

Tribal Education
1–4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 123 6001
Direct F 0845 123 6002
email:sarah.cartlidge@tribalgroup.com



23 September 2010

Mrs Shirley Lall
Headteacher
Bysing Wood Primary School
Lower Road
Faversham
Kent
ME13 7NU

Dear Mrs Lall

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 22 September 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit.

As a result of the inspection on 25 February 2009, the school was asked to:

- use assessment data more sharply to identify trends in performance, in order to improve the quality of the school's self-evaluation
- involve pupils more actively in their learning, and provide a more exciting curriculum
- work with parents to improve the attendance of the small number of pupils who do not attend regularly enough.

Having considered all the evidence I am of the opinion that at this time the school has made:

good progress in making improvements

and

good progress in demonstrating a better capacity for sustained improvement.

Since the last inspection the deputy headteacher has left and not been replaced, as the school believes that it has sufficient capacity at senior level.

Although standards remain low, they are beginning to improve, particularly in mathematics. This is significant as standards have been exceptionally low for a

number of years. The unvalidated 2010 Key Stage 2 results demonstrate a marked improvement on the 2009 figures, particularly for the number of pupils achieving above national expectations. The quality of teaching observed on this visit supports this picture of improving attainment. The profile of teaching was consistently satisfactory, with some good aspects. Relationships and attitudes between pupils are good, as is the environment for learning. Displays are attractive, relevant to the activity and support effective learning. Some challenging, ambitious work was seen in a Year 5/6 mathematics class, and in a Year 3/4 literacy class pupils readily engaged in creating their own dialogue. Teaching is not yet consistently good, mainly because teachers miss some opportunities to be more creative in their approach and relate learning to pupils' needs and interests. The headteacher is a very accurate judge of the quality of teaching, observes regularly and gives supportive feedback. She acknowledges that teaching needs to be consistently good if learning is to continue to develop and knows that she needs to ensure teachers are clearer about the precise ways in which they can improve their practice.

Since the last inspection the quality of self-evaluation has improved. Senior leaders have recognised that more able pupils could achieve more. They have identified these pupils and put in place a range of effective intervention programmes, particularly in Years 5 and 6. As a result, attainment is starting to rise in Key Stage 2. It is more variable in Years 1, 2, 3 and 4 because teaching is not yet consistently good. The school has made significant changes to the curriculum outside of the taught day. Pupils now have access to a good range of lunchtime and after-school activities. There are regular visits from outside speakers and pupils take part in a number of trips. The science curriculum has developed and now offers more opportunities for investigative work. Senior leaders have plans to build on these developments by enhancing the creative, imaginative aspects of both the English and mathematics curriculum.

There are good procedures in place to track absence and the school takes effective action to reduce it, particularly for the small group of pupils who are persistently absent. The attendance officer has built an effective partnership with the educational welfare officer that ensures good relationships with most hard-to-reach families. As a result, persistent absence declined significantly in 2009 and, although it rose in 2010, it was similar to comparable schools. Attendance overall remains below the national average, but the school understands the reasons for this and works well with parents to try to improve it. A small number of parents could do even more to ensure that their children attend more regularly.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Michael Lynes
Her Majesty's Inspector