

# Holy Trinity Lamorbey CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	101453
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	335722
<b>Inspection dates</b>	12–13 November 2009
<b>Reporting inspector</b>	Gordon Ewing

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 of pupils on the school roll</b>	433
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steven Hall
<b>Headteacher</b>	Mr Robin Aldcroft
<b>Date of previous school inspection</b>	6 November 2006
<b>School address</b>	Burnt Oak Lane Sidcup Kent DA15 9DB
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, and held meetings with governors, members of staff and groups of pupils, and had informal discussions with some parents. They observed the school's work, and looked at a range of evidence, including the systems for assessing and monitoring pupils' progress, the work that pupils had produced in their books, the quality of teachers' planning and marking. Inspection questionnaires completed by 141 parents and carers, 43 pupils and 14 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the teaching provided for all pupils across the school
- the attainment and progress of specific groups, and especially of more able pupils
- how well assessment is used to ensure that the challenge is right for all pupils
- the effectiveness of the school's leadership and management at all levels in embedding and driving ambition so that outcomes for pupils are secure and improving.

## Information about the school

Holy Trinity Lamorbey is a larger than average primary school. A large majority of the pupils are of White British heritage. There are a few pupils, about 7% in total, who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average. Provision for the Early Years Foundation Stage caters for children aged three to five years old in two part-time Nursery classes and two full-time Reception classes. The school has gained a number of awards and accreditations, including Active Mark and Healthy Schools. The current headteacher has been in post since January 2009.

SchoolsOut (South) Ltd independently provides extended care through a breakfast and after-school club for 24 pupils. This is inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Holy Trinity Lamorbey CE Primary School provides a satisfactory education for its pupils. Their enjoyment of school is epitomised in one parent's comment, 'My daughter enjoys all aspects of school and is always keen to go.' Their good attendance reflects this. Most parents are happy with their child's experience at school. Significant strengths include an evolving creative curriculum and good systems to promote pupils' spiritual, moral, social and cultural development.

Children join the Nursery with levels of skills typical for their age. They make steady progress across all areas of learning because the teaching and support they receive are sound. From Year 1, pupils make rapid progress in reading, writing and mathematics because they often experience good teaching and stimulating learning activities. As pupils move through Key Stage 2, however, rates of progress are less consistent because the quality of teaching is much more variable and lesson activities do not always meet their needs or provide sufficient challenge. By the end of Year 6, standards remain above average in English and mathematics. Taking into account pupils' individual starting points, this represents satisfactory progress. However, science standards are not as high and vary considerably, with comparatively few pupils exceed the levels expected for their age. The school has recognised this and taken steps to improve the challenge in lessons as well as the range of resources but the quality of teaching in science does not yet match that found in English and mathematics.

Though teaching is never less than satisfactory, inconsistency in its quality and lack of challenge sometimes feature in other subjects as well as science. Teachers are not yet confident in using assessment data to gauge how well pupils are learning from day to day, or to identify pupils' needs and plan future work to take them forward in their learning. Target setting for pupils, including those with special educational needs and/or disabilities, is of variable quality and teachers' marking does not provide pupils with effective advice on how to take the next step in their learning. As a consequence, opportunities to develop independent learning skills are missed, and pupils are not confident about how well they are doing.

Self-evaluation procedures are satisfactory overall and the new headteacher is working on a number of fronts to improve the school. It is too early to judge the level of impact of some of these initiatives, but his actions to diversify the curriculum, distribute leadership responsibility and engage parents in shaping the future of the school are bearing fruit. The initiative to develop a creative curriculum is receiving early acclaim from parents, pupils and staff. Middle leaders are rising well to the challenge of the increased responsibility and flexibility. As a consequence, communication across the school is strengthening and there is a buzz of excitement about the opportunities to

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bring greater life to learning. Despite the short time the headteacher has been in post, this demonstrates there is satisfactory capacity to improve.

Although the effectiveness of the Early Years Foundation Stage is satisfactory overall, there are significant weaknesses in its leadership and management. The quality of self-evaluation is inadequate and has little impact on improving provision and outcomes for children. Areas of weakness, for example in accurately assessing children's progress, are not being tackled with enough rigour or speed and key staff do not have a secure enough grasp of what constitutes effective early years practice.

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

- Raise standards in science to at least those levels achieved in English and mathematics by:
  - improving the consistency and quality of science teaching
  - ensuring that the level of challenge in lessons for all pupils, and especially more able pupils, is increased.
- Ensure that teachers' use of assessments, marking and feedback to pupils is improved so that:
  - pupils are set clear and challenging targets to enable them to understand how to take the next steps in their learning with confidence
  - lesson activities are more closely matched to pupils' needs in order that pupils of all abilities experience challenging learning opportunities.
- Improve the leadership and management of the Early Years Foundation Stage by:
  - ensuring that key staff have a clear understanding of what constitutes effective practice and provision in the Early Years Foundation Stage
  - developing effective strategies to assess and record children's progress so that day-to-day teaching is better matched to their needs.

**Outcomes for individuals and groups of pupils****3**

Key Stage 1 standards have steadily improved since the last inspection, and both boys and girls make good progress. Boys and girls also make similar, though only satisfactory, progress in Key Stage 2. Throughout the school, pupils with special educational needs and/or disabilities make similar rates of progress to those of their peers as they receive sound support from their teachers and teaching assistants.

Pupils' learning and performance in the classroom are satisfactory. They work well in groups, and show perseverance and good levels of concentration, even when the lesson activities are insufficiently challenging. New creative approaches to teaching are beginning to have an impact on pupils' motivation and learning. In a series of Year 6 lessons, centred around developing metaphors associated with Second World War fighter planes, pupils made models, explored visual and sound images and created odes to particular aircraft. They used metaphors in an increasingly complex way,

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demonstrating good vocabulary and effective writing skills. For example, one pupil wrote about his chosen aircraft, 'I am an eagle, majestic and proud, speedily flying through the air.' Pupils are great advocates of these lessons and speak very positively about their experiences, and how they improve self-esteem and boost confidence in sharing ideas. Behaviour is good. Pupils are polite, considerate and have a good understanding of how to lead a healthy lifestyle. They report that they feel thoroughly safe at school. They appreciate the opportunity to take on responsibilities, though it is clear that the school council is keen to play an even more formative role in shaping the future of the school. Given their good basic skills in literacy, numeracy and information and communication technology (ICT) and initiatives like the 'Christmas Posties' Project', pupils are well prepared for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Although the quality of teaching and learning varies across the school, there is good practice, particularly in Years 1 and 2 and in those lessons where a creative and cross-curricular approach is being adopted. Common features in lessons that were less

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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than good included teachers talking for too long, teaching assistants not deployed efficiently, variable pace and challenge, and planning that did not take account of recent learning advances made by pupils. Teachers' marking is positive, corrective and generally up to date, though lacking effective advice on how to improve.

The good curriculum is increasingly vibrant and innovative. New approaches to cross-curricular links are bringing greater meaning to pupils' learning; for example, pupils' involvement in tracing the history of First World War fallen heroes identified on a memorial in the local church. Enrichment activities, including after-school clubs, school visits and visitors to schools are very well attended and appreciated by parents and pupils. A particular strength is the school's successful and extensive commitment to sport for all, which has led to local and national awards. ICT is an added strength, with pupils displaying increasing confidence in applying their good basic skills by using multi-media software in creative ways.

Care, guidance and support are satisfactory. Staff have a sound understanding of the individual requirements of those pupils who have special educational needs and/or disabilities. The role of the coordinator for special educational needs is under-developed and Individual Education Plans are not all sufficiently precise in the definition of needs and in the evaluation of pupils' progress. Vulnerable pupils and their families receive effective support, which has a positive impact on their attendance and achievement. Pupils are well prepared for the move to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The new headteacher has acted effectively to bring about some key improvements to the school. Most importantly, a clear vision has been established, centred on the school's 'Principles for Learning.' Although self-evaluation is adequate, he recognises that it is not sharp enough to give development planning real precision and rigour. Middle leaders are now beginning to have a more analytical view of what needs to be done to raise outcomes for pupils and are keen to respond to the challenges. Leaders at all levels are now involved in monitoring the quality of teaching and scrutinising the work of pupils. Governors are knowledgeable, committed and aware of the school's strengths and weaknesses, but they are too reliant on the school's leadership when judging the school's effectiveness. Procedures for safeguarding pupils and staff are good and the school is proactive in working with other agencies to reduce the risk of harm to

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pupils. The school's actions to promote community cohesion are satisfactory. They have a positive impact in school, but much less impact with respect to other communities both locally and beyond. However, the school works well with other schools and agencies to promote and extend opportunities for pupils. It has a sound understanding of the groups of pupils it serves and satisfactorily promotes equal opportunity.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

### Early Years Foundation Stage

Children make satisfactory progress overall as they progress through the Nursery and Reception classes. Staff have successfully established a secure and welcoming environment in which children feel settled and happy. A satisfactory range of activities is provided, both in the indoor and outdoor learning areas, so that most children are interested and engaged. However, opportunities are sometimes missed to engage boys and accelerate their progress further through carefully structured activities. Adults work sufficiently well with parents, carers and pre-school settings to satisfactorily plan for and meet children's needs. The school has rightly identified that it needs to improve further the quality of liaison with parents so that they are increasingly involved in children's learning and progress. Systems to observe, record and track children's progress are of variable quality and, at times, inaccurate. Self-evaluation is not used systematically and effectively to identify strengths and tackle significant weaknesses.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	4

### **Views of parents and carers**

The majority of parents are happy with their child's experience at school. The proportion of questionnaires returned was above average and, of these, most were generally positive. A few questionnaires had comments appended, and the large majority were entirely positive. Within this constructive picture overall, a few concerns were shared by some parents. A very small minority expressed concern over the management of behaviour and incidents of bullying. Inspectors responded to these by discussing the issues with some parents, pupils and staff, as well as observing pupils at work and play around the school. Behaviour is good overall and pupils reported that when bullying occurred, it was swiftly dealt with by staff. Some parents felt the school did not take account of their suggestions or concerns, and inspectors noted the initiative to consult stakeholders through a 'Parents' Forum', which many parents have greatly welcomed. A very few parents expressed concerns regarding the quality of provision and support for pupils with special educational needs and/or disabilities. Inspectors found some weaknesses in organisation, and key issues from the inspection include the use of assessment and targets to ensure that particular pupils' needs are more effectively met.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holy Trinity Lamorbey CE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 141 completed questionnaires by the end of the on-site inspection. In total, there are 433 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	62	45	32	4	3	2	1
The school keeps my child safe	78	55	60	43	2	1	1	1
The school informs me about my child's progress	58	41	67	48	13	9	2	1
My child is making enough progress at this school	52	37	65	46	15	11	8	6
The teaching is good at this school	60	43	66	47	12	9	1	1
The school helps me to support my child's learning	56	40	65	46	13	9	3	2
The school helps my child to have a healthy lifestyle	57	40	79	56	3	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	28	60	43	13	9	2	1
The school meets my child's particular needs	49	35	70	50	12	9	5	4
The school deals effectively with unacceptable behaviour	35	25	71	50	20	14	5	4
The school takes account of my suggestions and concerns	26	18	80	57	15	11	2	1
The school is led and managed effectively	37	26	87	62	10	7	1	1
Overall, I am happy with my child's experience at this school	68	48	54	38	16	11	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 November 2009

Dear Pupils

Inspection of Holy Trinity Lamorbey Primary School, Sidcup DA15 9DB

Thank you for warmly welcoming us when we inspected your school a few days ago. We really enjoyed observing how you are getting on, visiting lessons and talking with you. We were pleased to see that you are happy at school and get on well together.

Holy Trinity Lamorbey provides you with a satisfactory education. There is much that is good about your school. Below are the most important aspects we would like to highlight.

- You behave well, cooperate well and persevere in your work and play.
- You make generally good choices so you can keep fit and healthy.
- You told us that all the adults take care of you and are always there to support and guide you.
- You make steady progress as you move through the school, though we think that you could make even better progress, especially in science.
- There are some good features in your lessons and the range of activities you experience, but there are some important aspects of the teaching that we have asked the school to improve.

All the adults in your school work hard and want it to be even better. The team of inspectors have asked them to:

- make sure that you raise your standards, particularly in science; you can help by trying hard
- make sure that teachers provide consistently good lessons and give you clear advice to help all of you know what to aim for next
- make sure that the progress made by children in the Nursery and Reception classes is carefully tracked and that key staff know how to improve it.

We wish you all every success for the future.

Yours sincerely

Gordon Ewing

Lead Inspector

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