently promote rapid progress or the highest levels of achievement, especially in writing. Some aspects of monitoring and evaluation are underdeveloped.
- Children achieve well. They make good progress in Reception and satisfactory progress in Key Stage 1. Progress is good in Key Stage 2, with pupils achieving well by the end of Year 6, bearing in mind their below average starting points. Different groups, including disabled pupils and those with special educational needs, make good progress.
- Teaching is good overall and has improved over time. It is better in mathematics than in writing. Teachers provide pupils with a range of imaginative activities. Relationships are strong. In a few lessons seen, the pace of learning was too slow and questioning did not check accurately how much pupils understood. There are some inconsistencies in the quality of marking and the setting of targets.
- Pupils' behaviour is good with some exemplary behaviour seen during the inspection. Pupils are courteous and thoughtful towards each other. Pupils are motivated and enthusiastic learners. They know how to keep themselves safe and have a good understanding of internet safety.
- The senior leadership team has made improvements year on year to the quality of teaching and to pupils' behaviour and progress. Provision for pupils' spiritual, moral, social and cultural development is outstanding. Staff performance is well managed and teachers are now more accountable for their pupils' progress. Monitoring and evaluation in English, mathematics and science is effective, but is underdeveloped for other subjects. The governing body understands the strengths and areas for development for the school, but does not collect enough information of its own through a range of monitoring activities. This limits its ability to challenge the school.

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

- Improve the consistency of teaching, especially in Key Stage 1, in order to accelerate progress, particularly in writing, by:
  - improving the quality of marking so that pupils consistently get helpful advice on how to improve their work
  - ensuring that individual pupil targets relate more closely to this advice
  - ensuring key skills, for example the use of interesting vocabulary, sequencing sentences and the development of story ideas, are taught consistently well by sharing existing best practice with all teachers.
  
- Improve the quality of the school's monitoring and evaluation of its work by:
  - developing the role of subject leaders in subjects other than English, mathematics and science
  - ensuring that the governing body has a structured programme for monitoring the progress of the school towards the priorities in its development plan.

## Main report

### Achievement of pupils

Children enter Reception with skills below the levels expected for their age. They make good progress in Reception, particularly in their social and language development. Data and inspection evidence indicate that pupils make satisfactory progress in Key Stage 1 as the quality of teaching is more inconsistent than elsewhere in the school.

Pupils' attainment in reading is similar to the national average by the end of Year 2. Pupils' progress here is helped by regular reading sessions and daily phonics lessons (the links between sounds and letters). Pupils make good progress in Key Stage 2 to reach average levels of attainment in mathematics, reading and writing by the time they leave the school, although it is weaker in writing than in reading. Overall this represents good achievement from below average starting points. A recent focus on the teaching of mathematics has helped improve progress. In their reading to inspectors, pupils at Year 6 demonstrated a range of strategies to tackle words they did not know. They often make good use of their phonic skills. Their good progress is supported by group reading, where pupils for whom English is an additional language receive good support and make good progress.

Disabled pupils and those with special educational needs achieve well because a range of interventions and teaching groups meets their needs well and because of the good care and consideration shown by staff. In the Early Years Foundation Stage, children receive good support from adults as they are encouraged to talk about their activities, whether those selected by themselves or within directed

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groups. This helps improve their overall speaking and listening skills.

In most lessons time is profitably spent consolidating previous learning, whether from previous or current weeks. Pupils have a firm foundation for success in readiness for secondary school. The links with secondary schools give good support for pupils who are more able. 'Gifted and talented' classes successfully promote learning for a significant minority of pupils. Some of these pupils have recently obtained the highest Level 6 in mathematics for example, two levels higher than that expected for their age, a very positive achievement. There are no significant differences in the performance of different groups of pupils.

### Quality of teaching

Teaching is good but more consistent in Reception and Key Stage 2 than in Key Stage 1. The teaching of disabled pupils and those with special educational needs is good because these pupils receive interventions specific to their needs. These are put in place by a range of skilled teaching assistants. Over 90% of parents of carers rightly consider teaching to be good. Among the very positive features of teaching, especially in Key Stage 2 and Reception, are the high expectations of staff and the very good relationships between adults and children. A Year 3 literacy lesson, for example, characterised much of the good teaching observed. The encouraging atmosphere of the classroom generated by the teacher's enthusiasm and brisk pace led to a buzz of excitement as pupils responded to questions with glee. The 'working wall' was referred to, regularly reminding pupils of previous learning. Here, skilled questioning was used to check pupils' progress and understanding, but this was not a consistent feature in all lessons. In this lesson, the marking of work also helped pupils to see how they could improve. However this approach to marking is not consistent and in some classes pupils do not receive enough guidance on how to improve, especially in their writing. Pupils are set targets, but these are not linked closely enough to the work in their books and to teachers' comments.

In Key Stage 1 and especially in writing, some teaching does not consistently help pupils improve their writing skills. Such aspects as the regular development of interesting vocabulary, the ways in which story ideas can be developed and the sequencing of sentences to build on characters and settings are not taught consistently well.

In many lessons there is good collaboration between pupils, especially in their use of response partners. Teachers make a strong contribution to the excellent provision for spiritual, moral, social and cultural development, providing a wide range of opportunities for pupils to explore a range of issues, for example through aspects of their Green Tree work.

In Reception, routines are well established and give good support to children's personal and social development. The inside classroom provides a wide range of well-resourced, interesting activities. However, learning does not always flow freely between indoors and outdoors either because some activities are not closely linked

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to children's learning needs or because there are not enough signs and labels to help them choose appropriately.

Although reading was seen being taught well in focused reading sessions during the inspection and phonics being taught to a consistent pattern, over time, progress in reading is only satisfactory at Key Stage 1.

### **Behaviour and safety of pupils**

Inspectors' observations and school records show that behaviour is typically good in classes and around the school. Parents and carers agree. Pupils enjoy school and say that bad behaviour rarely spoils lessons. Just occasionally pupils get a little carried away in their enthusiasm to contribute to lessons and talk out of turn. Pupils' behaviour in lessons was very positive and sometimes exemplary. This has a positive effect on their progress, as noted in a Year 3 lesson in which pupils were attentive, responded with enthusiasm to questions about similes and metaphors and showed excellent behaviour for learning. In a Year 6 lesson, pupils used their response partners very sensibly to discuss issues surrounding a folklore story, helping each other to clarify vocabulary and meaning.

In discussion, pupils were certain that: 'We don't have bullying here!' They clearly understood the various forms bullying might take but were equally sure it was not part of life at their school. Few parents disagree with this. Parental support for their children is having a positive effect on attendance. As a result attendance, while average, has improved year on year.

Pupils say how safe they feel in school and their parents and carers agree. Pupils are very aware of how to keep safe when using the internet. Pupils understand the high expectations of their teachers and, in the large majority of lessons, they respond very well and have very positive attitudes to learning. Pupils feel valued and undertake responsibilities with pride, whether as play leaders or members of the school council. In the Early Years Foundation Stage, care and welfare are good and this contributes to children's positive attitudes to school. They share equipment well, take turns and are happy to talk about their learning.

### **Leadership and management**

Since the previous inspection, the senior leadership team has created a supportive learning environment with high staff morale, raised standards in pupils' basic skills, and improved both the quality of teaching and pupils' behaviour. The team has been well-supported by the local authority, although the level of support is now lower as the school itself has the capacity to bring about further improvement. The monitoring and evaluation of the school's work by the leadership team has been accurate and development planning is of good quality. It has led to focused staff training, joint moderation of work and the development of pupil progress meetings, creating more accountability for class teachers for the progress of their pupils. Monitoring and evaluation of the core subjects are thorough and have led to improvement in pupils'

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achievement. However, these processes are not well enough developed in the other subjects.

The governing body, although aware of the school's strengths and areas of development, does not play a sufficiently structured role in monitoring progress towards the goals set out in the development plan. Governors have ensured that safeguarding policies and procedures are fully in place. Almost all parents and carers are positive about the leadership and management of the school. Parents and carers are supported well and say they have been helped to support their own children. The well-managed Early Years Foundation Stage is valued by parents who appreciate efforts by the staff to ensure children settle quickly into school, in spite of coming from over 14 pre-school settings.

The school promotes equal opportunities well through suitable policies and an ethos valuing individual pupils and their diversity of backgrounds and cultures. It carefully tracks pupils' progress and intervenes if any slip behind. Disabled pupils and those with special educational needs are fully integrated into classes.

The curriculum offers stimulating and relevant activities that capture pupils' interests. They are often presented in well-considered topics, helping pupils link literacy and numeracy skills with their work in history and geography, for example. It also now offers a wide range of creative activities which often arise from topics. The school's excellent promotion of spiritual, moral, social and cultural development for its pupils is seen in a wide range of settings. For example, the 'prayer station' in Year 1, the school's links with schools in the Philippines and South Africa and its work on the African philosophy of Ubuntu promote respect for others and a feeling of community. Woodland work, through the Forest Schools scheme and the Green Tree scheme, inspires an appreciation of the wonder of natural things and a concern for the natural environment.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



21 June 2012

Dear Pupils

**Inspection of Holy Trinity Church of England Primary School, Dartford DA1 5AF**

It was lovely to talk to so many of you when we visited your school recently. We judged your school to be good. It has improved year on year since the previous inspection. You told us that you were happy at school and felt safe. You leave Year 6 with standards that are at least in line with those of children of your age nationally in reading and mathematics. Standards are not quite as good in writing.

Your views in the questionnaire and when we talked to you show that you get on well with each other, think that your teachers help you and that behaviour is good nearly all of the time. Most of your parents and carers share these views.

The staff at the school are caring and help you to achieve well. This has all happened because of the good leadership of the school's leadership team. We have asked them to do some extra things to help make the school even better.

- Improve teaching so that it becomes outstanding and, as a result, you make even better progress and reach higher levels, especially in writing.
- Help governors and subject leaders to gain further skills so that they can keep a check on how well the school is doing and support even higher standards.

All of you can help by trying to attend regularly and raise attendance to above average.

Yours sincerely

Gavin Jones  
Lead inspector

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