

Tribal  
Kings Orchard  
One Queen Street  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Email:** christina.bannerman@tribalgroup.com

23 January 2015

Mrs June Nicol-Dundas  
Acting Headteacher  
Temple Mill Primary School  
Cliffe Road  
Rochester  
ME2 3NL

Dear Mrs Nicol-Dundas

### **Special measures monitoring inspection of Temple Mill Primary School**

Following my visit to your school on 22 January 2015, 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 recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in October 2014.

#### **Evidence**

During this inspection, meetings were held with the acting headteacher and advisory headteacher, senior leaders, subject leaders for English and mathematics, the Chair and Vice-Chair of the Interim Executive Board and two representatives of the local authority. Brief visits were made to all classes to see the school in action. The local authority's statement of action and the school's action plan were evaluated. The checks made on staff about their suitability to work with children were also reviewed.

#### **Context**

Following the inspection, the local authority appointed a temporary acting headteacher to lead the school from the end of November 2014 until the end of March 2015. The deputy headteacher, who was leading the school at the time of the inspection, now teaches in Year 2 for two days a week and carries out leadership duties for the remaining three days a week. The assistant headteacher has moved

from Year 2 to teach the Year 1 class for three days a week, carrying out leadership duties for the remaining two days a week. The advisory headteacher from St Mary's Island CE School continues to provide regular support to school leaders. A new substantive headteacher will take up post in April 2015. Governors are exploring a move to academy status but no final decision has been made.

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

The new acting headteacher, ably supported by the advisory headteacher, is effectively motivating the staff team to move the school forward. Staff across the school show their commitment by running a range of extra clubs and activities to help pupils catch up with their learning. Teachers who spoke to the inspector on this visit report there is a shared determination to improve the school.

The acting headteacher has rightly clarified the roles of the deputy headteacher and other leaders. As a result, leaders at all levels have a better understanding of their part in improving the school. They have started to take appropriate action to raise standards. For example, they have set expectations for how teachers organise their work so that less time is wasted in lessons. Subject leaders use their more regular management time to check teachers' lesson plans and develop policies. All this work is in danger of losing momentum because there is no overarching action plan to set a clear direction and keep it on track. The draft action plan is muddled. It does not show in enough detail the precise steps needed to improve the school and the timescales for completion. Nor does it spell out exactly what leaders are aiming to achieve and how they will check progress. As a result, the plan is not a helpful tool for governors and senior leaders to assess whether the school is improving.

Leaders recognise that current systems to check pupil progress are ineffective. The assessment leader collects copious information but does not analyse the figures effectively to show where pupils need to improve. The acting headteacher is sensibly introducing a simpler electronic system to help teachers assess easily how well pupils are doing. Governors recognise the need to involve the new headteacher fully in decisions about assessment so that any changes made now are usefully carried forward.

There are better arrangements to ensure pupils are looked after well. Children in the Early Years Foundation Stage are now properly supervised at all times. Adults have been given clear written guidance about the new systems to report and record accidents and incidents across the school.

Governors are committed to improving the school and have useful skills and experience to help support and challenge school leaders. However, they rely too heavily on the leaders' summary of progress to find out how well the school is doing. They cannot ensure the school is tackling the right actions in a timely manner

because they do not have an effective school action plan to guide them. An external review of the school's use of the pupil premium has not yet taken place: governors are aware this should be addressed as a priority.

The local authority action plan focuses on the right areas for improvement and sets out a helpful programme of support. For example, consultants provide useful guidance to subject leaders to help them structure their work. The advisory headteacher strengthens the leadership team and also provides a wide range of professional development from her staff at St Mary's Island. It is too early to see the impact of this work.

Following the monitoring inspection, the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's action plan is not fit for purpose.

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

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

Yours sincerely

Amanda Gard  
**Her Majesty's Inspector**