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1 May 2015

Ms Chris Smith  
Headteacher  
Thanet Primary School  
Tedworth Road  
Bilton Grange Estate  
Hull  
HU9 4AY

Dear Ms Smith

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

Following my visit with Susan Twaits, Additional Inspector, to your school on 29 and 30 April 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 previous monitoring inspection.

The inspection was the third 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 making reasonable progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection without a conversation with Her Majesty's Inspector.

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 practice 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 governance may be improved.

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

## **Report on the third monitoring inspection on 29 and 30 April 2015.**

### **Evidence**

Inspectors observed lessons and scrutinised a range of pupil's books accompanied very often by senior leaders. They met with the Chair and another member of the Governing Body. Inspectors also met leaders with particular responsibility for inclusion, early years and mathematics. A meeting was also held with a representative of the local authority. Inspectors scrutinised a number of documents including those relating to the progress being made by all pupils.

### **Context**

The executive headteacher retired on the 31 March 2015 and from 1 April an interim executive headteacher took up her post. A Year 2 teacher also took up their post on 1 April 2015 and a member of the teaching staff will leave at the end of May 2015. There are two vacancies on the governing body due to resignations of the current post holders.

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

School data gathered at the end of last term suggest that for the most part there is little variation between the progress being made by pupils in the parallel year groups. This is not the case though in lower Key Stage 2 classes. Current data provided by senior leaders supports their view that pupils in Years 2 and 6 are likely to do better in their national tests this year compared to the previous year. However, despite the suggestion of improved progress and standards for these pupils, they are still catching up in many places. Senior leaders also recognise this and this was confirmed during lesson observations and book scrutiny; additionally the assessment of pupils' work in some classes is not yet secure and fully embedded.

Progress in the early years is evident because the activities children undertake are well matched to their individual needs. Leaders monitor the impact of interventions for these children regularly and discussion between members of the early years team is frequent. Consequently, the difference in progress between boys and girls is disappearing.

Although it is uneven, pupils make some progress in the quality of their writing in Key Stage 1 and in upper Key Stage 2 classes. However, inspectors saw that this situation is not evident in lower Key Stage 2. This is in part due to staffing instability and because of the weaknesses in the quality of teaching in these classes.

## **The quality of teaching**

When inspectors looked at a wide range of pupil's books there is evidence of detailed and appropriate marking which pupils usually respond to. Since the previous monitoring inspection this is apparent in more subjects. However, this is not the case in some classes especially in lower Key Stage 2. Where there are specific weaknesses in marking it is because it is not precise and basic errors, for example spelling and punctuation, are not corrected routinely. The quality of presentation in books is inconsistent and pupils are not always clear about their teacher's expectations. For example, they do not know how much detail is required when they are writing.

Some teachers do not regularly check pupils' understanding during lessons so that misunderstandings can be addressed and additional help given to secure learning if needed. Equally, moving pupils on quickly is not done regularly so that the most able, particularly, can make rapid progress. Senior leaders recognise that the work from additional adults needs to be effective and always match that of the best.

Mathematical skills learnt by pupils and practised in their 'Clic' sessions are not developed in their numeracy lessons. Too often, these activities are unconnected. Nevertheless, pupils are practising their mathematical skills in other subjects more regularly.

## **Behaviour and safety of pupils**

The way pupils behave in lessons is generally well managed. Pupils around the school and in the classroom react swiftly to instructions from adults. Attendance continues to increase with more pupils than at the time of the previous monitoring inspection coming to school regularly. Pupils of all ages cooperate with each other sensibly when sharing resources or discussing ideas in pairs or groups. Pupils during the inspection listened attentively to a special music performance by pupils in Years 5 and 6 who learn the violoncello and the violin. These pupils performed the pieces that they played recently during a music festival in the city.

Inspectors saw that boys and girls are interested equally in their lessons. There is still a tendency for both to switch off in lessons when topics and activities are not engaging them sufficiently. Nevertheless more are enjoying learning than formally.

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

Since the start of this term, the interim executive headteacher and the head of school have started to rigorously and systematically evaluate the quality of provision in the school and the progress made by all groups of pupils. In conversation with inspectors it is clear that both leaders are gaining a realistic view of the current

situation and can identify weaknesses accurately. As a result of this work they are implementing ways to bring about improvement swiftly. Neither the interim executive headteacher nor the head of school are under any illusion that there is much to be done so that the school can move forward with clear purpose and secure improvements. As yet, there has been insufficient time for this monitoring work to be evaluated in order to set precise and appropriate goals for everyone to achieve. Providing an up to date post Ofsted action plan with regular interim dates to check progress is needed so that governors and other external evaluators can make sure that the school is on the right track.

Members of the governing body are better informed than they were at the time of the section 5 inspection. In conversation with inspectors and from reading minutes of their meetings it is clear that governors provide significant challenge to senior leaders and conduct focused visits to the school. The training provided for governors, so that they can understand the data sheets provided which tell them about the progress made by groups of pupils, has been successful. Governors are no longer reliant on the information provided by senior leaders, but are proving to be capable of asking relevant and pertinent questions. Middle leaders are becoming more secure in their work. They are expected to take charge of monitoring their subject areas. Senior leaders require them to be accountable and responsible for driving forward improvements.

### **External support**

The local authority officer attached to the school visits regularly in order to provide appropriate challenge and to support the recent changes in leadership. Thanet staff continue to meet other colleagues within the federation to share and discuss practise. The local authority need to resolve urgently the senior leadership of the school to ensure that the emerging improvement is maintained and built upon.