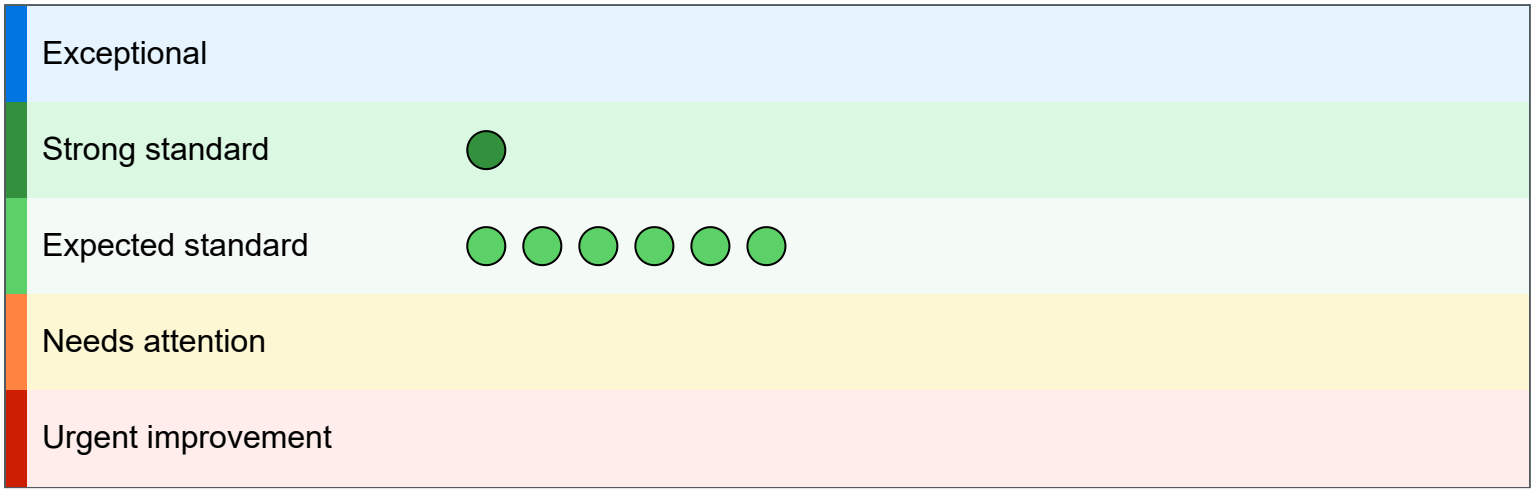
Eythorne Elvington Community Primary School

Address: Adelaide Road, Eythorne, Dover, Kent, CT15 4AN

Unique reference number (URN): 118399

Inspection report: 9 September 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

Early years

Strong standard

The early years leader and staff are highly knowledgeable, enthusiastic and passionate about their work. The curriculum strengthens children's knowledge very well in areas such as communication and language, early reading and personal development. Routines and high expectations are embedded impressively quickly. Pupils understand these and follow them from the start of each day. Phonics is taught effectively by skilled staff. Leaders work very closely with local nurseries and families to ensure that staff know children's starting points. The needs of children with special educational needs and/or disabilities are identified early, and support for them is quickly put in place.

A very well-resourced learning environment supports children to develop physical skills such as coordination and extend their learning across all areas of the curriculum. Interactions between staff and children are highly positive and purposeful. Children have opportunities to choose activities and they all engage purposefully in these with their peers. Children are happy and enjoy their time in Reception.

Children have positive relationships with staff. Leaders ensure that care practices are appropriate. Children, including those who face barriers to learning, progress well through the early years curriculum. They are very well prepared for the transition to Year 1.

Expected standard

Achievement

Expected standard

Pupils typically achieve well, making appropriate progress through the curriculum from their starting points. Pupils recall key knowledge from previous learning. Occasionally, pupils, including those who are disadvantaged, do not produce work of a consistently high quality. Leaders have identified this as a priority for improvement and are taking steps to address this. Historically, pupils, including those who are disadvantaged, have typically achieved outcomes in national tests that are in line with national averages.

Children in early years achieve well. Staff here understand the importance of ensuring all children develop secure phonics knowledge and become fluent readers. Pupils typically attain more highly than their peers nationally in the phonics screening check at the end of Year 1. This supports them to access the wider curriculum as they move through the school. This means they are generally well prepared for their next stage of education.

Attendance and behaviour

Expected standard

Leaders have a clear oversight of attendance. Attendance at the school is now broadly in line with the national average and has shown some improvement, particularly during the past year, as a result of the focus of leaders. Leaders generally identify specific barriers to attendance and have improved how they provide tailored support more quickly for pupils

who find attending school difficult. They work effectively with wider professionals and families to reduce barriers to attendance. Leaders and staff promote the importance of high attendance, and this is now having an impact on most individuals and groups who have previously attended less often.

Pupils across the school behave very well. They benefit from clear routines and expectations that are in place from the very start. They understand and follow the school rules that are consistently applied by caring staff. Pupils demonstrate a highly positive attitude to learning. Leaders and staff have created a calm, purposeful and nurturing environment. Pupils learn to understand and manage their emotions and do so well. Bullying is very rare and is dealt with effectively. Pupils interact very well with each other during playtimes with minimal support from adults. They treat each other with kindness and respect.

Curriculum and teaching

Expected standard

Leaders ensure the curriculum is well sequenced and typically enables pupils to make progress in their learning. Leaders enrich the curriculum through a wide range of experiences that broaden pupils' horizons and prepare them for life beyond school. Leaders analyse the effectiveness of learning to identify gaps in pupils' knowledge. Teaching generally supports pupils to revisit previous learning and retain key knowledge over time. However, at times, assessment and checking for understanding are not used precisely enough.

Leaders promote consistency in teaching through regular professional learning for staff and checks on how the curriculum is taught. Typically, the curriculum is taught effectively and in line with leaders' intentions. There are occasions where the tasks that pupils complete do not sufficiently build and develop their skills and knowledge over time.

Leaders demonstrate a strategic approach to curriculum improvement in school. This allows them to identify appropriate areas for development. The phonics curriculum is carefully structured, with targeted additional help in place for pupils who need it. The school's curriculum is designed to secure the essential knowledge in reading, writing and mathematics. It is typically adapted and adjusted by staff to address the needs of groups of pupils. This includes for disadvantaged pupils and those pupils with special educational needs and/or disabilities.

Inclusion

Expected standard

Leaders and staff know their pupils well. Pupils feel welcomed and valued as a result of the inclusive culture that has been created. Leaders and staff share a commitment to removing barriers so that all pupils can achieve within the classroom. Positive relationships with families help leaders to understand pupils' needs and respond promptly with appropriate support.

Leaders have refined the systems and processes that are in place to identify pupils' needs. This enables them to identify their learning and pastoral needs more quickly and accurately at the earliest stage. Leaders work in close partnership with parents, carers and wider professionals to make sure pupils, including those who are disadvantaged and those with

special educational needs and/or disabilities (SEND), have the support that they need in school. Leaders and staff use additional funding effectively to help vulnerable pupils be successful in school. However, they do not always rigorously check that their actions continue to be as effective as possible for different groups.

In lessons, staff generally make appropriate adaptations so that pupils can access learning. Pupils with SEND benefit from a range of strategies to ensure they can access learning with their peers. Staff receive effective training. This typically enables them to use adaptations and strategies confidently and reduce barriers to learning and wellbeing.

Leadership and governance

Expected standard

Leaders have a detailed understanding of the school and its context. They have developed their leadership structure to support school improvement in specific areas. They have accurately identified which areas to prioritise for improvement and are taking appropriate action as a result. Leaders model high expectations across the school.

Governors bring a range of experience and expertise that supports their work. They are passionate about their roles and the work of the school and are highly invested in the work they do. There is a lack of precision and detailed understanding of the strengths and areas for development for the school. This impacts the level of support and challenge that is provided. Governors typically fulfil their statutory duties effectively.

Teachers are proud to work at the school. They typically remain at the school for an extended period. They feel very well supported by leaders with their workload and wellbeing. Teachers say that pupils are at the heart of leaders' decisions. Staff feel well supported professionally through the training that is provided.

Leaders have clear oversight of where further improvements can be made in the school. They constantly strive to seek the best possible experiences and outcomes for children and pupils. Leaders engage well with staff, external agencies, parents and carers to help make these improvements. Parents are highly positive and supportive of leaders and the work of the school. They appreciate the kindness and care that leaders and staff provide, as well as the enjoyment of school that their children develop.

Personal development and wellbeing

Expected standard

Over time, leaders have crafted a wide-ranging enrichment offer to support pupils' personal development. They actively identify opportunities that will benefit pupils' wider development beyond the academic. These have been considered carefully in relation to the context of the school. Leaders are determined that all pupils can access the school's 'Eleven by 11' activities.

Leaders have refined and developed the personal, social and health education curriculum so that it meets the needs of their pupils. This is now becoming embedded across the school. Pupils develop a secure understanding of online risks and know how to keep themselves safe and healthy. They also learn about the importance of positive relationships. They understand, and have a respect for, personal boundaries. Pupils benefit from

opportunities to contribute to the life of the school through roles such as school councillors and librarians.

Pupils access a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. Leaders are aware of which pupils participate, and they provide support for different groups to attend. However, this is not consistently tracked to ensure barriers to participation are reduced as effectively as they could be.

Attentive staff, who know the pupils well, implement the school's pastoral support offer effectively. Pupils across school benefit from this. It contributes to the sense of calm and enjoyment across classrooms and at unstructured times of the school day. Pupils learn how to play well with others. From an early age, pupils develop a keen sense of right and wrong. They understand democracy and the rule of law and recognise that discrimination in any form is unacceptable. They are very clear that everyone should be treated equally. Pupils are generally well prepared for life in modern Britain.

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

Pupils feel a secure sense of belonging within the inclusive and nurturing school community. They are welcomed each day by caring staff and quickly learn the routines and expectations. Pupils benefit from the calm learning environment that is created. They build positive relationships with staff who know them and their families well. Parents and carers are overwhelmingly positive about the work of the school. Leaders take a supportive and thoughtful approach to welcoming pupils who join throughout the year. As a result, pupils feel included and settled and are happy at school.

Children in the early years are happy and benefit from the opportunities to learn and interact with peers and adults. Pupils across the school talk positively about lessons and the help they receive from staff. They respond enthusiastically to questions in class and can generally recall knowledge when thinking about their learning. Typically, pupils achieve well across the curriculum and are ready for the next stage of their education.

Improving attendance remains a key priority for leaders. They work closely with families and external agencies to provide the support pupils need to attend regularly. This is having a positive impact, with attendance improving more consistently for all pupils. Pupils behave very well across the school. They value the support that adults provide for them and know staff always listen if they have concerns. Bullying is rare, and pupils are clear that adults deal with it quickly.

Pupils appreciate the extensive offer of opportunities available to them. Trips within the local community and further afield enrich pupils' personal development and build their confidence. Pupils are supportive of each other and take pride in their roles of responsibility, such as being members of the eco council or play leaders. These experiences help pupils to develop and demonstrate the school's core values of confidence, ambition, perseverance, empathy and success.

Next steps

- Leaders should ensure that there is coherent and precise oversight of inclusion so that barriers to learning are swiftly and systematically reduced across the school.
- Leaders should continue to embed systems and processes to ensure consistently improved attendance for all individuals and groups.
- Leaders should ensure that teachers provide tasks in lessons that challenge pupils to develop their skills and knowledge and ensure that misconceptions are addressed quickly so that pupils produce consistently high-quality work across the curriculum and achieve the highest outcomes.
- Governors should develop a more focused understanding of their roles and responsibilities that ensures precise support and challenge for leaders, resulting in improvements in outcomes for all pupils.

About this inspection

This school is part of a federation called The Federation of Shepherdswell Church of England and Eythorne Elvington Community Primary Schools.

The chair of the board of governors in this school is Dominic Meehan.

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.

Inspectors spoke with the headteacher, other senior leaders, staff, pupils and parents. The lead inspector spoke with the chair of governors and members of the governing body.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Neil Garvey

Lead inspector:
Simon Graydon, His Majesty's Inspector

Team inspector:
Catherine Hylands, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

111
Below 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: 268

School capacity

140
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)

52.25%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

1.80%
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: 4.1%

Pupils with special educational needs (SEN) support

9.91%
Below average

What does this mean?

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

National average: 15%

Location deprivation

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	63%	61%	Close to average
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23 (final)	53%	60%	Close to average

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	72%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	59%	73%	Below

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	72%	72%	Close to average
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	65%	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	78%	73%	Close to average
2024/25 (final)	84%	74%	Above
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

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	41%	46%	Close to average
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23 (final)	30%	44%	Below

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	45%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	30%	60%	Below

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	59%	59%	Close to average
2024/25 (final)	71%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	50%	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	64%	60%	Close to average
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	S	59%	S
2022/23 (final)	60%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	41%	68%	-27 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	S	67%	S
2022/23 (final)	30%	66%	-36 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	45%	80%	-34 pp
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	S	80%	S
2022/23 (final)	30%	78%	-48 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	59%	78%	-19 pp
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	S	78%	S
2022/23 (final)	50%	77%	-27 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	64%	80%	-16 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	S	79%	S
2022/23 (final)	60%	79%	-19 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	6.6%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	5.2%	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)	16.5%	13.0%	Above
2023/24 (3 term)	24.0%	14.6%	Above
2022/23 (3 term)	12.9%	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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