

# INSPECTION REPORT

## **HOLY TRINITY C OF E VA PRIMARY SCHOOL**

Gravesend

LEA area: Kent

Unique reference number: 118848

Headteacher: Mr G Howard

Lead inspector: Mr Paul Canham

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> June 2005

Inspection number: 267057

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	454
School address:	Trinity Road Gravesend Kent
Postcode:	DA12 1LU
Telephone number:	01474 534746
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Blakemore
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

- Holy Trinity is much larger than the average for this type of school and forms part of a consortium.
- It caters for 454 boys and girls aged from three to eleven years, including 54 children who attend the Nursery. There are two classes in each year, and mathematics is taught to pupils in groups of similar ability in Years 3 to 6.
- The school draws its pupils from a wide area, which includes higher than average levels of deprivation.
- The proportion of pupils with English as an additional language is very high (almost 50%) and a significant number are supported in learning English through additional funding.
- The proportion of pupils with special educational needs is above average; most of these have moderate learning difficulties or difficulties with behaviour. Six pupils have a Statement of Special Educational Need.
- The proportion of pupils eligible for free school meals is similar to the national average, but this percentage does not fully reflect the school's socio-economic context.
- Attainment on entry to Year 1 is below average, although a significant proportion of pupils join the school after Year 1.
- The school gained the Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1353	Paul Canham	<i>Lead inspector</i>	Art and design; Design and technology; Science; Physical education.
9388	Anthony Mundy	<i>Lay inspector</i>	
20832	Mohindar Galowalia	<i>Team inspector</i>	English as an additional language; Information and communication technology; Mathematics.
26292	Helen Mundy	<i>Team inspector</i>	Geography; History; Music; The Foundation Stage.
1578	Maureen Sinclair	<i>Team inspector</i>	English; Personal, social, health and citizenship education; Special educational needs.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Holy Trinity is an effective school** and it provides good value for money. Pupils' attitudes are good, as is the school's ethos. The pupils' achievement is good, and the standards in several subjects, including English, mathematics and science, are similar to those expected nationally for pupils aged 11. Pupils' personal development is very good as a result of close support. The leadership of the headteacher is good. All the staff make a significant contribution to promoting equality of opportunity, which is good. Governance is good. The school works in close partnership with parents, with whom it has developed effective links.

#### The school's main strengths and weaknesses are:

- Effective leadership by the headteacher, and good governance.
- Pupils' good achievement, and standards, which match those expected nationally by the end of Years 2 and 6 on the evidence of work seen during the inspection.
- Good achievement of pupils with special educational needs (SEN) and those whose first language is not English.
- Good teaching overall.
- Pupils' positive attitudes and good behaviour.
- Good personal and social development.
- Underdeveloped assessment procedures in some subjects.
- Good links with parents and the community.
- The lack of sufficient resources, and the underdeveloped outdoor area in the Foundation Stage.

### IMPROVEMENT SINCE THE LAST INSPECTION

Improvement since the last inspection is good. The school has successfully addressed almost all the issues for action identified in the previous report. The strengths have been maintained and standards have risen at a faster rate than that found nationally. Teaching has improved and challenging tasks are provided for all pupils. Assessment has been strengthened and is now well matched to the needs of pupils through detailed planning, although a systematic approach to assessment has yet to be introduced in all subjects. Several subjects are well led, although the quality of teaching and learning is not monitored systematically in all subjects. The curriculum has been strengthened and all statutory requirements are being met. The accommodation continues to be improved as a result of the building programme.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			*Similar schools
	2002	2003	2004	2004
English	C	A	C	C
Mathematics	B	A	C	C
Science	D	C	D	E
All subjects	C	B	D	C

Key: A – well above average; B – above average; C – average; D – below average; E – well below average.

\* Schools whose pupils attained similarly at the end of Year 2.

The table shows that, when compared with those of all schools nationally, standards in 2004 were average in English and mathematics, and below average in science. When the results are compared with those of similar schools, standards were average in English and mathematics, and

well below average in science. Overall, the quality of pupils' work is improving at a faster rate than that found nationally, with boys outperforming the girls in English and mathematics, although there are some variations year-on-year. The school recognises the weaknesses in science, and it has already revised the curriculum and now places a stronger emphasis on investigative work. There were no significant differences in the standards gained by pupils from different ethnic backgrounds. Pupils who benefit from being at the school throughout Years 1 to 6 achieve particularly well, and they feature strongly in the proportions of pupils who reach levels above those expected nationally by the end of Year 6.

**Evidence from the inspection shows that achievement is good.** Attainment on entry is below average and almost 50 per cent come from homes where their first language is not English. Few children have reached the Early Learning Goals at this late stage in the academic year. Standards of work seen in Year 2 indicate that the majority of pupils have reached the nationally expected levels in reading, writing, and science. Standards in Year 6 also indicate that the majority of pupils have reached the nationally expected levels in English, mathematics, science, and ICT, with a significant number of pupils working at levels above those expected for their age. Because of the requirements of the inspection, it was not possible to gather sufficient evidence to judge standards in all subjects or curriculum areas. No apparent differences in achievement were seen between boys and girls. Pupils with SEN and those who are learning English as an additional language achieve well because of the well targeted support.

**Pupils' personal qualities, including spiritual, moral, social, and cultural development, are good.** Staff know the pupils well. Relationships and behaviour are good and pupils show much interest in the school's activities. Attendance is satisfactory. Pupils have good attitudes to learning; they develop into mature individuals by the time they leave at the end of Year 6.

## QUALITY OF EDUCATION

**The school provides a good quality of education. Teaching is good.** The teaching of English, mathematics and science is good. It was not possible to gather sufficient evidence to judge teaching in all subjects. The school provides a broad curriculum which is enhanced with a good range of additional activities. The school makes effective use of its accommodation, which is currently being extended and refurbished, and of its resources. Provision is good for the significant proportions of pupils with SEN and for those whose first language is not English (EAL). The good quality of care is valued by parents. The school has effective links with parents and good links with the community.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good.** The headteacher provides effective leadership, and management is good. With the support of governors and staff, the headteacher has created a school in which pupils achieve well and where everyone is valued. Governors are effective and the school fully complies with statutory requirements.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents are supportive of the school.** They feel they are well informed and are comfortable about approaching the school with concerns or suggestions. Discussions with pupils confirm that they are happy at school because they feel safe and well cared for.

## **IMPROVEMENTS NEEDED**

**The most important things the school should do to improve are:**

- Improve resources and develop the outdoor area in the Foundation Stage to reflect all six areas of learning.
- Develop a systematic approach to assessment in all subjects.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. The standards of work seen in all the subjects which provided a focus for the inspection, including the core subjects, are at levels expected nationally.

#### Main strengths and weaknesses

- Good achievement overall.
- Good achievement for pupils with SEN and those for whom English is not their first language.

#### Commentary

##### *Standards in national tests at the end of Year 6 – average point scores in 2004*

Standards in:	School results	National results
English	27.1 (28.6)	26.9 (26.8)
mathematics	26.9 (28.5)	27.0 (26.8)
science	27.6 (29.1)	28.6 (28.6)

*There were 52 pupils in the year group. Figures in brackets are for the previous year.*

1. Children entering the Nursery have lower than expected standards in speech, vocabulary and comprehension, and underdeveloped personal, social and physical skills. Many are in the early stages of learning English and almost 50 per cent come from homes where their first language is not English. The proportion of pupils with SEN is above average, and the proportion of pupils eligible for free school meals is similar to the national average. However, this percentage does not fully reflect the school's socio-economic context.
2. As soon as children enter the Nursery they begin to benefit from effective induction procedures and a supportive learning environment. As a result, children achieve well by the time they are ready to join Year 1. Evidence from the inspection indicates that just a few have reached the Early Learning Goals at this late stage in the academic year.
3. The school participated in national trials. Information from national assessment data shows that, when compared to those in similar schools, pupils in Year 2 achieved standards in 2004 that were average in writing but below average in reading and mathematics. In all three subjects the proportions of pupils who gained the expected levels were above national averages. There was little difference in the performance of boys and girls over time. In science, the proportion of pupils who gained the expected levels was very high, although few gained the higher level 3. Overall, the quality of pupils' work is improving at a faster rate than that found nationally.
4. The most recent test data shows that, when compared with those of similar schools, standards gained by Year 6 pupils in 2004 were average in English and mathematics, but well below average in science. The most recent test data also shows that, when compared with those of all schools, standards gained by Year 6 pupils were average in English and mathematics, and below average in science.
5. When these standards are compared with those gained nationally, boys are outperforming the girls in English and mathematics, particularly the latter, though there are variations year-on-year. Overall, the quality of pupils' work is improving at a faster rate than that found nationally. There were no significant differences in the achievement of pupils from different ethnic backgrounds.

Analysis shows that pupils who benefit from being at the school throughout Years 1 to 6 achieve particularly well and feature strongly in the proportions of pupils who reach levels above those expected nationally at the end of Year 6.

6. Evidence of work seen in the inspection indicates that pupils in Years 2 and 6 have reached standards at the nationally expected levels in English, mathematics and science, and significant proportions are working at levels above those expected. However, these standards are inhibited by some poor levels of English on pupils' entry to school, the lack of continuity caused by the significant numbers of pupils joining the school through Years 1 to 6, and the above average proportion of pupils with SEN. Owing to the focus of the inspection, not enough evidence was gathered to judge standards in all subjects, though examples of good work were seen in ICT, history, and design and technology. No apparent differences in achievement were seen between boys and girls. Pupils with SEN and those who are learning English as an additional language achieve well because of the well targeted support. The overall good achievement indicates that the school is adding good value to pupils' learning.

### **Pupils' attitudes, values and other personal qualities**

**Pupils' attitudes and behaviour are good. Personal qualities are developed by the school's very good provision for pupils' spiritual, moral, social and cultural education. Attendance levels and punctuality are both satisfactory.**

### **Main strengths and weaknesses**

- Good behaviour and attitudes.
- Pupils' willingness to take responsibility.
- The very good relationships.
- Pupils' good awareness of the need to care for the environment.

### **Commentary**

7. Strengths noted in the previous inspection report have been maintained or improved upon. Pupils have good attitudes to their work and collaborate very well with others. They listen attentively, are keen to answer questions, and carry out tasks enthusiastically. These characteristics were seen in the majority of lessons, where teachers plan lessons that pupils find interesting. Children settle quickly into the Reception class and make good progress in their personal, social and emotional development. Pupils are involved in a variety of everyday duties in their classrooms and throughout the school, and some act as representatives elected to the school council. Led by an editorial group in Year 6, pupils publish a high quality magazine each term. The editorial group collates articles and illustrations and, with minimal intervention from adults, controls the publishing process. These activities contribute significantly to pupils' personal development.

8. Adults in the school are very good role models for courteous and thoughtful behaviour. The school's strong moral code is the basis for good behaviour, and this is consistently emphasised throughout the day-to-day life of the school. Behaviour is good in classrooms and is very good in the open areas of the school, in the playground, and in the very large expanse of the field. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Pupils have no concerns about bullying. They know that occasional reported incidents are quickly investigated and resolved. One pupil was excluded briefly in the previous school year.

9. Pupils' spiritual development is very good. The school plans good opportunities to promote a sense of wonder and reflection during assemblies and in other areas of the curriculum. These lessons allow pupils to gain knowledge of different religious beliefs and practices, as well as opportunities to explore their own feelings and those of others'. Pupils are encouraged to look beyond their own cultures during lessons. For example, in history and geography and in assemblies, teachers discuss ethical issues within a framework of care and mutual support, including care of the school and the wider environment. Pupils in all year groups contribute to the

school's recycling and garden development projects. Many pupils in Years 5 and 6 are committed to the *Green Club*. They monitor the school's electricity meters, and help to conserve energy by switching off unnecessary lights. During the inspection, the club met to agree an *Eco code* to clarify wide-ranging commitments to the environment, animal welfare and healthy eating. Pupils collect enthusiastically for local and national charities in the UK. Following the Tsunami disaster, they instigated a special collection, and families contributed generously to achieve a substantial total.

8. Pupils have a very good understanding of western culture, and some have extensive knowledge of eastern cultures. Pupils frequently visit local churches and take part in many church services. They occasionally visit a gudawara and a synagogue. Information about many religions is prominently displayed in the school's Reception area.

9. Attendance is satisfactory, and is slightly above the above the national average for primary schools. Procedures for ensuring regular and prompt attendance are good, although unexplained absence is not promptly and systematically challenged. Attendance is monitored daily, and the best-attending classes during the previous week and the previous term are prominently acknowledged on a display panel in the hall. Most parents understand the importance of regular attendance, and they bring their children punctually to school each day.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	4.8
National data	5.1

Unauthorised absence	
School data	0.2
National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed-any other mixed background
Asian or Asian British-Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British
Black or Black British - Caribbean
Black or Black British - African
Black or Black British – any other Black background
Chinese
Any other ethnic group

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
213	1	0
10	0	0
6	0	0
1	0	0
3	0	0
11	0	0
124	0	0
9	0	0
17	0	0
12	0	0
6	0	0
28	0	0
1	0	0
5	0	0
1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The school provides a good quality of education. Teaching is good. The broad curriculum is enriched by a good range of after-school activities. The quality of care is good and the school has effective links with parents and good links with the community.**

**Teaching and Learning**

**The quality of teaching is good and assessment is satisfactory.**

## Main strengths and weaknesses

- Planning that focuses closely on the needs of all pupils.
- Very good relationships.
- Effective questioning skills.
- Lack of pace.

## Commentary

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1 (3%)	22 (60%)	14 (37%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.*

10. Teaching is good, although this overall judgement masks some inconsistencies. Teaching was judged to be good in all years, with the exception of the Foundation Stage and in Year 5, where it was satisfactory. Owing to the focus of the inspection, not enough evidence could be gathered to assess teaching in all subjects, although teaching seen in English, mathematics, and science was good. Some inconsistencies are evident in the contrast between the lively styles seen in the majority of lessons and the styles of a small proportion of classes. These, though satisfactory, lacked the same range of teaching methods, challenge and pace to the activities. Teaching is much better than that reported in the previous inspection, particularly in Years 3 to 6.

11. The large proportion of pupils for whom English is an additional language benefit significantly from support that is closely matched to their stages of learning and from the successful use of their first language. Joint planning by teachers and other adults ensures the consistency of the teaching, which, in turn, enables pupils to achieve well. Learning was particularly effective when pupils were asked to draw upon their own experiences and to share them with the class. The very good relationships between adults and pupils were often used in lessons to raise expectations and captivate pupils with an effective and imaginative range of stimulating teaching strategies. For example, during an English lesson in Year 6, a pupil's experience of the Caribbean helped bring to life the reading of a poem with the same title. The significant number of pupils with SEN also benefit from closely matched support, particularly in English and mathematics. Joint planning ensures that teaching is sharply focused on each pupil and that the individual educational plans (IEPs) have clear targets. In the lessons observed, pupils received well-tailored support directed at improving their learning. Good assessment procedures also ensure a continuous evaluation of progress against targets and learning outcomes. As a result of the good support they receive from teachers and learning assistants, the pupils achieve well.

12. Notable strengths were observed in the support for pupils with SEN and those for whom English is not their first language. These strengths are characteristic of the teaching in the large majority of lessons seen during the inspection. Teachers planned their lessons well, insisted on good standards of behaviour, and were skilled at promoting equality of opportunity. The contributions made by pupils were valued, and activities were planned at different levels to make it possible for all pupils to achieve well. Pupils were given good opportunities to work in pairs and groups and also to work independently. For example, during a good science lesson, pupils in Year 6 retrieved first-hand evidence from the school grounds to help inform their predications related to the growing conditions preferred by different plants. Pupils worked diligently and with a sense of purpose. During a very good English lesson, pupils in Year 2 benefited significantly from the clarity of learning objectives and the well-tuned questions, which were focused on each pupil's stage of learning whilst drawing on their knowledge and understanding of humorous verse. As a result, the pupils, including those with SEN and those who speak English as an additional language, made very good gains in their learning.

13. Assessment procedures are being strengthened. Detailed assessment information is largely confined to English and mathematics, where it is particularly good, and to science. The school makes very good use of outside agencies, which provide analyses of the school's performance data from optional tests. The school is developing procedures for other subjects with the help of national guidance.

## **The curriculum**

**The quality of the curriculum is satisfactory. It is enriched by a good range of additional learning opportunities and after-school clubs. Staffing, accommodation, and resources are satisfactory.**

## **Main strengths and weaknesses**

- A good range of out-of-school activities.
- The underdeveloped outdoor play area in the Foundation Stage.

## **Commentary**

14. The school's strong ethos and commitment to equality successfully promote pupils' self-esteem, as well as their physical and emotional health and wellbeing. The school has developed a curriculum which embraces all subjects of the National Curriculum and religious education. Statutory requirements are met in all subjects, and acts of collective worship take place daily. Older pupils also benefit from the teaching of French. The school places a strong emphasis on literacy and numeracy, and on practical investigations in science, though it promotes pupils' creative and physical development through music, art and design, and swimming. Literacy and numeracy are soundly promoted across the curriculum. Information and communication technology (ICT) supports teaching in several subjects, such as English and mathematics.

15. The emphasis the school places on literacy reflects the needs of the pupils, many of whom have English as an additional language or have SEN. Bilingual support assistants are used well to translate and to help pupils with EAL to have full access to the curriculum. These pupils benefit from well-targeted support within precise individual targets set out in the clear individual education plans (IEPs), which are regularly reviewed. Gifted and talented pupils have been identified, though there are few specific learning programmes in place for them. The grouping of pupils by ability in mathematics enables the needs of the less and the more able to be met effectively.

16. Provision for pupils' personal, social and health education (PSHE) is satisfactory overall and is good for children in the Foundation Stage, where they benefit from well-focused support and are well prepared for their next stages of learning, in Year 1. The curriculum includes discrete lessons that successfully raise awareness of the dangers of the misuse of drugs, alcohol and tobacco.

17. One of the school's strengths is its good range of extra-curricular activities, which makes a strong contribution to pupils' good attitudes to learning. These include a chess club and several sports and arts activities. The popular breakfast club helps pupils to start the day alert and provides opportunities for homework support. The 'green club' successfully raises pupils' awareness and understanding of issues related to the local environment, with pupils supplying food and nest boxes for birds. In one of the clubs, pupils compile and edit a school newspaper that contains topical issues and examples of school initiatives. This project helps pupils to develop a wide range of skills, whilst working collaboratively.

18. There are sufficient teachers to meet the needs of the curriculum. The number of support staff is good and they are deployed well to support the learning of pupils with SEN and those for whom English is not their first language. The school has good resources to support these pupils, and they include a substantial number of bilingual and multicultural books. The school is located in its own spacious grounds, which include hard court and grass areas. A nature reserve has been established to help pupils with their understanding of science. The accommodation has been

improved since the previous inspection through a building programme that includes the development of an ICT suite, new classrooms and extensions to several teaching areas. The accommodation is to be improved further. A strong feature of some classrooms is the good quality of the displays, which are interesting and informative and celebrate pupils' work. The outdoor play area for children in the Foundation Stage is spacious but has yet to be developed and resourced sufficiently to reflect the six areas of learning.

### Care, guidance and support

**Provision for the care, welfare, health and safety of the pupils is very good and assists pupils' learning well. The guidance for their personal development is also good and pupils have very good opportunities to express their views and to influence school life.**

### Main strengths and weakness

- Teachers and other adults who know the pupils well, and respond quickly to their needs.
- The very good and trusting relationships.
- The value the school places on pupils' views.

### Commentary

19. The school provides a supportive environment that is conducive to learning. Parents and children are warmly welcomed into the school's Foundation Stage. In addition, effective procedures quickly integrate the significant number of pupils joining other year groups in the school. The headteacher, class teachers and support staff know the pupils and their families well. They are sensitive to the pupils' individual needs and give close support and guidance. The bilingual assistant helps pupils to settle quickly by assessing each pupil's ability to use English. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically.

20. Close attention is paid to health and safety issues with the help of effective policies for health and safety, child protection and behaviour management. Good procedures are established to ensure pupils' safety on the premises and when they are away from the school on educational visits. The comprehensive Child Protection procedures include good links with outside agencies. Designated members of staff are up to date in aspects of first aid, and risk assessments are carried out regularly. Pupils with SEN and those for whom English is an additional language are fully integrated in all activities. Teaching assistants develop close relationships with them and give effective support at all times. Close supervision ensures pupils' safety in the extensive school grounds at break and lunchtimes.

21. Teachers and other adults have a good knowledge of pupils' personal development, although little information is formally recorded. Pupils and their teachers agree on examples of best work to be saved in a *Writing Portfolio*. The system is extending to younger pupils, with the objective of gathering a significant amount of good work for them to keep when they leave the school at the end of Year 6. Pupils' individual good work or effort is rewarded with stickers in Years 1 and 2, and with merits and certificates in Years 3 to 6. Coveted certificates are awarded for 100 per cent termly and annual attendance. During the inspection, a friendly and well-organised breakfast club enabled pupils to enjoy a balanced breakfast while talking about homework and any issues of importance to them. Adults supervising the club offered help to pupils to complete their homework.

22. The school places a high value on pupils' views. Pupils are given good opportunities to talk about their concerns during lessons, in extra-curricular clubs, and through the School Council, which meets regularly to discuss issues of importance to the school. Pupils complete an annual questionnaire on a variety of topics, and staff respond to their ideas and suggestions. For example, following a request from pupils in Year 6, mirrors were installed adjacent to hand basins. Recently, pupils in each year group decided independently how to spend cash donated by the parent-teacher association specifically for small-sized play equipment.

23. Assessment procedures are satisfactory overall, though they are good for English and mathematics, and for pupils with SEN and EAL, where academic progress is well recorded. The school makes effective use of the local authority's assessment system, which has refined the national guidance on stages of learning English for pupils with EAL. The school makes very good use of outside agencies, which provide analyses of the performance of pupils in English, mathematics and science while taking into account influencing factors, such as pupil mobility and SEN. The school acknowledges the need to develop this strategy further and strengthen assessment in all subjects and in the Foundation Stage. Information from analyses of the statutory tests helps with planning, and the progress made by individual pupils is carefully tracked with the help of a commercial software program. Profiles of pupils are kept by the class teachers and are shared with other teachers as the pupils make progress through the school. Very effective procedures support pupils in Year 6 during the secondary selection process.

24. Strengths in provision have been maintained or strengthened since the previous inspection.

### **Partnership with parents, other schools and the community**

**The partnership with parents is good. Links with other schools and colleges are also good and there are effective links with the community.**

### **Main strengths and weaknesses**

- The quality of information for parents, which keeps them fully informed.
- The good multi-faith and multicultural links.

### **Commentary**

25. Parents' views were very positive at the pre-inspection meeting and in responses to the Ofsted questionnaire; they also express positive views in their responses to similar questionnaires produced annually by the school. Inspection evidence confirms parents' support for the school's activities, and their very good relationships with staff.

26. The bilingual assistant plays an important role in developing links with parents by sharing the home language and the culture of pupils. Parents are also supported through home visits and by the interpretation of information provided by the school. Many parents attend whole-school assemblies, where pupils have important roles, and end-of-term services at local churches. A few parents help regularly in classrooms, and a much greater number volunteer to accompany pupils on educational visits. The parents, teachers and friends association [PTFA] is very active, and it supports the parent-school-community relationship by organising an annual programme of social and fund-raising events. Many parents who are not formally active in the PTFA support the school by attending events as helpers or participants. Recent purchases by the PTFA include staging for the school hall and a significant amount of playground equipment. The association maintains a very good relationship with the governing body, and some families are active on both committees.

27. Parents new to the school are invited to *Keeping up with your children* educational workshops organised by a local college. In one unit of the course parents are invited to observe a classroom lesson. At the start of each term, parents in Years 1 - 6 receive details of the proposed curriculum. Additionally, the school's mathematics system and methods are detailed in a special document for parents. Parents receive very good information through regular newsletters and the school's recently activated website. The prospectus and the 2004 governors' annual report to parents conform fully with statutory requirements, and include much useful additional information. Parents have good informal access to staff and, at two consultation meetings each year, are formally invited to discuss their children's progress and to participate in target setting. Teachers' annual written reports are of good quality, clearly indicating pupils' standards and achievement, and often giving parents precise information about how their children's work can be improved.

28. Parents are very well informed of the school's routines and expectations when their children enter the Foundation Stage, or when they join other year groups. Parents of children in Year 6 are very well informed about secondary transfer and the county selection process.

29. Good links with the local community make an important contribution to pupils' learning. Numerous visitors have recently included musicians, theatre groups, a dietician and a falconer. Very good links with the parish church support pupils' spiritual and cultural development, and the minister is a regular and popular visitor. Pupils and staff warmly welcome representatives of other Christian churches, and of other faiths. Pupils visit many local places of interest, and the major galleries and museums in London. Multi-ethnic and multicultural links are good, but international links are underdeveloped. The school achieves significant income from community use of the site's facilities.

30. Good links are established with partner schools in the local consortium. Holy Trinity provides good support for high school students on work experience programmes, and for trainee teachers.

31. Standards in each of these aspects have been maintained or improved since the previous inspection.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership by the headteacher is good. Management is good overall, and there are effective systems for financial management. Governance is good and fulfils its statutory duties successfully.**

### **Main strengths and weaknesses**

- The headteacher's clear sense of purpose and commitment to inclusion.
- Good management.
- Effective financial management.

### **Commentary**

32. Strengths in leadership and management have been maintained and developed further since the previous inspection. Information from the parents' questionnaires indicates a clear endorsement of the quality of leadership and management. With the support of governors and staff, the well respected headteacher has worked hard to create a school in which pupils achieve well and where everyone is valued. Day-to-day management of the school is efficient. The teaching and non-teaching staff work very closely to ensure that a calm and orderly climate is maintained at all times and this contributes well to the learning environment.

33. The headteacher provides good leadership. He has developed a strong and cohesive staff team, all of whom are committed to providing a broad range of experiences that closely match the diverse needs of its pupils. His commitment to inclusion and to the needs of individual pupils is reflected in the school's successful arrangements for SEN and for those pupils for whom English is an additional language. The very knowledgeable and committed co-ordinator for SEN ensures that pupils benefit from good quality assessment and on-going evaluation. The strong team approach involves close co-operation between the co-ordinator, external specialists, class teachers, and the learning support assistants. Good quality individual education plans (IEPs) include detailed, specific strategies and short-term targets. Pupils benefit significantly from the allocation of an additional grant because they are taught in small groups and receive well-focused support. The school embraces the support offered by outside agencies; it makes particularly good use of information that helps it to gauge the progress of all its pupils in the face of challenges brought about by the high levels of pupil mobility, the significant proportion of pupils whose first language is not English, and



the above average number of pupils who have SEN. Assessment information feeds into school improvement priorities and into the systematic approach to monitoring teaching and learning, though assessment has yet to be introduced systematically to all subjects.

34. This good level of care and consideration is extended to staff and is evident in the school's arrangement for managing agreements on workforce reforms. Several subjects are well led and managed, and these include English and mathematics. Action plans for subjects show that co-ordinators know the strengths and weaknesses of their subjects, and how they can bring about improvement. However, the school acknowledges the need to strengthen the role of all subject leaders and to develop a more systematic approach to monitoring.

35. Performance management is well established for teaching staff and is closely related to the priorities for school development. The individual career aspirations of teaching staff are taken into account and are balanced against school priorities. The school has yet to implement performance management reviews for non-teaching staff.

36. Governors are closely involved with the school's work and have a good picture of its strengths and weaknesses. They also have a clear understanding of their roles and responsibilities and monitor the school's work through visits and links with subject leaders. Financial management is good, and the bursar has effective control of day-to-day financial procedures. A recent local education authority financial audit was not available during the inspection, but the school confirms that all issues for action have been addressed. The school's very good procedures for ensuring best value purchasing include detailed, and occasionally uncompromising, negotiations with suppliers. The school carefully evaluates the expenditure of funding allocated by the local education authority for pupils with SEN and those for whom English is not their first language. Prudent adjustments have been made to offset some of the effects of a pending redistribution of central government's funding for pupils with English as an additional language. Governors have been closely involved in establishing funding for major building works to be completed during the summer holiday. When account is taken of the quality of education and its impact on pupils' achievement, and of the below average costs, the school provides very good value for money.

**Financial information for the year 2004 to 2005**

<b>Income and expenditure (£)</b>	
Total income	1,199,485
Total expenditure	1,217,807
Expenditure per pupil	2,700

<b>Balances (£)</b>	
Balance from previous year	*30,365
Balance carried forward to the next year	12,042

\* To help finance the building programme that includes extensions to classrooms and communal areas.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **THE FOUNDATION STAGE**

**Provision is satisfactory overall in the Foundation Stage, and maintains the standard noted during the previous inspection.**

#### **Commentary**

37. Children enter the Nursery at the start of the school term following their third birthday. At the time of the inspection, 56 children were on roll, attending either morning or afternoon sessions for a maximum of three terms before transferring to the Reception classes. Fifty-six children are on roll in the Reception classes, all attending full-time. Teaching is satisfactory overall in the Foundation Stage, and teachers have very high expectations of behaviour. Teaching assistants and Nursery nurses contribute significantly to children's learning. Provision is satisfactory for children with SEN, and for children for whom English is as an additional language.

38. Assessment is unsatisfactory in the Nursery, and satisfactory in the Reception classes. When children enter the Nursery, their basic skills are not systematically assessed. A very small amount of their completed work was available during the inspection. From this work, and from discussions with the children, inspection evidence indicates that their attainment on entry to the Nursery is below expectation for their age. Children's attainment on entry to the Reception classes and to Year 1 is also below expectations, but their achievement and progress are satisfactory overall. All Foundation Stage staff regularly observe and assess children's attainment relative to the Early Learning Goals. However, their written observations are not always analytical, and rarely include next steps for improvement. Evidence from the inspection indicates that all but a few children in Reception have reached the Early Learning Goals at this late stage in the academic year.

39. Leadership and management are satisfactory in the Foundation Stage. The co-ordinator is a very good team leader. Since the previous inspection she has improved overall planning and the co-ordination of the curriculum. However, her monitoring role is limited and she does not evaluate systematically the quality of reading support for those children in her class who have English as an additional language. Teaching and learning resources are unsatisfactory in all classes.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision is **good**.

#### **Main strengths and weaknesses**

- Children's very good social skills.
- The very good attitudes and behaviour.
- The lack of a clear purpose in some activities.

#### **Commentary**

40. Teaching and learning are satisfactory. The good induction process settles children quickly into class routines in both the Nursery and Reception. All children are very polite to adults and to each other, and they work and play amicably for extended periods. Behaviour is always very good, and is exemplary in whole-school assemblies. All adults in the Foundation Stage establish and maintain excellent relationships with children and their families. Children in the Reception classes are very independent. They carefully choose activities from the very wide selection available. During the inspection, in most child-initiated sessions more than twenty activities were available in

classrooms and the outside area. However, many of these activities are of doubtful value because some are inadequately resourced, and not all can be monitored or assessed by members of staff. All Foundation Stage children learn about Christianity, and learn something of other faiths and cultures.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision is **satisfactory**.

### Main strengths and weaknesses

- The good teaching of phonics.
- Inadequate resources.

### Commentary

41. Teaching and learning are satisfactory. All teachers in the Foundation Stage speak clearly, encouraging the development of children's speaking and listening skills. However, they do not adequately rephrase technical or unusual vocabulary to ensure that all children, including those with English as an additional language, fully understand the meanings of words. Children of average attainment with English as an additional language, who have visited a railway station, know the words *platform* and *track*, but not their meanings. Phonics teaching is consistently good in all classes. During the inspection, a Nursery child used phonics to identify the day of the week. Some Nursery children know a few sounds. Standards of reading are satisfactory in the Reception classes. A few children understand the words *title*, *author* and *illustrator*, and recognise some rhyming words. They enjoy listening to stories with familiar characters. Stocks of books are inadequate, and some older books are dilapidated. Many Nursery children recognise their first and second names, and a few recognise the names of their friends, but their reading skills are underdeveloped. High attaining children in the Reception classes use their good knowledge of phonics to improve the quality of their original stories. For example, one child wrote *krso/* [castle] and *hilleday* [holiday]. Although teachers frequently remind children not to mix upper and lower case letters, they do not systematically improve work by erasing the mistakes or by checking that subsequent work is correct.

## MATHEMATICAL DEVELOPMENT

Provision is **satisfactory**.

### Main strengths and weaknesses

- Unclear objectives in child-initiated activities.

### Commentary

42. Teaching and learning are satisfactory overall. Nursery children of average attainment count objects accurately to six. High attaining children in the Nursery count accurately to 27 - the number of children in the class. During the inspection, one child recognised the number 27. However, the teacher's planning did not indicate extension work for this high attaining child. Children of average attainment in the Reception classes count accurately to twenty. They understand *take away* but do not understand *one less than*. Children in the Reception class have satisfactory understanding of directional language, including *next to* and *by the side of*. In a satisfactory Nursery session, led by a Nursery nurse, the teaching and learning of directional language were inhibited by unsatisfactory resources. Children of average attainment in the Reception classes can identify a few basic two-dimensional shapes but cannot describe the properties of a square or rectangle. All Foundation Stage children have some understanding of time. Nursery children have some concept of

*yesterday, today* and *tomorrow*. Reception class children use an egg timer to indicate the duration of activities. They understand *big, little, shorter than* and *longer than*. Although objectives for mathematical development are planned in two timetabled sessions each week, objectives are not sufficiently clear in the daily child-initiated sessions.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision is **satisfactory** overall.

### **Main strengths and weaknesses**

- No significant strengths or weaknesses are identified in this area of learning.

### **Commentary**

43. Teaching and learning are satisfactory overall. Reception class timetables do not clearly identify the various strands of this area of learning and much of the learning takes place during child-initiated sessions. During the inspection, children in the Nursery planted bean seeds; they knew that the plants would require sun and water, but some were confused by the large illustration of a bean in the teacher's book. Consequently, when asked what the bean seeds would become, they justifiably answered *potatoes!* Reception children know that tickets required for rail travel may be obtained from a ticket office or machine. They know that their local station is Gravesend. One high attaining child discussed space travel to Mars, and had some understanding of gravity. In junk modelling, the variety of children's imaginative constructions was limited by restricted choice of resources for joining. All Foundation Stage children have satisfactory skills in information and communications technology. Their use of classroom computers is inadequately monitored, and the programmes available each day are not always linked to previous learning.

## **CREATIVE DEVELOPMENT**

Provision is **satisfactory** overall.

### **Main strengths and weaknesses**

- No significant strengths or weaknesses are identified in this area of learning.

### **Commentary**

44. Teaching and learning are satisfactory overall. Throughout the Foundation Stage, children's drawings and paintings are generally immature. One child identified as talented in art is not provided with extension activities. Attractive displays in the Reception classes are designed by staff, and pupils' contributions are carefully displayed. When supervised by adults, imaginative play is good in the Reception classes. For example, children confidently re-enact familiar stories read aloud to them. When unsupervised, play is sometimes unsatisfactory. For example, when children chose to arrange a party in the outdoor playhouse, resources were disorganised, and some were broken. Overall, the facility was uninviting, and no focused activity was seen in a ten minute period. No singing or musical activities were timetabled during the inspection, and none were available in child-initiated activities.

## PHYSICAL DEVELOPMENT

Provision is **satisfactory** overall.

### Main strengths and weaknesses

- Children's exceptional skills in using lunchtime cutlery.
- The underdeveloped outdoor area.

### Commentary

45. Teaching and learning are satisfactory overall. Reception children show good co-ordination and spatial awareness when riding bicycles in the outside area. They climb and jump confidently. Children aim carefully and, from short distances, throw large balls accurately into their basketball net. During the inspection they were learning the basic technique of skipping with a rope. They made good progress in a very short time. Nursery children of average attainment have satisfactory fine motor skills. They accurately use glue spreaders when making collages but are less confident when using scissors. All children have some understanding of a healthy life style. For example, they know the benefits of eating fruit. The school's midday assistants conscientiously teach social skills, including the correct use of a knife and fork. Reception children have impeccable table manners and set a high standard for other year groups. Although the outdoor area has been significantly developed since the previous inspection, further improvement is required to ensure coverage of all six areas of learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision for English is **good**.

### Main strengths and weaknesses

- Effective leadership and management.
- Effective support for pupils who are learning English as an additional language.
- Good teaching.
- Good attention to the planning and assessment of attainment in writing.
- Underdeveloped assessment of pupils' speaking and listening skills.

### Commentary

46. Pupils achieve well, especially in writing, as they move through the school. Their good achievement is due to strengths in leadership and the quality of teaching. Almost 50 percent of pupils are learning English as an additional language. They achieve well in all aspects of English as a result of the effective use of pupils' first language and the well-informed support. Pupils with SEN achieve well throughout the school because they benefit from targets that are tailored to their individual needs, and from very well organised, highly structured activities, such as those that concentrate on learning sounds. Gifted and talented pupils also receive additional well-focused support to help them to do as well as they can. Standards in Year 2 are similar to those expected nationally in speaking, listening, reading and writing. Standards in Year 6 are also similar to those expected nationally for pupils of this age in speaking, listening and reading, although they are above expectations in writing. No differences were observed between the achievement of boys and girls. In year 6, standards are higher than those reported in the previous inspection.

47. The subject leaders have introduced a systematic approach to the development of writing, with the help of a detailed action plan. This has ensured that the school is fully aware of what it needs to do to bring about improvement. Teachers and other adults benefited from in-service training which encouraged them to make use of information from assessment procedures to help with planning.

48. As a result, pupils are given a clear picture of what they are doing well and how they can improve their work further. Work is marked against a clear set of criteria, and pupils are given written feedback which includes challenging but realistic targets for improvement. The school has recognised the need to further strengthen assessment procedures to help raise standards in speaking and listening.

49. Pupils achieve well in the development of their speaking and listening skills. By Year 6, the majority of pupils are self-assured and ready to talk to adults. During the inspection, pupils responded eagerly to questions and spoke with confidence about their work. In lessons, pupils were usually given time and encouragement to express themselves clearly. For example, pupils in Year 6 spoke with confidence when commenting critically on the contents and theme of a poem about war. Pupils were encouraged to use key words, such as *plagiarism* and *personification*, when expressing their views. The success of the relationships between staff and pupils was reflected in the pupils' self-assurance and willingness to talk about their work. Pupils readily respond in lessons, though there were a few occasions when pupils were not given enough time to talk about their work in sufficient depth.

50. Pupils are responsive to the school's systematic approach to the development of reading, which is helped by the strong links with parents and their supportive approach to the school's work. Pupils are given good opportunities to read by themselves and in class. Teachers skilfully integrate a range of strategies, which include merging discussions with reading activities and writing tasks. As a result, pupils achieve well and learn to tackle new words with confidence. In lessons, pupils were introduced to a wide range of authors and styles, and they read stories and poetry expressively and enthusiastically. By Year 6, many pupils are fluent readers, although they do not always read with enough expression or take sufficient account of punctuation. During the inspection, pupils talked easily about their favourite authors and the type of books they liked, and showed sound prediction skills. Many pupils regularly use the local library and have learned to find out information for themselves. Currently, the school is restocking its library which, when complete, will help pupils to understand the methods used to classify books.

51. Pupils' writing is developed very well. They benefit significantly from well planned lessons, which place a strong emphasis on teaching the correct spelling, grammar and punctuation. ICT is increasingly used to support pupils' literacy skills. For example, pupils in Year 2 drafted ideas, composed poems, and added pictures to their writing to enhance the presentation of their stories. During the inspection, pupils responded well to the brisk pace and high expectations for both the quantity and quality of written work. Good teaching extended pupils' experience of writing styles and introduced them to the language and issues in the works of a range of authors, including poetry. For example, in a very good lesson, pupils in Year 2 were inspired to write their own adaptation of a humorous verse which focused on the behaviour of a number of characters. The good relationships, which featured strongly in this and other lessons, were used well to raise expectations and encourage independent learning.

### **Language and literacy across the curriculum**

52. Pupils' speaking skills are enhanced by opportunities for discussion in other subjects; subject-specific vocabulary, for instance in science and ICT, is used well. The very good extra-curricular provision, which includes drama, theatre visits and workshops, gives pupils a wide range of opportunities to extend their speaking and listening skills. There are good chances to write in English and other subjects, such as history and geography. However, the school has yet to ensure that expectations with regard to the quality of pupils' writing are applied consistently across all subjects.

## **MATHEMATICS**

Provision for mathematics is **good**

### **Main strengths and weaknesses**

- Effective leadership and management.
- Good teaching and learning.
- Good assessment procedures.
- Lack of a systematic approach to language development.

### **Commentary**

53. Pupils, including those who have SEN and those pupils who are learning English as an additional language, achieve well in mathematics. The good achievement is due to effective subject leadership and teaching that is well matched to pupils' stages of learning. Standards in Years 2 and 6 are similar to those expected nationally. This picture is an improvement on that reported in the previous inspection. No differences were observed between the achievement of boys and girls.

54. The subject is well led and managed. Colleagues benefit from the effective support given by the subject leaders, who monitor their work, give support and advice, and help set targets for individual pupils. Information from the analyses of optional tests taken by pupils in Years 3, 4 and 5 is used effectively by teachers in their planning for groups, who are taught within classes of similar attainment. This strategy underpins the good teaching and learning seen during the inspection. Weaknesses in teaching reported in the previous inspection have been addressed, and pupils respond well to clear explanations, high expectations and good management. Teachers are skilful in posing questions to challenge and extend pupils' understanding. In response to the good teaching which was seen, pupils were motivated and worked productively. They also worked enthusiastically on mental mathematics because they found these activities stimulating and engaging. For example, pupils in Year 2 showed good mental agility when adding and subtracting two-digit numbers. Higher attainers displayed confidence when using all four operations. However, pupils had difficulty in solving problems when the instructions were written, and they were less confident in their answers.

55. The work of pupils in Year 6 reflects good achievement, particularly when account is taken of the turbulence caused by the significant number of pupils who joined the school during the year, the high proportion of pupils whose first language is not English, and the number of pupils with SEN. The majority of pupils used formulae to find the perimeter and the area of simple shapes. Pupils also demonstrated that they can interpret and record graphs and diagrams.

56. Higher attaining pupils read and plotted graphs in all four quadrants, and they solved problems involving ratios and proportions.

57. A weak point in otherwise satisfactory teaching includes a lack of a systematic approach to the development of subject-specific language in the planning. The school acknowledges the need for developing a range of strategies to encourage discussion in pairs to help clarify pupils' understanding. ICT is increasingly used to support pupils' mathematical skills in lessons and when pupils are working independently from the teacher.

### **Mathematics across the curriculum**

58. There are satisfactory opportunities to use and develop mathematical skills and knowledge in other subjects. Examples are science and history and geography, where pupils take measurements and complete tables and graphs to interpret information. Pupils in Years 1 and 2 draw pictograms for traffic surveys and explore the database to learn about plants and animals.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- The close attention given to practical investigations and scientific enquiry.
- Good teaching.
- The lack of a systematic approach to monitoring teaching and learning.

### Commentary

59. Pupils, including those who have SEN and those pupils who are learning English as an additional language, achieve well in science. This is because teaching gives them a wide range of learning opportunities during interesting practical investigations which capture their interest. Pupils who are learning English as an additional language responded particularly well to the practical work and, as a consequence, made good gains in their understanding of plant growth and of what constitutes a healthy diet. Standards in Years 2 and 6 are similar to those expected nationally. Pupils' knowledge of science is sound, though they are not always able to apply it to their explanations in support of practical work. This picture is better than that reported in the previous inspection, where progress was unsatisfactory in years 3 to 6. No differences were observed between the achievements of boys and girls.

60. Teaching is good overall, though it is inconsistent. A strength seen in lessons was the use of questions that probed pupils' understanding. Pupils often rose to the challenge and responded confidently, aware that their answers would be valued by the teacher and other pupils. Pupils' good attitudes to the subject reflect the good teaching, which is engaging, well-paced, closely matched to the each pupil's stage of learning, and includes science related to everyday lives. For example, in a lesson in Year 6 pupils were motivated by the good range of activities that encouraged them to predict and find out which plants prefer growing in the shade or sunlight. In another good lesson, pupils in Year 2 made good gains in their understanding of a balanced diet by planning a healthy packed lunch. In the good lessons, pupils were given sufficient time to find out for themselves and talk openly about the findings. When probed, higher attainers in Year 6 talked with confidence about their knowledge of plants, making reference to respiration and photosynthesis. Lower attaining pupils, and those with SEN, showed confidence and achieved as well as others in the classes. Pupils with English as additional language integrated well and were well assisted in their work by the class teacher and other adults, who showed sensitivity and good knowledge of the pupils' stages of learning. Teaching that was judged to be satisfactory varied in pace and not enough time was given to pupils to find out for themselves.

61. Information and communication technology (ICT) is used to write instructions for processes and to classify objects. It is not at present used systematically to extend learning opportunities and to help pupils' understanding, though the school is in process of developing it for this purpose.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **satisfactory**.

### Main strengths and weaknesses

- The newly developed ICT suite and interactive white boards in classes.
- Underdeveloped assessment procedures.
- Variation in teaching.



## Commentary

62. Pupils achieve satisfactorily, and standards in Years 2 and 6 are similar to those expected nationally. This picture is an improvement upon that reported in the previous inspection, where standards in Year 6 were below those expected nationally. No differences were observed between the achievements of boys and girls. Pupils, including those with SEN and those for whom English is an additional language, are beginning to make good gains in their learning. Pupils are gaining confidence in the use of equipment and programs, largely as a result of their regular use of the newly developed ICT suite, where they are encouraged to find out for themselves and retrieve information from various sources. Interactive white boards, installed in a number of classes, were used well to share information in science and English.

63. The school has already recognised the need to develop the assessment procedures to help with planning. The two subject leaders have introduced a new assessment system in Year 4 with the aim of implementing it across the school next term. Information from assessment will be used to set tightly crafted targets for all pupils and to overcome the current weaknesses in pupils' learning, for example in control technology. In lessons, pupils showed good attitudes to the subject and responded well to the tasks, particularly when they were engaging and matched to the pupils' stages of learning. For example, pupils in Year 2 achieved well when working on a program to find answers to simple questions. In year 6, pupils made good use of a spreadsheet to calculate the cost of trips and to collate data relating to a project involving the selling fruit juices. Higher attainers looked closely at databases, such as train timetables, to retrieve information that was used for their work. A noticeable strength is the school's approach in using ICT lessons to enhance cross-curricular links. For example, pupils used the Internet for independent research to gain information about the number and type of hotels in the local area.

64. The quality of teaching varied in the small number of lessons seen, though the key strengths included teachers' clear explanations, effective management of pupils, and good relationships. During a good lesson, pupils benefited from the effective use of the interactive board to help with demonstrations, and from the close support of additional adults, which ensured that they made good gains in their learning. Pupils were very responsive to the focused questioning, and their interest was captured by the challenging tasks.

## Information and communication technology across the curriculum

65. The use of ICT to support learning in other subjects is satisfactory. Aspects of the subject are used quite well in several subjects, such as in English, where pupils draft their work, in mathematics, where pupils use spreadsheet to collate data, and in science, where pupils use a digital microscope and explore the database to learn about plants and animals.

## HUMANITIES

Not enough evidence was gathered to make firm overall judgements about provision, achievement or standards in geography and history. Evidence was taken from a small sample of teaching, discussions with pupils, displays around the school, and a scrutiny of pupils' work.

## Commentary

66. Pupils' **historical and geographical** knowledge and understanding are promoted by some good teaching. Evidence from lessons and from displays around the school shows that pupils benefit from a good emphasis on cross-curricular links. For example, pupils in Year 6 learned how Gravesend developed in Tudor times and, from a survey of local residents, pupils gained a view of the quality of the present day facilities in Gravesend. In this topic, pupils learned how to canvass opinions without inconveniencing the public, and they summarised their findings in graphs and pie charts. Pupils also benefit significantly from visits to places of historical interest, including major art galleries and museums in London. The breadth of the practical experiences was evident from the quality of pupils' work and from the small sample of teaching seen during the inspection. Pupils in

Year 4 responded well to the range of stimulating artefacts, which included photographs, drawings and paintings, to discover which aspects of their town have changed and which have remained the same over time.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

67. Not enough evidence could be gathered for judgements to be made on any subjects in this curriculum area. However, information was gathered from displays, a small number of lessons, school assemblies and after-school activities. This showed that pupils are given a broad range of opportunities to work creatively and to develop performance skills. The school acknowledges the need to develop a systematic approach to assessment in all subjects.

68. Displays of pupils' work in **design and technology** showed that they have some good opportunities to work creatively, and to apply their creative skills to the design and the assembly of models related to study in other curriculum areas. For example, pupils in Year 6 had skilfully used triangular cardboard pieces to brace the wooden framework of models of Morrison air raid shelters, constructed as part of their World War II history topic. In another example linked to work in history, pupils in Year 2 had planned, cut, and painted fabric in the shape of Victorian knickers, then carefully sewed the seams.

69. In **art and design**, paintings, and drawings help provide some attractive and informative displays around the school, but particularly in classrooms. Examples of good quality work and designs included paintings in the style of Gustav Klimt and David Hockney. Pupils in Year 6 are aware that David Hockney's work was termed 'pop art' and that he enjoyed painting swimming pools. Pupils in Year 3 had also linked their artwork to an Egyptian theme, producing effective blends of sunsets and pyramids. They used a computer program to draw and colour complex repeating patterns.

70. In **music**, pupils benefit from opportunities to perform at school events and music festivals. In addition, pupils have extended opportunities to take part in a wide range of extra-curricular activities which include individual instrument tuition and group recorder lessons. The **physical education** curriculum includes sufficient time for pupils to develop skills in games, gymnastics and dance, and swimming. In addition, pupils benefit from a number of extra-curricular activities which place a strong emphasis on competitive conventional team games and individual sports.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- The school's supportive ethos.
- Teaching that promotes pupils' independence and shared working.
- The lack of a systematic approach to monitoring.

### **Commentary**

71. The school places a strong emphasis on how well pupils develop as responsible, caring young people. Pupils feel valued by adults and are confident to approach their teachers. The very good relationships generated by the school give pupils good opportunities to express their views. In almost all lessons seen during the inspection, teachers and other adults used the strong relationships with pupils to encourage them to play a full part in discussion and to share their views. Pupils usually responded in a mature way by listening to each other's views. The school recognises the need to devise a systematic approach to the development of the subject with the help of information from monitoring.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*