

Inspection of Ramsgate, Holy Trinity Church of England Primary School

Dumpton Park Drive, Broadstairs, Kent CT10 1RR

Inspection dates: 28 and 29 September 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils love coming to Ramsgate, Holy Trinity. They feel happy and safe and say they are well supported by staff. One pupil said: 'Teachers are always by your side.' Another told the lead inspector: 'It is everything a school should be.'

Expectations staff have of themselves and of the pupils are extremely high. Positive behaviours are instilled in children as soon as they start in Reception. Routines are well embedded, and pupils respond well to them. For example, during the inspection, a teacher rang the bell at the end of breaktime and within seconds pupils lined up quietly, ready to resume their learning. As a result of these high expectations, pupils' behaviour and engagement are excellent.

Learners are treated as leaders here, and this results in pupils being rightly very proud of their school. They play an active and important role in the school. Some become librarians, peer readers for younger children and school council representatives. Others participate in clubs, sports and tournaments. Speaking about the school choir, one boy, with a huge smile on his face, said to the lead inspector: 'I love it. It is amazing.'

What does the school do well and what does it need to do better?

Love, faith and hope are the values that encapsulate this small but outstanding school. One of its many strengths is the curriculum. Pupils enjoy a wide range of subjects. Staff have identified what they want pupils to learn in each subject. They have planned how this learning will be organised into topics and how it will be sequenced over time. This helps pupils to make connections in their learning. As a result, they are knowledgeable and can talk with confidence about what they know.

Pupils start learning to read at the beginning of Reception. Pupils are immersed in listening to stories, poems and nursery rhymes from the very first day. Highly skilled staff ensure that pupils can read fluently, confidently and as quickly as possible. This is because the teaching of phonics is planned well. Pupils who struggle are quickly identified and are supported to catch up. As pupils become fluent readers, they enjoy a wide range of books. The classrooms, corridors and the welcoming library all have high-quality books that pupils can choose from. One girl who spoke with inspectors said she loves reading because it 'takes her to another world'.

Children show high levels of respect for each other and are accepting of difference. This is because every child is valued for who they are. For example, during the inspection, pupils were keen to help those who they knew needed it. Strong staff-pupil relationships mean that staff know children very well. This helps them to tailor the curriculum so that it meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Nurture clubs, activities that help to prepare pupils for the day ahead, well-being and self-esteem sessions are all helpful ways through which pupils are supported.

The personal development of pupils is an important part of the school's ethos. Staff are committed to developing the 'whole child'. They do this by providing pupils with an extensive range of opportunities that nurture their talents and interests. For example, the school arranged for the loan of an organ so that pupils who showed an interest could learn to play it. Pupils are developed in other ways too. Themes such as equality, democracy and diversity are threaded through the curriculum, helping to prepare pupils well for life in modern Britain.

There are many opportunities for children to be spiritual. 'Mindful moments' when teachers stop and encourage pupils to reflect are just one way pupils can do this. Pupils' mental health is also important at the school. Pupils reflect about how they feel each morning. This helps staff to identify those needing support during the day. One parent's comment summed this up when they said: 'Well-being, care and a holistic education are important here.'

Leadership at all levels is a strength of the school. This is because the headteacher and deputy headteacher take the professional development of staff seriously. As a result, there are many highly effective leaders at the school. A committed and skilled governing body provides effective challenge and support. Each member of the governing body understands their role and responsibilities well. This leads to governors constantly striving for more. Support from the local authority and diocese are also effective in ensuring that high standards are maintained.

Safeguarding

The arrangements for safeguarding are effective.

Keeping children safe is incredibly important to staff. They receive regular training that means they are acutely aware of the risks facing children. This leads to staff being highly vigilant and alert when it comes to safeguarding. Very clear systems and processes are in place and staff follow them very well to ensure that children get the help they need quickly. This includes leaders who work closely with other agencies. Consequently, pupils feel safe at the school and have confidence in the staff to protect them from harm.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	118751
Local authority	Kent
Inspection number	10199301
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Mary Somers-James
Headteacher	Erin Price
Website	www.ramsgateholytrinity.co.uk
Date of previous inspection	10 October 2006

Information about this school

- The school is a voluntary-aided Church of England school.
- The last section 48 inspection took place in May 2017.
- The school offers several before- and after-school clubs.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- The inspectors did deep dives in reading, mathematics, physical education and history. They discussed the curriculum with leaders, staff and pupils, visited lessons, looked at pupils' work and listened to pupils read.
- The inspection team also scrutinised curriculum planning for computing and geography.

- Inspectors visited the early years provision.
- The inspectors met with senior leaders, staff, pupils and those with responsibility for governance, including the chair of the governing body. They met with a representative of the local authority and with a representative of the Diocese of Canterbury.
- The inspection team considered the 18 responses to the confidential staff survey. They talked to parents before the school day and took account of the 44 responses to Ofsted’s Parent View questionnaire.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school’s website and policies, met with the designated safeguarding lead and spoke with pupils and staff. They scrutinised school records of the safeguarding checks carried out on adults working at the school and spoke with governors.

Inspection team

Shaun Jarvis, lead inspector

Her Majesty’s Inspector

Clive Close

Her Majesty’s Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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