

CfBT Inspection Services  
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View

Skelmersdale

WN8 9TG

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566863

**Direct F** 01695 729320

**Direct email:** jbenett@cfbt.com



12 December 2014

Mrs Elaine Butler  
Executive Headteacher  
Thanet Primary School  
Tedworth Road  
Hull  
HU9 4AY

Dear Mrs Butler

### **Special measures monitoring inspection of Thanet Primary School**

Following my visit with Nigel Cromey-Hawke, Additional Inspector, to your school on 10 and 11 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is not making enough progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Kingston upon Hull.

Yours sincerely

Marianne Young  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in February 2014.**

- Improve the quality of teaching so that it is consistently good or better in order to accelerate progress and raise standards in reading, writing and mathematics, by making sure that:
  - work for pupils of all abilities enables them to build well on what they know, understand and can do
  - marking of pupils' work tells them what they have done well, the next steps to take and teachers check that pupils have acted on their guidance
  - all teachers check how well pupils are learning in lessons so that pupils' misunderstandings in lessons are corrected quickly
  - pupils get opportunities to practise mathematics skills in other subjects to help them to improve the specific skills that they have learned
  - teachers have consistently high expectations of pupils' spelling, grammar and punctuation in all their writing tasks.
- Improve pupils' attendance, their attitudes to learning and their behaviour in lessons by:
  - continuing to work with parents to further reduce the number of pupils who do not attend school regularly
  - teachers providing interesting and good quality learning activities, especially for the boys
  - teachers having high expectations of pupils' behaviour and the amount and quality of work they expect pupils to complete to the best of their ability.
- Urgently increase the impact of leaders and managers at all levels, including the governing body, so they improve teaching and pupils' achievement quickly by ensuring that:
  - all senior and subject leaders have the training and skills to carry out their roles fully and effectively
  - leaders check and report back accurately on their areas of responsibility, particularly the rate of pupils' progress, so that the school has a full picture of the performance of all areas of its work
  - the school's targets for improvement are measurable and focus on the most pressing weaknesses
  - the governing body has a full understanding of the school's work, including by finding out information for itself, so that it can both challenge and support the school more effectively.

An external review of governance should be undertaken to include a specific focus on the school's use of the pupil premium, in order to assess how this aspect of leadership and management may be improved.

Ofsted will make recommendations on governance to the authority responsible for the school.

## **Report on the second monitoring inspection on 10 and 11 December 2014.**

### **Evidence**

Inspectors observed lessons and looked at pupils' work in their books. Some lessons and books were jointly observed with the head of school. Meetings were held with senior leaders, subject leaders, the attendance officer and two members of the governing body, including the Chair. A meeting was also held with a representative of the local authority. Inspectors scrutinised a range of documents relating to the areas for improvement from the section 5 inspection in February 2014.

### **Context**

A member of staff left at the end of the summer term 2014. The early years leader and an assistant headteacher in charge of inclusion took up their posts on 1 September 2014. Year 3 classes are being taught by one part time permanent teacher and 1.5 part time temporary supply agency teachers. Four new governors have been appointed, two represent the local authority and two represent the Pioneer Cooperative Trust.

### **Achievement of pupils at the school**

Results in the 2014 national tests for pupils in Year 2 and Year 6, supported by observations during the inspection, confirm a picture of variable progress made by pupils of different abilities. For pupils in Years 2 and 6, there were improvements in the standards they reached in reading, writing and mathematics. Despite these improvements, the school failed to reach its Key Stage 2 targets in several areas and results remain below the national average. The decline in standards reached by pupils in Year 2 in mathematics has not been arrested.

The proportion of pupils making expected progress and the proportion of pupils making better than expected progress in Year 6 increased, compared with the previous year, but remain below the national average. The improvement was minimal in reading but better in writing and mathematics.

There are significant differences between the results gained by boys and girls in the phonics tests (the sounds letters make) taken by pupils in Year 1. Boys in Year 6 attained better results than girls in 2014 in the spelling, punctuation and grammar test. A thorough analysis of how well all pupils are doing is needed so that appropriate interventions can be put in place and senior leaders can check if these are making a difference.

## **The quality of teaching**

The inconsistencies in the quality of teaching observed during the section 5 inspection in February 2014 are still evident. This results in varied progress made by different groups of pupils. Teachers do not routinely adapt their planning during lessons in order to give more or less time depending on how well pupils are learning. The new marking policy principles are followed generally by most staff. There is considerable variation in the quality of instructional comments written by teachers in pupils' books so that they know what they need to do in order to get better. Even when pupils do respond, teachers do not always check that their corrections are accurate. Marking is generally more thorough in English and mathematics books. It is often superficial in other books and important mistakes, for example grammar and spelling errors, are not corrected. Pupils' morning work and basic skills books have no adult comments in them. Consequently, simple mistakes go unchecked and presentation of work in these books is often poor. This is sometimes the case in pupils' other books.

Inspectors did see examples of pupils engrossed in their learning, using their numeracy skills positively during lessons that were well planned, challenging and adapted to individual pupils' needs. Pupils worked well together sharing ideas and thoughts and used mathematical language correctly. There are, however, not enough of these lessons.

## **Behaviour and safety of pupils**

The attendance officer has a high profile before school, which helps to remind parents and pupils about the importance of regular attendance. As a result attendance is nearer to the national average than previously and is better compared to this time last year. Stronger links than previously have been developed between the school and parents of pupils who have particular needs. This ensures that they receive appropriate work when away from class. Attendance competitions and tea time rewards at a local supermarket are popular. During the inspection, inspectors saw very few examples of inappropriate behaviour and discussions with staff suggest that hardly any pupils are sent out of lessons regularly. Pupils' attitudes during lessons are variable, mostly they try to complete the work set but ensuring that the level of work set is appropriate varies throughout the school. Consequently, pupils can switch off on occasions. Some consideration has been given by teachers when choosing topics and activities so that these suit the interests of all pupils. This aspect will be given more attention during the next monitoring inspection.

## **The quality of leadership in and management of the school**

The executive headteacher and the head of school have started to address the issues identified in the section 5 inspection report, for example, introducing a revised

marking policy and ensuring that leaders are clear about their roles and responsibilities. However, there remains significant variation in practice and expectation within the school. Monitoring activities take place but the evaluation of this work is unrefined and senior leaders are not yet able to provide a clear, coherent picture of provision within the school. For example, inspectors found that senior leaders' view of the quality of teaching within the school is overgenerous. The executive headteacher has an unrealistic anticipated timescale for the removal of special measures given the current rate of improvement.

Subject leaders, in discussion with inspectors, describe their work enthusiastically. They are clear what they have to do in order to drive forward improvements in English and mathematics throughout the school. Subject leaders' reports, following monitoring activities, are shared with senior leaders and governors but are often general and lack specific details.

Discussions with governors, together with the minutes from their recent committee meetings, indicate that they are becoming better informed about provision in the school. Governors are aware of the monitoring schedule and are now linked to English and mathematics subjects. Their role in contributing to monitoring and evaluation is underdeveloped. The very recent training provided for governors is helpful and gives them an understanding of how to interpret data. It is too early to see if they are able to question and hold senior leaders to account more effectively than was the case at the section 5 inspection.

The post-Ofsted action plan which was judged to be not fit for purpose at the previous monitoring inspection is now fit for purpose. Milestones have been included so that leaders and external reviewers can check if the school has moved forward as expected.

### **External support**

Local authority officers and external consultants provide a range of support for individuals and whole-school issues. The local authority officer attached to the school recognises that the pace of improvement currently lacks urgency. Senior leaders are accessing training events and link regularly with leaders at Foredyke Primary and other schools in the Hull Cooperative Schools Learning Network. This enables them to discuss practice in the schools and to moderate examples of pupils' work.