

# Holy Trinity Lamorbey Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	101453
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	276520
<b>Inspection dates</b>	16–17 November 2006
<b>Reporting inspector</b>	Wendy Simmons

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Hall
<b>Headteacher</b>	Mr Keith Mackley
<b>Date of previous school inspection</b>	1 November 1999
<b>School address</b>	Burnt Oak Lane Sidcup DA15 9DB
<b>Telephone number</b>	020 8300 3613
<b>Fax number</b>	020 8300 9319

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school educates mainly White British pupils, although a few come from Black British African and Caribbean backgrounds. Only a few pupils speak English as an additional language. Pupils come from above average social circumstances and the school has a lower than average proportion of pupils with learning difficulties. Recently, the school won the Healthy Schools' award and is working to gain the Sports Active Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Holy Trinity Lamorbey School is a satisfactory school with some good features. The headteacher and senior staff set the tone by providing a calm, happy working ethos. Parents have confidence in the school and speak highly of it. In the words of one parent, 'Mr Mackley and his leadership team provide a well-run and caring school'. Relationships are very good. Governors give good support to the school and accurately noted that, 'The school has become increasingly self-aware and is now acting well to improve'. All staff work well as a team and are keen to improve the school.

Satisfactory leadership and management reflect the steadily improving standards. The school is especially successful in ensuring that almost all pupils reach the levels expected for 11 year olds, but more able pupils should be doing better. Standards are above average overall by the end of Year 6. Over the last three years standards have been rising steadily, with significant improvement in mathematics. Since the last inspection there has been outstanding progress in developing information and communication technology (ICT) and now standards of work are above average in this subject.

Achievement is satisfactory. Pupils with learning difficulties make good progress because they often receive good focused help and work is always planned to meet their specific needs. Notable strengths include the good progress made by all groups of learners in mathematics and reading and the strong emphasis on promoting pupils' speaking skills. It is in these areas that more able pupils do best. However, this group of learners should be doing better in writing and science. Teachers and managers have already started work on writing, but there is still more to do to extend their learning. Equally, more able pupils do not do enough individual scientific investigations. The school has appointed an enthusiastic science manager to address this. At the moment, the school's improvement plan does not focus precisely enough on science.

Teaching and learning are satisfactory although the marking of pupils' work does not give pupils enough guidance on how to improve.

Children make good progress in developing personal and social skills in the Foundation Stage and satisfactory progress in the other areas of learning. Throughout the school, pupils' enjoy learning and are well prepared for their future lives. There is a strong focus on spiritual enrichment. Pupils show positive attitudes, are keen to improve and behave very well. The good curriculum enriches pupils' enthusiasm for learning and their success in adopting healthy lifestyles, especially through sport.

### What the school should do to improve further

- Focus more precisely on how to improve the achievement of more able attaining pupils in writing and science.
- Improve the quality of marking, so that pupils know how improve their learning.

## Achievement and standards

### Grade: 3

Children join the school with the skills usually expected for their age and make satisfactory progress in the Foundation Stage. Particular strengths include the good focus on social skills, and the good progress in improving children's dexterity. Standards are in advance of those

expected for their age when the children join Year 1 as a high proportion reach the goals expected.

Standards continue to be above average by the end Years 2 and 6. Almost all pupils reach the standards expected in English, mathematics and science by the end of Year 6. The school works well to promote discussion work, which helps all pupils to suggest interesting ideas and explain their thinking. Often, pupils with learning difficulties reach average standards because of the good support they receive.

Achievement is satisfactory. The school is rightly working to help more able pupils to do better and reach higher levels in their work. While this group make satisfactory progress in reading, they underachieve in writing and science. This is because they are not skilled enough in writing complex sentences to express their ideas well. In science, opportunities for pupils to do individual experiments are inconsistent and hamper their progress. Pupils of all abilities make good progress in mathematics because they manipulate numbers well and do exciting mathematical investigations.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. These successes start well in the Foundation Stage. Pupils behave well, have positive attitudes and sometimes their behaviour is exemplary. Pupils enjoy learning and are happy and contented in school, as reflected in their good attendance. As one parent commented, 'My daughter skips off to school, it makes my heart gladden each day to see her so happy and full of the joy of what she has learned'. Pupils show respect, are friendly and keen to talk. They contribute well to the community as evident during a production to raise funds for 'Children in Need'. During this, pupils were enthusiastic, took their responsibility seriously, cooperated well, and showed much perseverance. Pupils are very well aware of what constitutes a healthy lifestyle, particularly taking advantage of the wide range of sporting activities and know how to keep themselves safe both in school and in the wider world. Pupils are developing good life skills for the future, especially in using ICT.

Spiritual, moral, social and cultural development is good. This was illustrated very well in pupils' writing of poignant messages from soldiers in the Crimean war to their loved ones.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and pupils' progress reflects this. Staff have a good knowledge of the subjects being taught and make learning clear to pupils, especially by using computer technology. Learning is enhanced by specialist teachers, particularly in sport and music. Teaching assistants usually give good support, but sometimes miss the opportunity to be active participants in the pupils' learning and to note their progress. Very good relationships promote high quality behaviour. Teachers place a strong emphasis on discussion work, which aids pupils' thinking and gives opportunities for them to explain different points of view. Lesson planning is mostly satisfactory, but sometimes the tasks do not extend the most able learners enough in English and science. Mathematics is well taught allowing pupils to master basic skills and extend their reasoning. For example, pupils worked out the perimeter of a star and said,

'It's the best lesson ever, we put all of our learning together to solve the problem and this makes it fun'.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum. The Foundation Stage curriculum meets the needs of the children effectively and enables them to enjoy their learning. Throughout the school, good links with the community, visits and clubs enrich pupils' enjoyment, learning and they progress well. The school often plans learning in an interesting way for example in the 'Lest We Forget' project, by linking several subjects together in a study of Lamorbey soldiers during the First World War. There are many sporting activities and pupils have the opportunity to compete successfully against other schools. The fencing club has achieved particular success. The curriculum places a very strong emphasis on pupils' enjoyment and personal development. The school correctly identifies aspects of writing and science for improvement.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, support and guidance. Robust child protection procedures are in place. Pupils agree that their efforts are valued and they are assured that they will receive kindly support. Parents confirm that this is a very caring school. One of them wrote, 'Staff are always willing to listen to concerns and find strategies to overcome any problems'. Pupils with learning difficulties receive good support which is enhanced by strong links with outside agencies. Parents are kept well informed about their children's progress.

Pupils speak enthusiastically about their targets and value their new 'Writing Target Books'. They are beginning to evaluate how well they have learned and what they need to do to improve in lessons, particularly in mathematics. However, although pupils' work is marked regularly, teachers' comments do not guide pupils enough on how to improve.

## **Leadership and management**

### **Grade: 3**

Leaders have a clear view of the school as evident in the school's satisfactory self-evaluation. A good outcome of this evaluation has been the development of effective teamwork and the efficient deployment of middle managers following a review of their roles. The school has satisfactory capacity to improve. The work by leaders and managers is having a good impact on standards and achievement, especially in mathematics and ICT. In the last year the achievement of boys has improved well following a focus on raising their interest levels. The school's improvement plan is a satisfactory tool in aiding development, but it could be better. It gives some clear targets for improving standards but does not focus enough on the attainment of the more able. Notably, this document is not precise enough in identifying how to improve investigations in science, and written sentence structures and punctuation in English. Nonetheless, it clearly addresses how to raise pupils' enjoyment in English and mathematics. It places a good emphasis on improving assessment procedures and in developing better tracking of pupils' progress. These features are having a positive impact on pupils' achievement.

The governors give good support. They have a clear view of the school and are effective in calling the school to account about pupils' achievement. The governors have had a significant impact on helping pupils to understand and adopt healthy eating and sport.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

You may remember that three inspectors came to your school recently to find out how well you are doing. Thank you for being so friendly and telling us about your school. I am writing to let you know what we found out.

Our main finding is that you attend a satisfactory school and several features are good. It is a calm, caring and happy school where you enjoy exciting activities and develop important personal and social skills. You clearly enjoy learning and are making satisfactory progress. Relationships in your school are very good. You and your teachers are working really well to develop your speaking, mathematics and ICT skills. Well done for this and keep it up! Teaching is satisfactory and you have interesting activities to do, but we think some of you could be doing better in your writing. You behave very well and respect each other. We know that you would like to do some more scientific experiments for yourselves. We were pleased to find out how well you are learning about being healthy and fit. Please keep this up. Thank you for sharing your 'Children in Need' production with us and congratulations for raising so much money for charity.

Most importantly, your headteacher and all of the staff and governors are working especially hard to make the school better for you. I have asked them to do the following things to help with this.

- Help those of you who find learning easy to make even more progress in writing and science.
- Give you more suggestions and guidance when marking your books, so that you can quickly develop your learning.

Yours sincerely

Wendy Simmons

Lead inspector