

# Margate, Holy Trinity and St John's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	118694
<b>Local Authority</b>	Kent
<b>Inspection number</b>	326872
<b>Inspection dates</b>	3–4 February 2009
<b>Reporting inspector</b>	Susan Orpin

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	458
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Tatlow
<b>Headteacher</b>	Heather Kemp
<b>Date of previous school inspection</b>	6 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	St John's Road Margate CT9 1LU
<b>Telephone number</b>	01843 223237
<b>Fax number</b>	01843 230875

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<b>Age group</b>	3–11
<b>Inspection dates</b>	3–4 February 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Holy Trinity and St John's is a very large Church of England primary school which has a higher proportion of boys than girls. The number of pupils eligible for free school meals is higher than in other primary schools and more pupils leave or join the school than is usual. The proportion of pupils with learning difficulties and/or disabilities is also far higher than average. Pupils are mainly from a White British background. There is nursery provision for two groups, which together with the two Reception classes form the Early Years Foundation Stage.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It is improving because of the clear direction provided by the strong team of senior leaders, ably led by an inspirational headteacher. The focus of the school's planning is firmly fixed on improving pupils' academic success and ensuring their well-being. This has led to pupils achieving the challenging targets set for them and overcoming a legacy of underachievement. As one pupil said, 'Everybody supports each other.'

The Early Years Foundation Stage provides children with a good start to their life at school from very low starting points, especially in language and emotional development. By Year 2, achievement is good and standards are broadly average. Pupils continue to achieve well through the rest of the school. They reach broadly average standards by the time they leave in Year 6 but this still represents good progress from their low starting points. Teaching has improved because most lessons are planned well and provide suitably challenging and interesting work which pupils enjoy. Relationships between teachers and pupils are trusting, caring and productive. Teachers have a good understanding of what their pupils need to learn and match the work accurately to their differing needs and abilities. Pupils know what is expected and what they need to do. Occasionally in Years 3 and 4, pupils have to listen or watch others for too long, so their attention wanders and they achieve less well. This is where progress is less rapid.

The curriculum has been developed to be more interesting to pupils and extend their horizons through new experiences. It is enriched by an outstanding range of additional activities that help pupils' academic and personal development. As one pupil said, 'The work we do is fun.'

Pupils' personal development is good. They are friendly, welcoming and caring to others. Their behaviour is good, although when lessons are less engaging, pupils are easily distracted. Pupils feel very safe because adults' pastoral care for them is outstanding. The school's robust procedures have resulted in a reduction in absence, but although pupils enjoy school, attendance is no more than average because a small number of parents do not send their children to school regularly.

Leaders at all levels, including governors, have an accurate understanding of how well the school is doing, how it has improved and the developments that are still needed. Assessment information is used thoroughly by all teachers to ensure that every pupil's progress is tracked and to target additional help where it is needed. As a result of this careful monitoring, together with improved teaching and learning, pupils' achievement has improved, especially in writing and mathematics.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make good progress especially in communication, language and literacy and emotional development but, by the end of the Reception Year, their standards are still below average. Children grow in confidence and readily take an active part in learning because teachers place a strong emphasis on developing independence. Classrooms are well equipped and children are well supported by adults. Children enjoy learning, feel safe and learn to take responsibility for small tasks such as parking the 'trikes' and cars in the nursery outdoor area. There is a good balance of adult-led and child-initiated activities, all of which ensure children are busy and involved. On occasions, there are missed opportunities for children to benefit from varied use

of the outdoor learning environment. Leadership is good and has rightly identified the need to ensure greater consistency between classes. A particularly strong feature of the Reception class is the way teachers involve children in planning what they want to learn next and how they intend to do it. This encourages children to think for themselves. Good teaching of basic reading, writing, mathematics and information and communication technology (ICT) skills from Nursery onwards prepares children well for their more formal learning in later years. Effective transition arrangements help children move smoothly into Year 1. Excellent attention is given to children's safety and well-being, although the school is aware of the need to introduce a key person system in the Nursery. There are effective links with parents, for example, the use of activity bags and the loan of Fergus Bear, that help involve them in their children's learning.

### **What the school should do to improve further**

- Improve the consistency of pupils' achievement, particularly in Years 3 and 4, by improving teaching so there are always opportunities for pupils to be more independent and actively involved in their learning.
- Ensure that parents know the importance of their children attending school regularly so that attendance improves.

## **Achievement and standards**

### **Grade: 2**

Achievement is good from Years 1 to 6 and pupils leave the school with broadly average standards. They make good progress in Years 1 and 2, so that by the end of Year 2 standards are average, although progress in reading is slightly slower. While pupils make good progress overall in Years 3 to 6, it is slower in Years 3 and 4 and accelerates in Years 5 and 6. The decline in Year 6 results in recent years has been stemmed and standards in writing and mathematics improved in 2008. The current Year 6 pupils are progressing well. Nevertheless their standards are not as high as they could be because, despite good teaching, this group are still in the process of catching up on gaps in their learning from the past. Pupils with learning difficulties and/or disabilities make good progress as a result of early intervention and well matched support for their differing needs.

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

### **Grade: 2**

Pupils work and play together well, both in lessons and around the school. They have a strong sense of right and wrong, care for each and are very confident that adults will help them should the need arise. Pupils' behaviour is good and their enthusiasm for school is apparent in lessons, although occasionally when activities do not fully involve them, their attention begins to wander. Attendance has improved and is now satisfactory, but the achievement of those pupils who do not attend regularly is not as good as it might be. Pupils' have a good understanding of how to keep healthy and safe, for example, through after-school clubs or football sessions before school. Pupils make a good contribution to the school community, for example, Year 6 helpers assist pupils in younger classes. They also make a good contribution to the wider community, for example, the development of local allotments and partnership with the Turner Art Gallery. Pupils' preparation for later life is good as a result of their achievement in literacy, numeracy and ICT and the development of their team and independence skills through opportunities such as residential trips. Despite readily undertaking responsibilities when they are given, at times, lessons do not provide enough opportunities for pupils to think for themselves.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers' effective use of behaviour management strategies help create a calm and positive atmosphere. Teachers make good use of assessment information to plan activities that build on pupils' previous learning and meet their needs. Most lessons move at a brisk pace so pupils enjoy their work and do not get bored. Relationships between pupils and teachers are strong and pupils gain confidence because they trust their teachers and know they care about their success. Teachers make good use of ICT to help make pupils' learning more exciting and relevant. However, teaching is not as consistent in Years 3 and 4. This is because the pace of lessons is sometimes too slow, not all pupils are actively involved and pupils' independence is not developed well enough.

### Curriculum and other activities

#### Grade: 2

The curriculum has been redesigned with a greater emphasis on ensuring that pupils' skills are developed and that creative links are made between subjects. It meets pupils' needs well, reflecting their interests and giving them new experiences to widen their understanding and aspirations. The curriculum makes a good contribution to pupils' awareness of how to keep healthy and stay safe, their emotional development and their understanding of the wider world. Good provision for literacy, numeracy and ICT helps prepare pupils well for the next stage of their education, effectively contributing to raising standards and achievement. The curriculum is enriched by an outstanding range of visitors and trips, such as the residential trip to Hindhead and themed weeks, such as Religious Education week when there are visits to cathedrals, mosques and synagogues. There are effective partnerships with other organisations such as Charlton Athletic Football Club. However, the school rightly acknowledges that there should be more opportunities for developing pupils' language skills, especially writing, through other subjects.

### Care, guidance and support

#### Grade: 2

Arrangements for safeguarding pupils are robust and there is a good range of strategies to help those pupils who might need some help, well supported by other agencies. The school works effectively with parents and there are good procedures to ensure pupils attend regularly, although further work is needed to reduce absence further. To help address this, the Family Liaison Officer is providing a wide range of courses and events to support parents and their children such as Dads' and Lads' Literacy and Family Cooking. There are good induction procedures that help children settle into school and excellent arrangements to help pupils make a smooth transition into secondary education. Teachers have a good knowledge of assessment data and this information is used well to target additional help at specific groups in order to boost their performance. Pupils' work is marked regularly, but the comments do not always help pupils understand how to improve.

## Leadership and management

### Grade: 2

The senior leaders of the school work closely together and bring substantial expertise to their different roles. They are strongly supported by subject leaders who monitor, evaluate and develop their specific areas of the curriculum. The monitoring of lessons and pupils' progress is rigorous and regular, contributing to school improvement, but does not fully result in consistently good teaching in all year groups. Governors are well informed, knowledgeable and provide suitable challenge to the school's leaders. The school has improved well since the last inspection and has good capacity for further improvement. Its contribution to community cohesion is good because there are strong links, particularly with the local community, that enable pupils to become involved. The school's community room is used for outside agency visits, such as social services or the police, and for support groups. There are also national and international links with other schools, although the global dimension needs developing further.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

## Text from letter to pupils explaining the findings of the inspection

5 February 2009

Dear Pupils

Inspection of Holy Trinity and St John's Church of England Primary School, Margate CT9 1LU

Thank you for making us so welcome when we came to visit your school. Holy Trinity and St John's is a good school and has improved well in recent years. You are working hard and you behave well, so you have made good progress. Your lessons have improved because teachers know exactly how to help you learn and mostly they make lessons fun and interesting. However, sometimes teachers do not make sure you have enough chances to join in or think for yourselves, and at times the lesson slows down. This is especially true in Years 3 and 4. Your lessons cover interesting topics, so you are able to enjoy school and you feel it is a safe place. Your attendance is improving because your teachers have worked hard to improve it, and it is now satisfactory, but there is still room for it to be better. All the adults at the school take care of you extremely well and they know what to do to continue the improvements.

In order to make the school even better, we have asked the adults to:

- make sure you all attend regularly (and you can help with this)
- make sure that in all lessons you are able to take part and think for yourselves and that lessons move along at a good pace. This will make sure you all enjoy your learning.

Yours faithfully

Sue Orpin

Lead inspector