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Angela Carpenter
Headteacher
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Dear Mrs Carpenter

Monitoring inspection of a school not in a category of concern of Whitehill Primary School

This letter sets out the findings from the monitoring inspection that took place on 30 April 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school meets the monitoring threshold as set out in the [Monitoring Inspection Handbook](#).

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, the chief executive officer (CEO) of the trust, trustees and governors the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, met with other staff and conducted work and other document scrutiny. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but some aspects of the school need further improvement.

The school should take further action to:

- Implement the curriculum consistently well by equipping staff with the knowledge and skills to emphasise the key content accurately, carefully check what pupils know and use this information to adapt future teaching.

Main findings

Since the previous inspection, the school has had a notable change in leadership. The school has recently joined a different academy trust. This has made a change to the support and governance of the school.

The school has made extensive changes to the curriculum since the previous inspection. It has prioritised professional development and consistent teaching. The school is focusing on ensuring the planned and taught content closely match. Some of this work has not had the intended impact and teaching is not consistently effective. Pupils with special educational needs and/or disabilities (SEND) are well supported by staff, both in and out of lessons. Staff are well trained and utilise the right resources to help pupils with SEND access the curriculum. Pupils are remembering more of the current content and can apply this knowledge effectively. They are fluent and accurate readers and enjoy reading in and out of school. The school still has work to do in making sure that gaps in pupils' prior knowledge are addressed. It does not carefully check what pupils know across the curriculum and use this to inform and adapt future teaching. Consequently, pupils are not achieving as well as they could.

The school's leaders have made a significant positive difference to the school. Alongside the leadership of the recently joined trust, they have set up rigorous structures for school improvement that are showing some dividends. Staff are positive about the changes and feel well cared for and supported. The trust has detailed plans for improvement. However, some of these have not been fully enacted. As a result of the recency of these changes, the monitoring and overview of the curriculum has not been fully impactful.

Pupils are content and feel safe. Their conduct in lessons is positive and there is no disruption to learning. Pupils play together conscientiously and with care at breaktimes. They have positive attitudes to learning and are excited by their opportunities at school.

I am copying this letter to the chair of the board of trustees, the CEO of the Aletheia Academies Trust, the Department for Education's regional director and the director of children's services for Kent. This letter will be published on the Ofsted reports website.

Yours sincerely

Toby Martlew
His Majesty's Inspector