

# Holy Trinity Lamorbey Church of England Primary School

Burnt Oak Lane, Sidcup, Kent, DA15 9DB

**Inspection dates** 29–30 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the previous inspection the school has improved and now provides a good education for its pupils.
- Pupils achieve well. From their starting points, pupils make good progress and reach above-average attainment in English and mathematics by the time they leave at the end of Year 6.
- Teaching is good overall. There are good relationships between teachers and pupils, which helps pupils learn well.
- Pupils' good behaviour and positive attitudes make a considerable impact on their learning. They want to do well and work hard. They enjoy coming to school, as shown in their above-average attendance.
- Pupils say they feel safe in school and that adults take good care of them. They think that teachers treat them fairly.
- Leadership and management are good. The headteacher is an effective leader, checks on the quality of teaching and provides effective support for improvement. He is well supported by a new senior leadership team.
- The governing body supports the school well. It is involved in effective monitoring of the school's work and planning for its future.
- Parents are very supportive of the school and feel their children are happy and well looked after.

### It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Although it is good overall, some inconsistencies in the quality of teaching mean that work set for pupils is not always pitched at the right level for the pupils' different abilities and ways of learning.
- Pupils do not always know their targets or how to improve.
- The role of the subject leaders has yet to have a marked impact on improving teaching.
- Leaders do not analyse or use the data on pupils' progress and attainment with enough rigour.

## Information about this inspection

- Inspectors observed 28 lessons or part lessons, including some joint observations with the headteacher. In addition, inspectors made shorter visits to some classes and talked to pupils about reading as well as listening to some pupils read.
- Meetings were held with the headteacher, the assistant headteachers, staff with key leadership responsibilities, groups of pupils, governors and a representative from the local authority.
- Inspectors observed the school’s work and looked at a range of documentation, including the school’s self-evaluation, the school improvement plan, records of pupils’ progress and attainment, and the safeguarding arrangements.
- Inspectors took account of 72 responses to the online Parent View survey and letters written to the inspectors, as well as 11 questionnaires returned by members of staff.

## Inspection team

Margaret Coussins, Lead inspector

Additional inspector

Ken Bryan

Additional inspector

Lynda Welham

Additional inspector

## Full report

### Information about this school

- Holy Trinity Lamorbey is larger than the average-sized primary school.
- The large majority of pupils are of White British heritage. The next largest group is of Black African heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives additional funding (the pupil premium), because they are known to be eligible for free school meals, is below average.
- The school makes provision for the Early Years Foundation Stage in a Nursery, where children attend for morning or afternoon sessions, and in two Reception classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses no alternative provision.
- The school provides a breakfast club and an after-school club which are managed by a private provider and therefore not included in this inspection.

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

- Improve teaching from good to outstanding to ensure that all groups of pupils make consistently good or better progress by:
  - making sure that, in all lessons, work is set at just the right level for each pupil and teaching provides the right amount of challenge, support and variety so that all pupils can learn and make the progress of which they are capable
  - ensuring that pupils are always clear about their targets for learning, know how well they are doing and how they can improve their work to help them take more ownership of and responsibility for their learning.
- Strengthen the leadership role of subject and other middle leaders to increase their impact on improving teaching.
- Ensure that leaders and managers at all levels strengthen their analysis and use of the data on the attainment and progress of all groups of pupils.

## Inspection judgements

### The achievement of pupils is good

- When children start at school in the Early Years Foundation Stage, their skills and knowledge are at the expected levels for their ages. They get a good start to school in the Nursery and Reception classes, achieve well and reach or exceed the expected goals for learning by the time they start in Year 1.
- Pupils build on their achievements at the end of the Reception Year and make consistently good and sometimes better progress by the end of Year 2. While progress in Years 3 to 6 is good overall, it is sometimes a little uneven for different groups. Pupils who attain highly by the end of Key Stage 1 make the best progress. Some of the average- and lower-attaining pupils, however, do not always reach their potential. Pupils of Black African heritage achieve well compared to other pupils in the school, particularly in English.
- Nevertheless, most pupils continue to make good progress throughout Years 3 to 6, and by the time they leave at the end of Year 6, attainment is above average. The proportion of pupils reaching the higher Level 5 in English and mathematics was above average in the 2012 national tests, and notably so in writing and mathematics.
- Disabled pupils and those who have special educational needs mostly make similar progress to others. On occasion, however, some of the few pupils who are supported at school action do not make the progress of which they are capable because the activities in lessons are not pitched at the right level to meet their learning needs, particularly in English.
- Pupils supported by the pupil premium make similar progress to others. They benefit from a range of support that effectively meets their academic and personal needs, including nurture groups and therapeutic play.
- Literacy and mathematics are promoted well across a range of subjects, particularly writing, for example, when linked to pupils' history work on the Second World War.
- In the Year 1 phonics screening test (knowing letters and the sounds they make) in 2012, taken by the current Year 2 pupils, the proportion achieving the expected results was above that found nationally. Reading is promoted well. More-able, older pupils are fluent, expressive readers who can express their preferences for different authors and styles of writing. Less able readers of all ages are often too dependent on sounding out unfamiliar words and do not have a broad enough range of strategies to help them. Overall, progress in reading is not quite as strong as in writing.
- Pupils say they enjoy learning best when they can investigate and research, and find things out for themselves. This is evident in pupils' achievement in mathematics and science. Teachers' assessments of achievement in science in 2012 show that all pupils reached the expected level, and more than average reach the higher level. Therefore the differences in performance in science, English and mathematics have closed, which was a point for improvement in the previous inspection.
- Most parents who used the online questionnaire report that they are happy with the progress their children make.

### The quality of teaching is good

- Notable strengths in teaching seen during the inspection are the good relationships between teachers and pupils and teachers' expectations for behaviour that promote a good work ethic. Clear introductions ensure that pupils know what they are learning in each lesson.
- Monitoring of the quality of teaching shows that teaching is typically good over time, and this is demonstrated by pupils' good achievement.
- Lessons are generally fun and interesting and engage pupils well as they are curious and want to find out about things. For example, pupils in Year 2 were learning to construct and describe 3D shapes in their class set up as a 'shape factory', which inspired and excited them to learn, and

they made good progress.

- There is a good pace to the teaching so that lessons are lively, challenging and relevant. For example, pupils in Year 6 writing biographies of characters from the Second World War were engaged because the lesson linked to their work in history so they had lots of information to use in their writing. They made good progress in using embedded clauses and a range of punctuation to enhance their writing.
- Teaching in the Early Years Foundation Stage effectively encourages children's independence and social skills. In the Nursery, for example, children learn to share and take turns by waiting for the sand to run through a sand timer to know when it is time for 'their go'. Language, listening and communication skills are promoted well, as seen, for example, in the café role-play area where children were preparing for a party and writing invitations, and in Goldilocks' House where children used story props well to retell the story. Children had great fun and learned a lot when comparing and contrasting two different versions of the Gingerbread Man story.
- Where teaching is most effective, work is pitched at exactly the right level for all groups; pupils know what their targets are, how well they are doing and how they can improve and so take on responsibility for their learning. The quality of these aspects is not consistent in all lessons and on occasion, there is not enough challenge for some pupils or not enough support for others to make the best possible progress. On occasion, teaching approaches are not flexible enough to meet the needs of pupils who learn in different ways.

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

- Almost all parents who used the online questionnaire feel that behaviour is good. Inspection findings support this view that pupils usually behave well in lessons and around the school, and records show that this is typical of behaviour over time. In a few lessons, however, pupils can become distracted and inattentive when teaching does not fully engage or motivate, and this can slow the progress some pupils make.
- In discussion, pupils said that they enjoy school and could think of little that they would like to change to improve it. Pupils and their parents say pupils feel safe in school. In discussion, pupils clearly understood that there are different types of bullying, but said that there was none in school. They are confident that should any issues arise, they could tell their teachers and matters would be dealt with effectively and quickly. Members of the school council are proud of their work in creating anti-bullying posters that are displayed around the school.
- Pupils think they are well looked after by staff and they are kind and polite to each other and adults. They are caring and considerate and demonstrate this well when playing together in the playground, where they need very little intervention from adults to maintain their good behaviour.

### **The leadership and management** are good

- The headteacher and governors have built a senior leadership team that, although relatively new, is working well to drive improvement and shares their ambition and determination to provide the best experiences and outcomes for pupils.
- Leaders at all levels are clear about the school's strengths and what it needs to do next. A focus on using and applying mathematical skills in a range of subjects and promoting boys' achievement in writing has led to improvements and gaps in performance are narrowing.
- Systems are in place to track pupils' attainment and progress; however, the use made of the data is not as effective or efficient as it could be.
- All teachers know they are accountable for pupils' progress as part of the process for setting targets for their professional development. Decisions on pay and salary progression are closely linked to how well teachers manage to improve the progress for the pupils in their class.
- Teaching is checked regularly by the headteacher. Subject leaders provide good support to colleagues to improve provision, develop new ideas and evaluate the broad outcomes for pupils,

but they have not yet, in their new roles, made checks on the quality of teaching in their subjects.

- Pupils' spiritual, moral, social and cultural development is met well through the curriculum, the close links with the church and the school's ethos of valuing opinions, beliefs, cultures and backgrounds to make sure there are equal opportunities for all.
- The curriculum gives appropriate emphasis to learning basic skills and good opportunities for pupils to apply their skills across different subjects. Visitors to school, visits and special event days help to enrich learning for pupils and broaden their experiences. Pupils spoke with much enthusiasm about several trips they had been on that provided memorable learning experiences as well as helped develop team-building and social skills.
- In letters written to the inspectors, parents were very positive about and appreciative of the improvement in the communication between home and school since the previous inspection, for example, a Parents' Forum, text alerts, email and the informative website. Parents of children in the Early Years Foundation Stage are particularly pleased with the weekly newsletters.
- Safeguarding arrangements meet all statutory requirements and are well known and implemented by all staff to ensure that pupils feel safe in school.
- The local authority supports the school well, for example in providing support for the Early Years Foundation Stage and funding support from a National Leader of Education to work with leaders in the school.
- **The governance of the school:**
  - The effectiveness of the governing body has improved since the previous inspection. It knows the school's strengths and areas for development well. It is fully committed to improving the school as well as its own effectiveness through appropriate training and development. Governors have a clear understanding of the data that show how well the school is doing compared to similar schools. They challenge as well as support the school and hold it to account for pupils' achievement. They are informed by the headteacher on the quality of teaching in the school and check that the performance of teachers is linked to pupils' progress and reflected in the salary structure. They are working to ensure that all leaders have a shared and consistent view on evaluating the quality of teaching. The governing body agrees how the pupil premium funding is spent and checks its impact by tracking the performance of pupils supported by the interventions through feedback from parents and staff. Governors have taken positive action to be more accessible and known by parents by, for example, writing a regular newsletter. The Chair of the Governing Body has played a central role in promoting the improvement in science in the school with her professional expertise and other governors have contributed to other areas of improvement such as promoting the achievement of boys.

## 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

<b>Unique reference number</b>	101453
<b>Local authority</b>	Bexley
<b>Inspection number</b>	400477

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	428
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marcia Philbin
<b>Headteacher</b>	Robin Aldcroft
<b>Date of previous school inspection</b>	12–13 November 2009
<b>Telephone number</b>	020 83003613
<b>Fax number</b>	020 83009319
<b>Email address</b>	head@htl.bexley.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012