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5 April 2011

Mrs Noake  
Headteacher  
Hoath Primary School  
School Lane  
Hoath  
Canterbury  
CT3 4LA

Dear Mrs Noake

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Hoath Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 4 April 2011, for the time you gave to our telephone discussion and for the information which you provided before and during the inspection. I would be grateful if you could also thank members of the governing body, staff and the pupils for the contributions they made.

No significant changes to the school context have occurred since the last inspection.

As a result of the inspection on 14 and 15 September 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

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.

Pupils' attainment by the end of Year 2 has been significantly above average for the last five years. In 2010, reading, writing and mathematics results, although above average, were not significantly so. However, the percentages gaining the highest level are well above average. Boys did not attain as well as girls in 2010 but their current work, and the school's information on progress, indicate differences are minimal. Those pupils with special educational needs and/or disabilities attain better than those nationally. The school chose not to sit the national tests last year in Year 6, but teachers' moderated assessments show that pupils achieved higher attainment levels than at the time of the previous inspection. Current tracking data indicate that all pupils are on track to meet their challenging targets for 2011 and that pupils make good progress from their starting points in Year 2.



Overall, the quality of teaching is improving, with good evidence that satisfactory teaching is being moved to good. The school has provided effective support to improve teaching through the provision of an advanced skills teacher, team teaching and continuing professional development to tackle specific areas of weakness. Providing work to suit the needs of all pupils has been a focus and has been well supported by the new tracking system which enables teachers to make better use of progress information. However, there is sometimes a lack of challenge for the most able pupils in lessons, who do not move quickly enough on in their learning. Teaching assistants do not always support pupils well enough in the classroom and spend too long being inactive during periods of teacher talk. The school has ensured that teachers are developing pupils' investigative and problem-solving skills, especially in mathematics. In a good Year 5/6 mathematics lesson, pupils were provided with a number of statements which had to be classified into 'sometimes, always or never true'. Pupils busily discussed whether different types of triangle tessellated and whether the perimeter of a rectangle was always an even number. The quality of speaking and listening was good and pupils articulated their ideas well. Teaching is improving because leaders monitor its quality more effectively. Information is gathered through a variety of monitoring activities and the findings are linked clearly to priorities for staff training. Through regular progress meetings, staff are held to account more rigorously for the progress their pupils make.

A more creative curriculum has been implemented in the school since the previous inspection which has made learning more meaningful and enriching for the pupils. The topics studied ensure a good mix of skills develop in addition to building in opportunities for pupils to investigate, problem solve and experiment independently. Trips and visits also contribute well to these topics and pupils benefit from the additional perspective they provide. In a topic about the rainforest, pupils designed their own rainforest leaves, taking into consideration run-off rates. They devised ways of ensuring that testing was fair when applying water to the leaves. Mathematical skills were also developed through collection of the data, interpretation and displaying the results. Younger pupils studied dinosaurs, wrote poems about them and performed musical raps.

Self-evaluation has improved and involves all staff and governors. The headteacher has ensured that the vision for the future of the school is shared by all. Members of the governing body make regular monitoring visits to the school and write written reports of their findings which in turn hold the school to account for its work. Subject leaders evaluate the quality of provision in their areas and have done much to review and revise the curriculum in light of the previous inspection. They both undertake some level of monitoring, including work scrutiny, and have formulated action plans to move their areas of responsibility forward. This has not been as effective in mathematics, as the subject leader has not been directly involved in looking at lessons to gauge the impact of any changes. There has been more progress in science than in mathematics as science has been a focus this term.



Mathematics is the planned focus next term. The improvements made since the last inspection indicate that senior leaders are developing a better capacity for improvement.

The school appreciates the valuable support provided by the local authority through consultants, for example, who have accompanied lesson observations in science and provided specific training. The support and challenge of the School Improvement Partner is also appreciated. The local authority is monitoring the school's work through its regular visits.

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

Yours sincerely

Glynis Bradley-Peat  
**Additional Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in September 2009**

- Move teaching in Years 3 to 6 from satisfactory to good by ensuring that teachers make better use of information about how well pupils are doing to ensure that work is consistently pitched at the right level for all, especially in mathematics and science.
- Improve the curriculum in Years 3 to 6 so that it builds on good practice in Years 1 and 2 by strengthening links between different subjects to give pupils more opportunities to apply their knowledge to practical activities.
- Improve the rigour of self-evaluation by strengthening the involvement of leaders at all levels in checking how well the school is doing and monitoring actions to check they are having a sustained impact on attainment.