

# Eastling Primary School

Inspection report

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<b>Unique Reference Number</b>	118336
<b>Local Authority</b>	Kent
<b>Inspection number</b>	379598
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Margaret Coussins

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephanie Youle
<b>Headteacher</b>	Dave Walsh
<b>Date of previous school inspection</b>	16 October 2008
<b>School address</b>	Kettle Hill Road Eastling Faversham ME13 0BA
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<b>Email address</b>	Headteacher@Eastling.kent.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and six teachers. Meetings were held with the headteacher, other staff with leadership responsibilities, governors and pupils. Inspectors observed the school's work and looked at a range of school documentation, including the school's self-evaluation, the school development plan, pupils' progress records and the safeguarding policies and procedures. Questionnaires from 46 parents and carers were received and analysed along with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The level of challenge in lessons to determine the quality of teaching and how well pupils know how to improve their work and evaluate their progress.
- How effectively the school is improving pupils' achievement in writing.
- How well the systems for assessing pupils' progress inform the school of where to target intervention and the impact on pupils' achievement.
- The effectiveness of the school's work to increase attendance rates.
- The impact of the work of leaders and managers, including the governing body, in monitoring and evaluation to secure school improvement and the capacity for sustained improvement.

## Information about the school

Eastling is much smaller than the average-sized primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is above average. These needs relate mainly to autism, speech, language and communication and moderate learning difficulties. Provision is made for the Early Years Foundation Stage in a Reception class. Year 1 and Year 2 pupils are taught together in one class and pupils from Year 3 to Year 6 are taught in two mixed-aged classes. The school has gained a number of national accreditations, including National Healthy Schools, Activemark and International and Safe Schools awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Eastling is a good school. Pupils, staff, parents and carers and governors are justifiably proud of the school, which is at the heart of this small village community. Pupils are happy, polite, welcoming, articulate and friendly. They care for each other in this cohesive school community and enjoy coming to school, as shown by their above-average attendance. Pupils' good personal skills are underpinned and promoted by the outstanding care, guidance and support provided by all the staff. As a result, pupils feel safe and secure and confident to talk to any member of staff should problems arise. They have an excellent awareness of how to keep themselves fit and healthy, as reflected in the Healthy Schools and Activemark awards and in the ways they actively promote their healthy lifestyles.

Pupils make good progress during their time in school and achieve well. By the time they leave their attainment is above average. Teaching is good. Lessons are well planned, making good use of assessment information to meet the needs of pupils in different year groups in classes and effectively engaging pupils and motivating them well. In some lessons, however, the pace of learning slows when too long is spent on the introduction to lessons before pupils can get on with independent learning. Opportunities are sometimes missed for pupils, and occasionally teachers, to use the good information and communication technology (ICT) resources to support learning in different subjects. Good marking and feedback ensure pupils understand how to improve their work and support their learning well. On occasion, pupils are encouraged to reflect on and evaluate their own and others' progress and learning. This helps them to have clear insights into knowing and understanding exactly how well they are making progress towards their learning targets. This good practice, however, is not consistent in all lessons. An excellent range of extra activities, visits and clubs very effectively enrich the good curriculum.

There is good capacity for sustained improvement. The headteacher's effective leadership ensures high expectations. Self-evaluation is rigorous and clearly identifies strengths to build upon and areas for further improvement. Effective action is taken as a result. For example, the continuing focus on developing pupils' writing skills and training for all staff has prompted more opportunities for writing for real, meaningful purposes. This has motivated pupils to become more enthusiastic and skilful writers, which was an improvement point noted in the last inspection.

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## What does the school need to do to improve further?

- Ensure that pupils consistently make the good or better progress of which they are capable by:
  - maintaining a good pace of teaching and learning in all lessons
  - providing pupils with more opportunities to use information and communication technology (ICT) to help them learn and in teaching across the curriculum
  - developing pupils' skills in evaluating their own and others' work in a constructive way.

## Outcomes for individuals and groups of pupils

**2**

Children start school with levels of attainment that are as expected for their age and then make good progress. Attainment fluctuates because of the relatively small number of pupils taking the Year 6 national tests and the higher-than-average proportion who leave or join the school in Key Stage 2. In 2011, pupils did better in mathematics than in English, where writing skills held them back. Pupils' current work and tracking data indicate that progress in writing has accelerated and the gap between English and mathematics is narrowing. Pupils with special educational needs and/or disabilities make similarly good progress to others from their starting points because their needs are identified at an early stage, effective support is provided and their progress is carefully monitored.

Pupils' enjoyment, their positive attitudes, behaviour and interaction with each other make an important contribution to their good achievement. For example, pupils worked very well together to share ideas and discuss the difference between matters of fact and opinion to inform their writing. The collaborative work enabled them to test out their ideas and make good progress in writing that was well structured. Pupils thoroughly enjoyed an English lesson linked to their history work, building on plans made the previous day to create adverts for a Viking product. They made good progress and demonstrated a good knowledge of the features of persuasive writing and use of time connectives, producing some imaginative and skilled work.

Pupils enjoy their responsibilities and leadership roles around the school. Young Sports Leaders were observed making an excellent contribution to the quality of lunchtime play by organising games for younger pupils. They demonstrated mature and sensible attitudes and made sure everyone was safe. It was very clear that they and the younger ones were having great fun as well as promoting a healthy activity. The school council has a varied and active role in the school. The eco-school award and the school's Green Flag reflect pupils' good awareness of environmental and sustainability issues that affect society as a whole. Pupils take part in and organise for themselves fundraising activities for a range of charities and causes that develop their understanding of those who are less fortunate than themselves. The school's caring ethos and close links with the church make a significant contribution to pupils'

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good spiritual, moral and social development. They enjoy and participate in a range of activities that develop their understanding of cultural influences on their own heritage. The school has correctly identified, however, the need to enhance pupils' cultural development to help them understand more fully the diversity of British society. Good progress in basic skills and pupils' good personal skills prepare them well for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Notable features of all lessons are the good relationships between staff and pupils and opportunities for pupils to share their ideas with 'talk partners', which help them to extend their thinking and test out their opinions. Pupils are not always given enough opportunities to evaluate their own successes and progress in reaching targets through constructive evaluation of their own and others' work. In lessons where there is a good pace to learning and teachers encourage pupils to be resourceful and independent, pupils make good and sometimes outstanding progress and learning is challenging and memorable for them. On a few occasions teachers stick too rigidly to their plans when pupils show they are able to move their learning on at a faster pace and this can slow the progress that some make. Pupils and parents and carers appreciate the wide range of additional activities that very effectively broaden pupils' interests, experiences and skills. One parent wrote, 'There is an impressive range of extra-curricular visits and trips for such a small school, which the children love.'

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Pupils are well known to all staff and this helps to promote the outstanding care, guidance and support offered to all pupils and their families. A parent wrote, 'The teachers have always listened and helped with any concerns I may have had and helped to resolve them.' The school very effectively supports the learning of those pupils whose circumstances may make them vulnerable. There are excellent links with other agencies and well-targeted support ensures that pupils integrate well and make good progress relative to their starting points. The school strives relentlessly to promote regular attendance and ensures that pupils do not miss out on important learning. Transition procedures into school, through the year groups and into Year 7 are very effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

There is a shared vision and ambition for the school, driven by the highly effective leadership of the headteacher, to provide the best possible learning opportunities for all pupils. The inclusive and caring ethos of the school and its clear, detailed policies ensure that all pupils have equal opportunities to learn and develop without fear of discrimination. The quality of teaching and learning is monitored through formal observations and regular checks on pupils' work, and where weaknesses are observed, effective support is provided. Systems for tracking pupils' progress enable the headteacher and staff to have a clear idea of where additional support is required and this intervention successfully meets individual needs. The governing body has a clear view of the strengths and weaknesses and holds the school to account effectively as well as reviewing and refining its structure and processes to increase the impact of its work. There have been several recent changes in the governing body and it has actively sought to include a range of expertise in its members to more effectively benefit the school's work. Along with staff, governors effectively implement safeguarding procedures, which meet all requirements. They ensure that procedures are implemented across all aspects of the school's work and provide pupils with a good understanding of how to keep themselves safe.

The school engages well with parents and carers. Communication is through a range of channels, both formally and informally. Parents and carers are encouraged to be involved in the life of the school and there is a very active parents' organisation. One parent commented, 'We have been impressed with the encouragement for parents to play a role in helping support the school. The school sees parents' involvement as something very important.' Pupils learn about different cultures through the

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curriculum and through their study of languages, for example, French, and the school has links with schools in France, Portugal and Finland that have helped gain its International School award. Leaders are aware of the context of their own community and the need to reach out beyond it at a national level to widen pupils’ horizons. Good partnerships with local schools and organisations are well established, enrich the curriculum and contribute well to pupils’ well-being and learning opportunities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get a good start to school in the Reception class. They clearly enjoy learning, settle well and are happy. When children start, their skills, knowledge and understanding are generally at the expected levels for their age, although lower in writing. They make good progress and meet or exceed the goals for their learning by the end of the Reception Year. Good teaching and a good range of activities ensure that children’s needs and interests are met well in a welcoming learning environment. A good balance exists between activities directed by adults and those where children make their own choices, and they effectively develop independence as learners. There is a good focus on providing lots of opportunities and purposes for writing. For example, children were excited to reply to Santa Claus, who had written a letter asking for their help as some of his elves were sick. Good use is made of the outdoor area to successfully develop children’s learning in all areas. Behaviour is good and they play well on their own and with others. Children make a good contribution to the smooth running of the day and learn to take responsibility by registering their own names on arrival, hanging up their coats and storing their book bags and water bottles. This helps their developing independence. They know how to look after themselves and understand the importance of hand washing after visiting

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the toilet and before eating.

Very good attention is paid to children’s welfare and positive, trusting relationships between staff and children ensure that they feel safe and secure at all times. Effective induction procedures enable good links with parents and carers and a smooth transition into school life. Good leadership and management ensure a clear understanding of the strengths of the provision and the areas needing further development. The assessment of children’s progress is carried out thoroughly and regularly by all staff and enables them to keep track of what children know and can do to plan effectively for the next steps in learning. Liaison between home and school is good. Each child has a special book and a record of ‘My Unique Story’ in which staff and parents and carers record milestones in children’s learning and which affords regular communication between home and school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A larger-than-average proportion of parents and carers responded to the questionnaire. Almost all agreed that their children enjoy school and that the school keeps them safe. A large majority responded positively to all aspects of the school’s work and inspection findings support these positive views. The main concerns from a very small minority were about how well the school communicates with parents and carers to help them support children’s learning and how well the school takes account of their suggestions and concerns. Inspectors found that the school provides a good range of strategies for communication on both of these aspects.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastling Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 98 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	72	12	26	1	2	0	0
The school keeps my child safe	26	57	20	43	0	0	0	0
The school informs me about my child’s progress	15	33	29	63	0	0	2	4
My child is making enough progress at this school	19	41	23	50	2	4	0	0
The teaching is good at this school	29	63	15	33	1	2	0	0
The school helps me to support my child’s learning	17	37	26	57	3	7	0	0
The school helps my child to have a healthy lifestyle	25	54	17	37	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	43	21	46	0	0	0	0
The school meets my child’s particular needs	19	41	23	50	0	0	1	2
The school deals effectively with unacceptable behaviour	12	26	30	65	0	0	1	2
The school takes account of my suggestions and concerns	12	26	29	63	3	7	0	0
The school is led and managed effectively	15	33	26	57	1	2	1	2
Overall, I am happy with my child’s experience at this school	23	50	19	41	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 December 2011

Dear Pupils

### **Inspection of Eastling Primary School, Faversham, ME13 0BA**

Thank you very much for the welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Eastling because it is a good school.

These are some of the things that really stood out.

- Your teachers teach you well. By the time you leave in Year 6 your attainment in English and mathematics is above average and so you are well prepared to go to your next schools.
- Everybody in your school looks after you exceptionally well because they provide you with outstanding care, guidance and support.
- Your headteacher does a very good job in running the school and he is helped well by all the other teachers with special responsibilities and the governors.
- The school provides you with an excellent range of clubs and extra activities, which you told us you enjoy and appreciate.

In your questionnaires, some of you told us that you did not think behaviour was good in your school. We want you to know that we think you behave well and you are caring and considerate of each other.

These are the things we have asked your school to do to make it even better.

- Make sure you all make the best possible progress and have enough time to learn and do your work.
- Provide you with more opportunities to use your good ICT skills to help you learn in different subjects.
- Give all of you opportunities to understand how well you are doing so you can talk about your work together and help each other to improve.

You can help the school get even better by continuing to work hard and doing your best.

Yours sincerely  
Margaret Coussins  
Lead inspector

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