

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 5323  
**Direct email:** suzy.smith@tribalgroup.com

5 June 2015

Miss Hannah Tudor  
Headteacher  
St Mary of Charity CofE (Aided) Primary School  
Orchard Place  
Faversham  
ME13 8AP

Dear Miss Tudor

**Serious weaknesses monitoring inspection of St Mary of Charity Church of England (Aided) Primary School**

Following my visit to your school on 4 June 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 second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in July 2014. 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 the serious weaknesses designation.

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

Yours sincerely

Sheena MacDonald  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in July 2015**

- Improve teaching so that it is consistently good or better by ensuring that:
  - teachers across the school show consistently high expectations by setting work that builds on what pupils already know and can do
  - pupils produce consistently high-quality written work
  - teachers' marking is consistently useful to pupils
  - pupils act upon the written feedback they receive so that the quality of their work improves.
- Accelerate pupils' progress across the school in order to raise standards by the end of Year 2 and Year 6 by:
  - checking and adapting the impact of the additional support provided for disabled pupils and those with special educational needs to enable them to make more rapid progress
  - ensuring that opportunities to accelerate learning in the Early Years Foundation Stage are fully developed
  - implementing a systematic programme for improving handwriting, especially for older pupils
  - planning more opportunities for pupils to develop their writing skills in different subjects.
- Improve pupils' attitudes to learning by:
  - ensuring that the level of challenge for pupils and the quality of teaching engage pupils' interest and enthusiasm.
- Improve leadership and management, and accelerate the pace of change, by ensuring that:
  - as new appointments are made, a robust and effective senior leadership team is focused on improving teaching and learning
  - newly appointed middle leaders have clearly defined roles and responsibilities, primarily focused on improving teaching and learning and raising standards across the school
  - the coordinator of special educational needs has the time and opportunity to implement changes in this aspect of the school's work.

## **Report on the second monitoring inspection on 4 July 2015**

### **Evidence**

The inspector met with the headteacher, groups of pupils, parents, members of the governing body, a representative from the local authority and two representatives from the diocese. The inspector, together with the headteacher, observed teaching and learning in all classes and looked at the work in pupils' books. She attended an assembly and had lunch with pupils. She scrutinised documents such as the school's improvement plans, records of teaching, learning and training, information about how well pupils are achieving in reading, writing and mathematics and minutes of governing body meetings. She also looked at documents relating to behaviour, attendance and safeguarding.

### **Context**

The governors have appointed the previous head of school to the substantive position of headteacher. The executive headteacher who was leading the school during the last visit has therefore reduced her involvement, although she continues to provide mentoring support for the headteacher. Two part-time teachers have left the school following a restructuring of staffing. The school is scheduled to become an academy with the Diocese of Canterbury multi-academy trust on 1 August.

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

Leadership and management have been strengthened by the appointment of the headteacher and an internal restructuring of the leadership team. Their roles and responsibilities are much clearer. Subject leadership is improving, particularly in mathematics. The governing body has also been strengthened by the appointment of new governors. The headteacher provides the governors with valuable and honest information so that they have a very clear understanding of the school's strengths and remaining weaknesses.

Action plans have been sharpened and the main focus has been on improving the quality of teaching. The headteacher checks teaching regularly and judges the quality by its impact on the pupils' learning. Staff training, greater clarity of expectations and effective use of external support are all making a valuable contribution so that, although there remains variability, there is no longer any inadequate teaching. Teachers plan activities for pupils of different abilities and try to make sure that the work is at the right level for all pupils. Not all teachers have this quite right yet but there are very evident improvements. Most teachers provide helpful guidance on how pupils can improve their work and there are good examples of pupils acting on this guidance. The quality of pupils' handwriting and presentation is also improving as they raise their own expectations and try to do their best.

Pupils are beginning to make better progress. This is particularly noticeable in the Reception class where the proportion of children achieving the expected skills for their age by the end of Reception has doubled this year. Similarly, in the Year 1 reading check, the proportion of pupils achieving the expected level has risen markedly this year. The identification of pupils with special educational needs is more accurate and the support better targeted so that the progress of these pupils is also improving. In several classes across the school, pupils have made at least reasonable, and sometimes rapid, progress during this year. However, this is not enough to make up for inadequate teaching in the past. Consequently, their progress over time is still too slow and their reading, writing and mathematics skills remain much lower than they should be.

A new curriculum has been introduced and the quality of teaching and learning across all subjects is improving. Teachers try to make links between subjects to make learning relevant. Pupils are more enthusiastic now, including about increased practical activities. When teachers give pupils the time and the opportunity to make decisions, use their own ideas and work at length, the pupils are responding well and making good progress. Their attitudes to learning and their enthusiasm are noticeably better.

### **Strengths in the school's approaches to securing improvement:**

- raised expectations and greater clarity of purpose throughout the school
- greater emphasis on learning which is now incorporated into the school's values
- a more interesting curriculum which is motivating staff and pupils.

### **Weaknesses in the school's approaches to securing improvement:**

- the attendance of pupils is below average and not improving
- disadvantaged pupils achieve less well than other pupils and the gaps are not closing
- standards are well below average at the end of Key Stages 1 and 2.

### **External support**

The local authority is providing valuable and effective support to enhance governance, leadership and management, early years provision and to ensure that school assessments are accurate. It is also fulfilling its monitoring and evaluation function effectively by regularly reviewing progress and calling the school to account. As the school becomes an academy it will be important that the level and quality of support is maintained, particularly as the headteacher is relatively inexperienced and there will be a new deputy headteacher in September.