

# Inspection of a good school: Holy Trinity Church of England Primary School, Dartford

Chatsworth Road, Dartford, Kent DA1 5AF

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Inspection dates:

2 and 3 February 2023

## **Outcome**

Holy Trinity Church of England Primary School, Dartford continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to this school, where they say that 'school is fun and you never really have a bad day'. They share trusting relationships with staff who know them well.

Teachers have high expectations for behaviour and learning which are understood across the school. Pupils work hard and enjoy their lessons. Children in the early years learn the routines and settle quickly. They begin their phonics learning as soon as they arrive at the school.

Pupils develop positive relationships with their peers. The school rules and values, including 'trust' and 'friendship', are important to all. For example, pupils in Year 6 act as buddies for children in Reception as part of the 'big me, little me' programme. They are taught about diversity through the curriculum and enjoy and celebrate each other's differences. As a result, bullying is extremely rare but managed well by staff if it does occur.

Leaders carefully plan a wide range of activities that broaden pupils' experiences of culture and society. For example, all pupils enjoy a visit to a museum, an art gallery and a castle during their time at the school. There are many exciting clubs to choose from, including origami, politics and mindfulness. Leaders make sure that those who would benefit the most attend.

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

Leaders have ensured that the curriculum is interesting and ambitious. All subjects are well represented. In most subjects, the curriculum is carefully sequenced so that pupils, including those with special educational needs and/or disabilities (SEND), develop strong foundations for future learning. However, in a small number of foundation subjects,

leaders still have work to do to ensure that the order in which pupils learn key knowledge is identified more precisely.

Teachers receive many opportunities to enhance their subject knowledge. They demonstrate expertise when choosing lesson resources and delivering subject content. Those who teach early reading follow the school's chosen phonics programme carefully. Teachers check pupils' knowledge frequently and change their plans to make sure that any gaps are filled. Pupils have many opportunities to revisit their previous learning so that they can further embed knowledge and be sure of what they remember.

In most subjects, pupils develop a strong knowledge of concepts and ideas. They apply their learning confidently to new activities. For example, pupils in Year 4 explain with accuracy the role of the denominator and numerator in equivalent fractions. Children in the early years practise their learning about the 'part-whole' model by throwing bean bags into circles. However, pupils' knowledge is less secure in a small number of subjects where the curriculum is less well planned. Overall, pupils in all phases are well prepared for the next stage of their learning. Leaders identify the needs of pupils with SEND quickly, so that they are fully supported to access the curriculum alongside their peers.

Pupils in all phases express a love of reading. Leaders deliberately choose books to promote inclusion and diversity. Older pupils become fluent readers so that they are well prepared for their next steps. Those who are learning to read enjoy books that are well matched to the sounds that they have learned. Leaders ensure that they provide timely support for those who need more help to keep up with their reading.

Pupils come to school often because they enjoy learning and want to do well. They talk excitedly about their work, for example explaining the differences between woodwind instruments in music. They are respectful towards their teachers and peers. Because expectations for behaviour are high, lessons are rarely disrupted. A small number of pupils, who sometimes behave less well, are supported positively to manage and regulate their own behaviour.

In the early years, children benefit from an exciting environment where resources are well chosen to develop their interests. They are well cared for by staff who encourage them to think independently and solve problems.

The personal development offer is well considered so that pupils are fully prepared for the challenges that they may face as they get older. For example, they learn about managing healthy relationships and consent. Leaders encourage pupils to look after their mental and physical well-being through extra-curricular clubs and daily worship. Pupils have many opportunities to become leaders and good citizens through becoming house captains, sports leaders and subject ambassadors, for example. They learn to raise awareness of a range of ethical and moral issues, such as climate change, as members of the eco council.

Leaders are focused on continued school improvement. They pay close attention to reducing staff workload and take steps to increase staff well-being. Staff feel valued and are supportive of senior leaders as a result. Governors ask important questions so that they can hold leaders to account and be sure that the school is improving.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to identify signs of harm and know how to refer any pupils that they are worried about. Leaders act on any safeguarding concerns quickly. They work closely with outside agencies to ensure that pupils and their families get the extra support that they need might need. Leaders make the right checks so that they are sure all adults are safe to work in the school.

Pupils learn how to keep themselves safe through the curriculum. For instance, they learn about healthy relationships and online safety. Pupils trust adults to listen and take their concerns seriously.

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

### **(Information for the school and appropriate authority)**

- In a small number of foundation subjects, curriculum plans are not always well sequenced so that pupils build on essential knowledge progressively. As a result, pupils have some small gaps in their knowledge. Leaders need to continue to review curriculum plans in these subjects so that the key knowledge and concepts that pupils must know, and the order in which they are taught, are explicitly identified.
- Leaders do not yet ensure that curriculum plans are implemented with consistency in a small number of foundation subjects. This means that leaders cannot be sure that all pupils learn the essential knowledge that they need to achieve success in a subject. Leaders should further develop the role of subject leaders in monitoring, so that they are assured that each subject curriculum is followed closely, as intended.

## **Background**

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

## **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.

## **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

<b>Unique reference number</b>	118859
<b>Local authority</b>	Kent
<b>Inspection number</b>	10242041
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Reverend Martin Henwood
<b>Headteacher</b>	Vikki Wall
<b>Website</b>	<a href="http://www.holytrinitydartford.co.uk">www.holytrinitydartford.co.uk</a>
<b>Dates of previous inspection</b>	20 and 21 September 2017, under section 5 of the Education Act 2005

## Information about this school

- This is a voluntary-aided Church of England school in the Diocese of Rochester. The previous section 48 inspection took place on 13 July 2017.
- The school does not use any alternative provision.
- There is a breakfast club run by a separate provider on the school site.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- The inspector completed deep dives in the following subjects: early reading, mathematics and music. This included meeting with subject leaders and talking with staff and pupils. The inspector also visited lessons and looked at pupils' work.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement. They met with senior leaders, a selection of subject leaders, teachers and support staff.

- During the inspection, the inspector spoke with the local authority school improvement partner, a representative from the diocese and members of the governing body, including the chair.
- The arrangements for safeguarding were reviewed by scrutinising records, and through discussions with staff and pupils.
- The inspectors observed pupils' behaviour in class and at other times of the day.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

### **Inspection team**

Zoë Harris, lead inspector

His Majesty's Inspector

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