

Margate, Holy Trinity and St John's Church of England Primary School

St John's Road, Margate, Kent, CT9 1LU

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils are making good or better progress from low starting points overall on entry.
- Most teaching is good and some is outstanding. This consistently good picture is the key reason for pupils' good, and improving, progress.
- Skilled teaching assistants make a considerable contribution to pupils' learning, particularly for those pupils with disabilities and those with special educational needs and other learning challenges.
- Pupils are polite and well behaved. Relationships between pupils and between pupils and adults are a strength of the school and ensure a purposeful working atmosphere.
- Pupils are kept very safe and all parents and carers who responded to the on-line questionnaire (Parent View) agree that their children feel safe.
- There is a very clear commitment to further improvement, shared by all staff, leaders and governors. They are ambitious for all pupils to fulfil their potential and have equal opportunities to succeed.

It is not yet an outstanding school because

- Work is marked well, but written feedback to pupils is not always clear enough about the next steps in their learning. This hinders the progress pupils make.
- In some lessons, teachers do not make it clear to pupils the purpose of their learning so they do not gain a sense of achievement and understanding.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 20 lessons, of which two were joint observations with the headteacher. Inspectors made a number of short visits to lessons, assemblies and the breakfast club.
- They held meetings with leaders and managers, staff and pupils, members of the governing body and a representative from the local authority.
- Inspectors met informally with parents and carers at the beginning and end of the school day, and took account of the 16 responses from the on-line questionnaire (Parent View), together with the school's own questionnaire completed the week before the inspection.
- They observed the school's work and looked at a number of documents, including current information on pupil progress, checks on its own effectiveness, the school development plan, literacy and mathematics action plans, records relating to behaviour and attendance, and safeguarding documents.
- Inspectors scrutinised a sample of pupils' work, listened to pupils read and checked information on pupils' attendance.
- The inspectors analysed 47 questionnaires from staff.

Inspection team

Gay Whent, Lead inspector

Additional Inspector

Richard White

Additional Inspector

Susan Senior

Additional Inspector

Full report

Information about this school

- The headteacher joined the school at the start of June 2013.
- This is a larger-than-average-sized primary school.
- The school is a member of M7, the local church schools' group, which includes eight schools.
- Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion of those supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium (extra government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above average.
- The proportion of pupils from minority ethnic groups is below average, but increasing year-on-year. At the time of the inspection, pupils with 14 different languages attend the school.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching across the school, so that more of it is outstanding, by making sure that all teachers:
 - provide written comments when marking pupils' books on what pupils need to do to improve their work
 - plan for pupils to have enough time to respond to teachers' comments in their books so that they know how to improve their work
 - are skilful in setting small, achievable targets to some pupils so that they know and understand what they are expected to achieve in relation to their learning.

Inspection judgements

The achievement of pupils is good

- Children join the school in either the Nursery or the Reception class with knowledge and skills that are below, and often well below, those expected for their age. Although they make good progress, many are still below average at the beginning of Year 1. They make good progress because of consistently good teaching, and enjoy exciting and purposeful activities linked to interesting learning both indoors and out.
- The teaching of phonics (learning about the sounds that letters make) is good. As a result, most pupils make good progress in their reading because they use their knowledge of letters and sounds to read words they cannot recognise. Pupils in Years 1 and 2 confidently share their love of books by their favourite author, Julia Donaldson; older pupils choose non fiction as well as fiction for their preferred books.
- Attainment in reading, writing and mathematics by the end of Year 6 is improving at a faster rate than nationally, so that many pupils are now making the expected progress in reading, writing and mathematics. An increasing number makes even better progress in reading and mathematics. The whole school was aware of a dip in attainment in 2012 and the factors contributing to this.
- Attainment is influenced by the numbers of pupils who join the school throughout the school year, particularly those who speak a different language. This can be up to a quarter of pupils in one year group. Pupils do learn to speak English quickly owing to the superb support they are given from translators and specialist teachers; their progress in reading and mathematics is particularly good, often from very low starting points. Whilst most adults are skilful in setting small, achievable targets to give pupils confidence and a sense of achievement, this is not yet a consistent feature of all teaching.
- Pupils eligible for the pupil premium make good progress overall as their needs are identified accurately and effective strategies are put into place to aid their learning. The funding has been used to provide a reading recovery teacher, pastoral support and one-to-one tuition. The school is successfully closing the gap and all who benefit from the pupil premium are currently reaching higher levels of attainment compared to other pupils in the school in English and only slightly lower in mathematics.
- Most disabled pupils and those who have special educational needs are making good or better progress in English and mathematics, which is leading to higher attainment. This is as a result of high quality training opportunities given to both teachers and their support staff, particularly in relation to raising awareness of the range of effective strategies to narrow the gaps for vulnerable pupils.

The quality of teaching is good

- Teaching is not yet outstanding because, although teachers mark pupils work conscientiously, not all teachers give constructive feedback. This means that pupils are not always aware of their next steps in learning or have time to reflect on, and respond to, their teachers' comments.
- Teachers expect pupils to do their best at all times. Each pupil is encouraged to aim high throughout the school. Teachers encourage pupils to decide how well they have achieved at the end of every lesson. However, work is not always pitched at the right level for some pupils who need smaller steps in order to make greater longer term improvements, with the result that progress in their learning slows.
- All teachers, together with their support staff, work effectively in teams. They have extremely good relationships with pupils. As a result, disruptive or inattentive behaviour in classes is unusual. High quality support for pupils who find managing their behaviour difficult ensures that they learn well and allow others to do so.

- Lessons are consistently interesting. They are carefully planned to appeal to both boys and girls, such as the pupils in Year 2 who excitedly engage in writing a letter on behalf of Roald Dahl's Big Friendly Giant to the Queen.
- Where teaching is outstanding, all pupils are fully engaged throughout the whole lesson. For instance, in a Year 4 lesson, pupils all understand how to use a grid to carry out multiplication. This demonstrates an awareness of how they 'use their knowledge' and apply it to basic facts that they know well. Adults immediately spot any pupil who is stumbling or having difficulties and enable them to understand through very clear explanation. Resources such as place value cards are readily available which many choose to use. A 'this is what you can do' attitude prevails, with successful outcomes for all.

The behaviour and safety of pupils are good

- All the pupils the inspectors talked to during the inspection were unanimous in their praise for the way they are cared for in the school. They agree that the school is a safe place. The great majority of parents and carers also say that their children feel safe in school and are well looked after.
- Behaviour is good throughout the whole school. Pupils behave sensibly when moving around the school, in lessons, in the dining hall and in assembly. Behaviour is not yet outstanding owing to the few lessons where teachers do not pitch their work precisely to pupils' needs; some pupils lose their concentration and their attention waivers.
- Pupils know how to keep themselves safe, including when using the internet. They say that bullying is rare and know who they would go to if they needed help.
- Most pupils work hard, are eager to please their teachers and want to do well. Fostering good relationships is an important focus for the school. This is carried out effectively by the family liaison officer. One parent records the 'exceptional support' provided. A small number of pupils who find it difficult to manage their learning in the classroom are invited to the nurture group. Here they are able to work together as a small group in order to learn how to concentrate better and solve problems, both during school and at playtimes, before returning to their classrooms.
- Attendance is improving year on year and is now average.
- A very well attended breakfast club, which is fully funded by the school, enables all pupils who attend to have a nourishing start to the day and to meet their friends in a safe environment, to play games, create models or read. As a result, punctuality is good.

The leadership and management are good

- Leaders and managers are clear in their aims and vision that all pupils should be enabled to 'fly higher'. All staff agree that the school is well led and managed, even though they acknowledge there have been recent changes in leadership.
- The quality of teaching and its impact on learning outcomes are good which is why leadership and management are not yet outstanding. The school's evaluation of its own effectiveness is accurate and focuses on improving the quality of teaching, as well as increasing outcomes for pupils.
- All leaders, including middle leaders, focus sharply on ensuring that all pupils fulfil their potential, that they have equal opportunities to prosper and that there is no discrimination. The pupil premium has been used in a variety of ways to improve the learning of eligible pupils. For example, one-to-one tuition has had a good effect on pupils' literacy and numeracy skills.
- The values evident in the way subjects are taught strongly promote pupils' spiritual, moral, social and cultural development. Pupils delight in the diversity of cultures in their school and play and learn together well. Pupils of all ages have plenty of first-hand experiences, such as visits to Wingham Wildlife Park, the local Baptist church, Ramsgate harbour, a local science jamboree and a day trip to France, all during the inspection week.

- The school rigorously manages teachers' performance. All teachers are accountable for the progress of all the pupils in their class. All staff agree they have access to effective professional training in order to improve their knowledge, skills and understanding.
- The local authority has provided very appropriate support for the school at a time of significant leadership change, with two members of staff moving on to headship. The school's successful literacy and mathematics leadership has been promoted with local schools that are in partnership with the school.
- **The governance of the school:**
 - Governors fully appreciate the importance of strong leadership and conducted three rounds of interview prior to the appointment of the current headteacher. They readily challenge the school's leaders, asking questions to clarify their understanding. They know the school well through their visits to classrooms and their involvement with the school's development planning. They are fully aware of pupil attainment, understand why there was a dip in attainment in 2012 and compare the school's performance with all schools nationally using all the current information available. Governors know that systems to manage teachers' performance are in place and how it works, so that teaching has been supported where it requires improvement. Governors have undertaken training in order to have a greater impact on school improvement; as a result, they meet their statutory responsibilities, including those for safeguarding. They have a wide range of skills and backgrounds which complement each other well. They ensure that the school's finances are effectively monitored and managed, including making sure that teachers' performance is linked to salary progression. They are aware of how the pupil premium funding is spent and ensure that it is used to benefit the learning of those pupils in receipt of the funding. They are fully aware that this is to narrow the gap between those pupils and their peers. Governors at Holy Trinity and St John's are proud of their school and determined that it should be even better.

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	118694
Local authority	Kent
Inspection number	412721

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair	Mike Tatlow
Headteacher	Daniel Short
Date of previous school inspection	3 February 2009
Telephone number	01843 223237
Fax number	01843 230875
Email address	headteacher@@holy-trinity-margate.kent.sch.uk

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