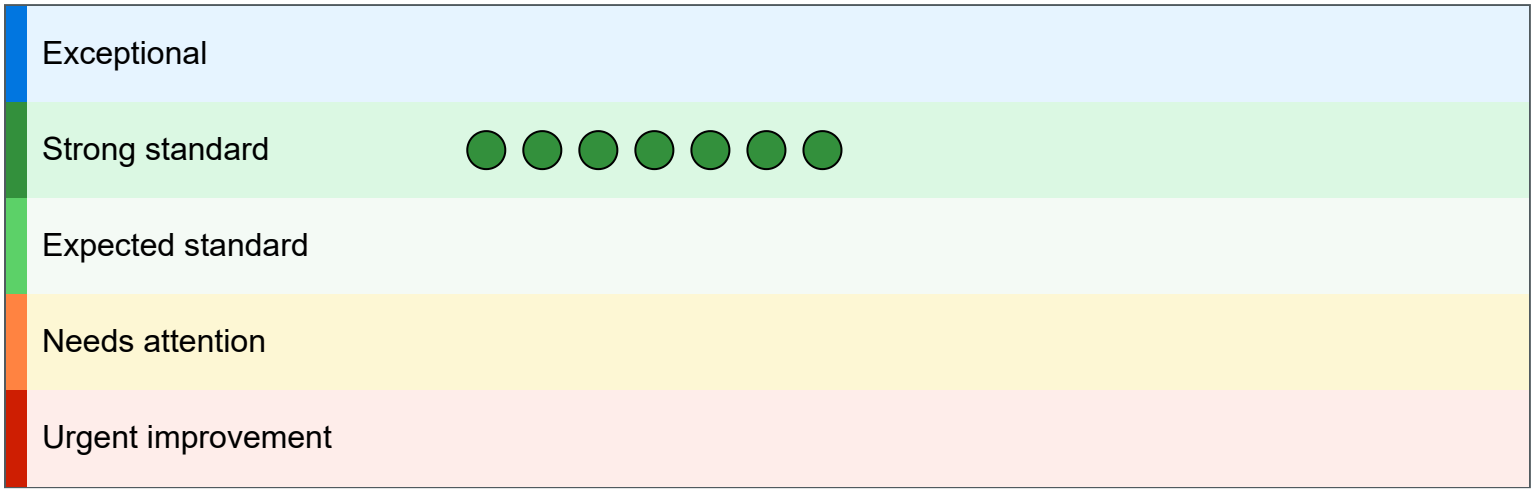
St Margaret's at Troy Town CofE Voluntary Controlled Primary School

Address: King Street, Rochester, Kent, ME1 1YF

Unique reference number (URN): 144914

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Improvements in the school's curriculum and teaching have led to markedly higher outcomes for pupils. In recent years, pupils' performance in the end of key stage 2 national tests has been consistently high, reflecting the impact of effective provision at the school.

Disadvantaged pupils also achieve very well compared with their peers nationally. Over time, their attainment in the combined reading, writing and mathematics expected standard is significantly above national figures.

Pupils' achievement extends beyond the core subjects. They take pride in their work and produce consistently high-quality, well-presented work across the curriculum. Pupils demonstrate secure and fluent handwriting and apply this effectively in their written work. In discussion, pupils recall prior learning confidently and explain their understanding clearly. Pupils' secure achievement at this school ensures they are very well prepared for the challenges of learning in the next stage of their education.

Attendance and behaviour

Strong standard

Leaders have established thorough systems to promote attendance that are well aligned to the school's context. They use attendance information carefully to identify patterns of concern. This means persistent absence is identified early. Leaders know pupils and their families well. They have a clear understanding of the barriers faced by families and respond with an appropriate balance of challenge, practical help and emotional support. As a result, attendance has improved notably in recent years, rising from below the national average to above it for the past 2 years. This positive trend is also reflected in the improved attendance of key groups across the school.

Behaviour across the school is excellent. Relationships between pupils and staff are kind and respectful. Pupils are warm and welcoming to visitors and speak proudly about their school. Leaders have established a clear and well-embedded behaviour culture that is consistently applied by staff. In lessons, pupils listen attentively, engage quickly and return to focused learning following discussion. Pupils agree that any rare instances of disruption are managed swiftly and calmly. Leaders track behaviour carefully and act promptly to address any emerging patterns. Pupils take responsibility for their actions and respond well to the school's restorative approach.

Curriculum and teaching

Strong standard

Leaders have designed an ambitious and coherently sequenced curriculum that is carefully adapted to meet the needs of pupils. Different subjects' curriculums have been thoughtfully refined so that learning is logically structured and builds cumulatively. Foundational skills are prioritised from the outset. Phonics is securely embedded, with staff using consistent routines, shared language and well-chosen resources to support pupils in developing their knowledge systematically.

Teaching across the curriculum is consistently effective. Teachers have secure subject knowledge and deliver well-structured lessons with a clear focus on key knowledge and vocabulary. An agreed approach to lessons, including regular opportunities to revisit prior learning, helps pupils build securely on what they already know.

In addition to addressing individual pupils' needs, leaders have ensured that there is careful consideration of subject-specific adaptations across all areas of the curriculum. These adaptations effectively support pupils who face barriers to their learning and/or wellbeing, enabling all groups of pupils to access the curriculum successfully.

Leaders monitor the quality of curriculum delivery rigorously. They evaluate the impact of teaching and interventions closely. Teachers benefit from high-quality training and ongoing coaching, which strengthens their expertise.

Early years

Strong standard

Leaders prioritise the early years, ensuring that children establish secure foundations and begin to achieve well. They recognise that children enter with a wide range of prior experiences and make sure that staff build on these effectively to extend learning. A carefully planned transition programme supports positive relationships with parents and carers. This enables children, including those with special educational needs and/or disabilities, to settle quickly into school life.

The curriculum is thoughtfully designed to promote curiosity, exploration and active learning. It is enriched through high-quality texts and meaningful experiences, including regular visits to the school's mini forest. Warm relationships between staff and children create a safe and nurturing environment. Adults skilfully promote communication and language through purposeful talk and questioning. Phonics is introduced effectively for children in the nursery year, with structured opportunities for children to develop early reading skills. As they move through the reception year, children apply their phonics knowledge regularly and demonstrate increasing control in their writing.

Clear routines and expectations support positive behaviours for learning. Children develop independence and increasingly regulate their emotions. They engage confidently with established routines that help the setting run smoothly, for example when waiting for their turn with equipment. Children cooperate very well, as seen when they work together to carry heavy containers while creating potions in the mud kitchen.

Inclusion

Strong standard

Leaders have established an ambitious and deeply embedded vision for inclusion that is understood and enacted by all staff. This shared commitment ensures that inclusive practice is integral to the school's culture. Robust systems are in place to identify and assess additional needs at an early stage. For example, all children entering the early years have their speech and language assessed, enabling swift identification of any barriers to learning. The school works with external professionals to ensure that support is appropriate and timely.

Leaders prioritise high-quality classroom teaching as the most effective way to meet pupils' needs. Information about pupils is carefully shared and routinely used to inform teaching. As a result, adaptive teaching is securely embedded and consistently seen across classrooms. Specialist staff provide additional targeted support for pupils with more complex needs, including some with special educational needs and/or disabilities. A range of well-planned interventions and thoughtful adaptations, including the 'hive' and 'den' spaces, further strengthen provision.

Leaders monitor the impact of support closely and adjust provision where necessary. Pupil premium funding is used effectively, reflected in the high attainment of disadvantaged pupils. Support for pupils who are, or have been, known to social care is also effective, underpinned by trusting relationships with families that enable timely and responsive support.

Leadership and governance

Strong standard

At the previous inspection, the school had already begun its improvement journey. Since then, highly effective leadership has been central to sustaining this momentum. Leaders have maintained a clear and consistent drive, leading to notable improvements across all aspects of the school's work.

Leaders have a deep understanding of their community and hold high ambition for it. They maintain a clear focus on improving the outcomes and experiences of all pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities. These pupils benefit from the school's inclusive culture and well-delivered curriculum, which together promote positive outcomes and meaningful experiences.

Leaders base their decisions on detailed and accurate information about the school's performance. Local governors and trustees use this information effectively to remain well informed. They triangulate a range of evidence to identify patterns over time, which enables them to maintain secure oversight and provide appropriate challenge to leaders. Local governors are engaged and knowledgeable, and trustees maintain a clear line of sight on the school's work. Trust leaders provide regular support and challenge, ensuring clear accountability at all levels.

Leaders have established well-considered structures that enable stability and build leadership capacity. An established culture of professional development supports sustainability in this small school. Thoughtful decisions also ensure that staff workload is managed very well. Staff feel valued. Parents and carers are highly positive about the school's work. They feel that the support provided for their children extends to them as families. They frequently celebrate the school's inclusive ethos and the quality of its pastoral care.

Personal development and wellbeing

Strong standard

The school's well-considered and intentional approach to personal development and wellbeing has a clear and positive impact on pupils' wider development and aspirations. Personal, social, health and economic education is carefully structured. Key themes are revisited over time and delivered in an age-appropriate way. This enables pupils to deepen

their understanding as they move through the school. Leaders have ensured that staff are well trained and confident to deliver this curriculum effectively. As a result, pupils speak knowledgeably about what they have learned. They can explain how to keep safe online and how to recognise bullying. Older pupils discuss sensitive topics, such as bodily changes and healthy relationships, with maturity.

The school's core offer is significantly enhanced by a wide range of enrichment opportunities. These are thoughtfully planned to complement the curriculum and broaden pupils' experiences. Educational visits and visitors, including history workshops and music provision, bring learning to life. Leaders track participation carefully to ensure equality of access and review provision regularly. This has led to purposeful improvements, such as increased leadership opportunities.

Pupils are equipped with strategies to manage their emotions. When they need further support, pastoral care is a carefully planned, tiered system of support. The use of reflection, such as when pupils consider 'now, wow and ow' moments throughout the curriculum, supports pupils in learning from experience.

Pupils' understanding of protected characteristics and fundamental British values is a particular strength. Pupils listen respectfully to visiting police officers. They demonstrate a clear understanding of the rule of law by linking the role of the police to the rules in their own school that help keep them safe. Pupils' knowledge of religious education is also well developed.

What it's like to be a pupil at this school

At St Margaret's at Troy Town, pupils are consistently welcoming, respectful and highly motivated to learn. Improved attendance at the school reflects pupils' enthusiasm and contributes to their positive achievement. Pupils fully embrace the school's vision to 'let their light shine', which is evident in their positive attitudes across all aspects of school life. They find learning interesting and enjoyable. Pupils who require additional support receive the help they need to access the curriculum successfully and thrive alongside their peers.

Pupils particularly value opportunities to learn beyond the classroom. Outdoor learning is a highlight for all. Pupils confidently develop practical skills such as building shelters and exploring the natural environment. A wide range of visitors further enriches the curriculum. For example, during the 'restart a heart' sessions, medical professionals taught pupils across the school how to respond if someone stops breathing and practise essential life-saving skills.

Pupils feel that they belong here. Their well-developed understanding of religion, relationships and equality enables them to celebrate difference. From the early years onwards, children play and learn together with respect and care. Pupils value opportunities to come together in daily assemblies to reflect, learn about the wider world and celebrate each other's achievements. They take pride in recognising one another, for example when they nominate someone to be placed on the 'proud cloud'. Pupils also contribute thoughtfully to worship by writing prayers and leading reflection, supported by local clergy.

Pupils benefit from a wide range of opportunities to take on leadership roles. These include positions such as school councillors and reading ambassadors. Older pupils take on additional responsibilities, for example as sports leaders or by leading special events. Pupils speak positively about these opportunities and the ways in which they help them to develop confidence, responsibility and a sense of contribution to the school community.

Next steps

- Leaders and those responsible for governance should continue to pursue their ambitious aims for the school, developing exceptionally high standards across the curriculum so that pupils' outcomes are further strengthened, including for disadvantaged pupils.

About this inspection

This school is part of The Pilgrim Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Janet Taylor, and overseen by a board of trustees, chaired by Mark Wilkes.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other school leaders, members of the local academy committee, the CEO and trustees during the inspection. Inspectors also spoke to a representative of the diocese and spoke with pupils, parents and carers.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The last section 48 inspection was carried out in November 2024.

The school currently uses no alternative provision.

There have been a number of changes to the school's leadership team since the last inspection. This includes the headteacher, who took up her post in January 2022.

Headteacher: Katie Willis

Lead inspector:
Katie Hancock, His Majesty's Inspector

Team inspectors:
Kirstine Boon, Ofsted Inspector
Megan Underhill, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 16 June 2026

School and pupil context

Total pupils

218
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

37.20%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.46%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.31%
Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	61%	Above
2024/25 (final)	79%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	73%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25 (final)	79%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	73%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	73%	Above
2024/25 (final)	90%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	46%	Above
2024/25 (final)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	73%	46%	Above
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	62%	Above
2024/25 (final)	83%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	73%	58%	Above
2022/23 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (final)	75%	61%	Above
2023/24 (final)	73%	59%	Above
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	68%	1 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	73%	67%	5 pp
2022/23 (final)	67%	66%	0 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	81%	80%	2 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	73%	78%	-5 pp
2022/23 (final)	67%	77%	-11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	73%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.3%	13.0%	Close to average
2023/24 (3 term)	11.6%	14.6%	Close to average
2022/23 (3 term)	18.1%	16.2%	Close to average

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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