

Ramsgate, Holy Trinity Church of England Primary School

Address: Dumpton Park Drive, Broadstairs, Kent, CT10 1RR

Unique reference number (URN): 118751

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly in this school. The quality of pupils' written work and their ability to articulate their learning across the curriculum reflects this. They develop detailed knowledge across the whole curriculum. Pupils with special educational needs and/or disabilities and pupils who face other barriers to learning build securely on what they already know and make good progress through the curriculum from their starting points.

Pupils secure strong foundations in reading, writing and mathematics. This is evident in the end of key stage 2 outcomes over time. Pupils' attainment in Year 6 in national reading, writing and mathematics tests is above national averages. Where this is not the case, leaders ensure swift action is taken and any gaps are closed quickly. Disadvantaged pupils also achieve well. Across the school, pupils are provided with opportunities to develop confidence, resilience and independence. They are very well prepared for the next stage in their education.

Attendance and behaviour

Strong standard ●

Leaders prioritise pupils' attendance and punctuality. This ensures that pupils benefit from the high-quality education and experiences that the school offers. Leaders work with families and wider agencies to remove any barriers to attendance. This work results in attendance that is above national levels. Persistent absence, which is carefully tracked by leaders, is below national levels. Enjoying school and opportunities to be successful mean that pupils want to attend school regularly.

Pupils' behaviour around the school is excellent. They have highly positive attitudes to learning and are incredibly supportive of one another. This starts right from the early years. Children learn in a calm and purposeful environment where learning is not interrupted. Routines are clear and understood by all pupils and staff. Staff consistently model and promote the school's values. Pupils are respectful towards each other and adults. They show highly sophisticated approaches to resolving conflict with each other. This is particularly evident during break and lunchtime when pupils play and interact with high levels of independence. Bullying and other forms of harassment are not tolerated. If they occur, they are dealt with quickly and effectively. Pupils embody the school's vision to be 'inclusive, compassionate and caring'.

Curriculum and teaching

Strong standard ●

Leaders continually reflect on and refine the curriculum and how it is being taught. This ensures that it is well designed to meet the needs of all learners. The curriculum begins in the Reception Year and is well sequenced to develop pupils' knowledge over time across the whole school. Learning is carefully linked across subject areas. As a result, pupils deepen their understanding as they move through the carefully crafted curriculum.

Leaders' focus is on ensuring pupils secure strong foundations for learning and are ready to move on to the next stage. Early reading and phonics are taught well. Pupils learn to read

quickly and with increasing fluency. Pupils are confident communicators and use subject-specific vocabulary during conversations about their learning.

Leaders are ambitious for all pupils to access the same curriculum. They ensure that staff have the necessary skills to deliver the curriculum well. Staff check pupils' understanding regularly and address misconceptions. Where pupils have errors or misunderstandings in their learning, targeted teaching addresses these so that gaps in knowledge are closed quickly. Staff make appropriate adjustments and adaptations so that all pupils work towards the same end points. Across the school, considered and effective teaching ensures that pupils learn the intended curriculum. This supports pupils to benefit from a consistently high-quality curriculum that prepares them extremely well for their future learning.

Early years

Strong standard 

Leaders are knowledgeable about early years education. They have ensured that the early years curriculum is ambitious for all children. Much thought is given to how the early years curriculum supports children to secure the knowledge and skills that they require for Year 1 and beyond. Staff work successfully with parents and carers. This enables them to get to know children quickly.

Highly supportive, respectful relationships are evident across the early years classroom. Staff consistently reinforce positive learning and social behaviours. Children are happy and thriving in the highly nurturing environment. They are taught how to be independent and resilient. This is evident as they sustain concentration in their learning and activities. Where appropriate, adults actively seek out children who are less likely to initiate interactions. Staff skilfully balance supported questioning and modelling of language to develop vocabulary and confidence.

There is a sharp focus on developing children's communication and language skills. Children quickly develop the skills that they need to communicate effectively. Reading and phonics are prioritised from the start. Teachers have the expertise to teach early reading highly effectively. Children secure the skills to segment and blend words with increasing confidence. They are remarkably well prepared for their next stage of learning and very well supported to get off to a flying start in their education.

Inclusion

Strong standard 

Leaders demonstrate a commitment to inclusion that is highly successful. It is at the forefront of the school's work. Staff accurately identify pupils' needs and know how to best support them. They know pupils and their families well. Staff provide pupils with effective, targeted support from the very start. Leaders ensure that pupils with special educational needs and/or disabilities and those who have other barriers are safe, well and ready to learn. They also ensure that pupil premium funding is used effectively to provide highly tailored support for disadvantaged pupils.

Staff are well trained to remove barriers to pupils' learning and/or wellbeing. This enables pupils to access the full curriculum as well as the school's wider enrichment offer. In classrooms, teaching is adapted effectively to meet the increasingly diverse needs of pupils. This includes disadvantaged pupils and those with education, health and care plans.

Leaders implement a robust approach to accurately checking and monitoring pupils' attainment. They ensure that pupils make rapid progress through the curriculum from their varied starting points. Leaders are proactive in their work with external professionals and parents and carers. Expert staff support pupils to talk about their feelings and help them to navigate any challenges they may face. Deliberate actions by leaders support pupils to develop independence and emotional security.

Leadership and governance

Strong standard ●

Leaders demonstrate a clear understanding of the school's strengths. They are also clear about any areas for development. Leaders and governors are never complacent, constantly reflecting on priorities to ensure that any actions taken are in the best interests of pupils. These actions are well researched and informed by external expertise.

Leaders ensure that there is consistency in expectations across subjects and classes. Their focus is on building pupils' prior knowledge and readiness for the next stage of their education. Staff benefit from frequent, high-quality training. They feel well supported to undertake their roles. Staff appreciate how well leaders prioritise their workload and wellbeing alongside their ambitious goals. This fosters a positive culture of learning across the school. Staff are supported to understand and implement teaching strategies and adaptations for the increasingly diverse needs of the school's pupils.

There is a collaborative approach to leadership and governance across the school. Governors know the school community and local context well. They possess the necessary expertise to challenge and support leaders effectively. Governors understand and meet their statutory duties. They share leaders' exceedingly high expectations for all pupils to achieve academic success and develop as confident and resilient individuals. Governors' work contributes effectively to the school's continued improvement.

The wider school community is highly positive about the work of the school. Parents and carers are overwhelmingly glowing in their praise about how well the school supports their children. Leaders have created an inclusive culture that continues to enhance pupils' life chances and ensure that pupils are extremely well prepared for their next steps in education.

Personal development and wellbeing

Strong standard ●

Leaders have designed a personal, social and health education curriculum that is tailored to meet the needs of pupils and the school community. They actively respond to local and national issues and make adaptations to the curriculum where necessary. This helps pupils to develop an understanding of the wider world and issues that may impact them as well as others. Pupils are given frequent opportunities to debate topical and ethical issues, such as whether social media should be banned for children. This helps pupils to develop respect for the views and opinions of others and confidence to speak in groups. It also helps pupils to develop a deep understanding of fundamental British values. They become tolerant and respectful, understanding the importance of law and democracy.

Pupils are taught about different faiths and have a secure understanding of the importance of difference. They recognise that some of the things that make people different are

protected by law. Pupils, including those with special educational needs and/or disabilities and those facing other barriers, learn about consent, healthy relationships and the risks that they may face both online and in the real world. They know how to keep themselves safe and what to do if they feel unsafe.

Leaders' work to develop pupils' character is a strength. Pupils across the school take pride in their leadership roles. This supports them to become active citizens who meaningfully contribute to school life. Pupils experience a powerful sense of belonging within their school and wider community. The school provides an extensive range of clubs that are available to all pupils. Leaders carefully analyse which pupils attend clubs. They ensure that all pupils have access to the school's offer. Leaders ensure that any barriers to taking part in these opportunities are removed. This helps pupils, including disadvantaged pupils, experience new activities and develop new interests. The impressive range of powerful experiences that pupils receive prepare them exceedingly well for life in modern Britain.

What it's like to be a pupil at this school

Pupils are welcomed into school each day by kind and caring staff who know them well. Pupils enjoy attending school. They feel that it is a safe and happy place for them. Pupils speak knowledgeably and with enthusiasm about their learning. The school's vision of being 'inclusive, compassionate and caring, valuing curiosity and embracing challenge' is lived out by pupils.

Pupils' attitudes to all aspects of school life are highly positive. Breaktimes are a real celebration of their positive attitudes to one another. Pupils of all ages play together and support one another. They know and demonstrate the importance of taking responsibility and setting a good example to others. Pupils know that there are staff that they can go to if they have a concern. Pupils do not consider bullying to be an issue. This is because people treat each other fairly and with respect.

Leaders have created a culture that is inclusive for all. The school environment supports pupils to celebrate difference. When pupils join the school, staff get to know them well. Leaders and staff identify and address any barriers to learning. Staff have a very clear understanding of individual needs. They use very successful strategies that ensure pupils overcome any challenges that they may face. Pupils are supported to grow in confidence and maturity. Parents and carers feel that the school gives pupils 'confidence to grow independently and to develop their talents'. Leaders have designed a well-taught curriculum that supports pupils to achieve highly.

The school prepares pupils well for their next steps and for life in modern Britain. Pupils have many and varied opportunities to take part in. These are thoughtfully considered and purposeful and take place both in school and beyond the school gates. This helps pupils to develop a sense of community in school, locally and nationally. They know about and contribute positively to the world around them.

Next steps

- Leaders should continue to refine and embed their identified priorities for improvement, overcoming any barriers and challenges, in order to drive a transformational impact for all pupils.
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About this inspection

The chair of the board of governors in this school is Mary Somers-James.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with the headteacher and deputy headteacher, the special educational needs coordinator and a range of school staff throughout the inspection. They spoke with representatives from the local authority and from the diocese and to members of the governing body. Inspectors also considered the views of pupils, parents and carers.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Canterbury. Its last section 48 inspection was in November 2024.

The school does not make use of any alternative provision.

Headteacher: Erin Price

Lead inspector:

Simon Graydon, His Majesty's Inspector

Team inspectors:

Ulric Neblett-Leigh, His Majesty's Inspector

Emma Law, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 10 February 2026

School and pupil context

Total pupils

210

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.67%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.43%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.48%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	61%	Above
2024/25 (revised)	77%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	90%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	74%	Above
2024/25 (revised)	90%	75%	Above
2023/24 (final)	97%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25 (revised)	80%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	90%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	73%	Above
2024/25 (revised)	93%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	46%	Above
2024/25 (revised)	67%	47%	Above
2023/24 (final)	82%	46%	Above
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	89%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	59%	Above
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	91%	58%	Above
2022/23 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	60%	Above
2024/25 (revised)	89%	61%	Above
2023/24 (final)	82%	59%	Above
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	68%	5 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	82%	67%	14 pp
2022/23 (final)	67%	66%	0 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	85%	80%	5 pp
2024/25 (revised)	89%	81%	8 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	78%	-1 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	91%	78%	13 pp
2022/23 (final)	67%	77%	-11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	1 pp
2024/25 (revised)	89%	81%	8 pp
2023/24 (final)	82%	79%	2 pp
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.3%	13.3%	Below
2023/24 (3 term)	8.9%	14.6%	Below
2022/23 (3 term)	8.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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