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Mrs Gillian Haynes
The Headteacher
Holy Trinity Church of England Primary School
Chatsworth Road
Dartford
Kent
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Dear Mrs Haynes

OFSTED MONITORING OF SCHOOLS WITH NOTICE TO IMPROVE

Thank you for the help which you and your staff gave when I visited your school on Wednesday 31 January 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass on my thanks to the staff, pupils, governors and your school improvement partner for the time they gave to help me with my work.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 7 and 8 June 2006, the school was asked to:

- raise standards in English, mathematics and science, especially for the average and higher attaining pupils
- ensure that all pupils have sufficiently challenging targets and that teaching promotes good progress for all pupils
- introduce more rigorous systems for evaluating the school's effectiveness and use the information gathered systematically to determine the action to be taken to improve pupils' achievement.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement.

Standards are rising. Attainment at Key Stage 1 is low but is improving and assessment information shows a noticeable improvement in pupils' writing. Results in national tests at the end of Key Stage 2 in 2006 showed that standards were an improvement on the previous year. Results in English and

mathematics were in line with expectations and science results, although continuing to improve, were below average.

The school now has appropriate systems to track the progress that pupils make and a secure baseline has been established from which future progress can be measured. Analysis of the school's own data and scrutiny of the pupils' work demonstrate that most pupils are making satisfactory progress. They have challenging targets and those targets are displayed prominently in classrooms. Teachers are increasingly aware of the progress that pupils make towards their targets and keep appropriately detailed records of the pupils' achievements. The use of assessment information to help plan the pupils' next steps for learning is becoming a feature of teachers' planning.

Systems and procedures to evaluate the progress made in addressing the areas for improvement are developing and are becoming embedded. Regular monitoring of teaching and learning ensures that the headteacher and her senior team have an accurate picture of strengths and areas for development. Governors are well informed and have established good links with classes in the school so that they are able to set performance data in a meaningful context and challenge the school to improve.

The local authority statement of action is clearly focused on the areas for improvement and the local authority has provided a good range of support. This includes a consultant headteacher who works with the headteacher and other key staff to develop the capacity to improve, a Primary Excellence Project headteacher who is working with the school with a particular focus on improving writing, and various other advisors and consultants who support development. All of this support is coordinated by the school improvement partner. The support is valued by the school, particularly the work of the literacy advisor, and the evidence shows that it is having a positive impact on developing capacity and raising attainment.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Robert Ellis
Her Majesty's Inspector