



# Eastling Primary School

## Inspection Report

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**Unique Reference Number** 118336  
**LEA** Kent  
**Inspection number** 285271  
**Inspection dates** 21 June 2006 to 22 June 2006  
**Reporting inspector** Michael Chisnall HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary	<b>School address</b>	Kettle Hill Road
<b>School category</b>	Community		Eastling
<b>Age range of pupils</b>	4 to 11		Faversham, Kent ME13 0BA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01795 890252
<b>Number on roll</b>	89	<b>Fax number</b>	01795 890252
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs L Johnson
<b>Date of previous inspection</b>	25 April 2005	<b>Headteacher</b>	Mr Dave Walsh

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors.

## **Description of the school**

When Eastling Primary was inspected last in April 2005, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Since then, it has been monitored regularly by Her Majesty's Inspectors. It is a smaller than average school but the roll has increased since the last inspection. Its pupils represent broadly typical social backgrounds but the number eligible for free school meals is below average. Similarly, the proportion of pupils with learning difficulties or disabilities, including those with a statement of special educational need, is below average. Almost all pupils are from a White British heritage. Since the last inspection, there have been significant changes in teaching staff but the school is now fully and permanently staffed.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

In a relatively short time, the school has improved its overall effectiveness to the point where it is now giving its pupils a good standard of education and providing good value for money. This is the view of both the school and local authority. At the heart of this improvement has been the improvement in the quality of teaching and learning; this is now good overall. As a result, pupils have been making rapid progress this year and have caught up on missed learning. They make a good start in the Foundation Stage, where effective provision gives children a zest for learning and enables them to achieve standards that are good for their ages. This continues and, by the end of each key stage, pupils are attaining standards that are above average and their achievement is good overall, especially in mathematics. Writing is still an area for improvement, an issue recognised by the school and one which is being addressed. No groups of pupils underachieve, although the more able pupils could achieve still more through greater consistency of challenge in all subjects.

Pupils' personal development, which is good, is promoted effectively and results in an environment that supports learning well. Behaviour is very good and pupils show positive attitudes to school life, enjoying a curriculum that is enriched by a wide variety of additional activities. Pupils thrive in school and feel safe and well looked after. It is a community where every child really does matter, a feature recognised and valued by parents.

The leadership of the school has made good use of external advice and support in its drive for improvement. It is being successful because it is focused on the quality of teaching and how well pupils learn. As a result of systematic monitoring, it knows the school's strengths and weaknesses well and makes appropriate plans for long term improvements. In addition, there is a good capacity in all levels of management, including governors, for continued improvement.

### What the school should do to improve further

- ? Provide consistent challenge in all subjects so that the more able pupils achieve the standards of which they are capable. ? Improve writing skills so that pupils reach standards that reflect their reading and oral skills.

## Achievement and standards

### Grade: 2

Pupils achieve standards that are above average and are achieving well. When children enter the school, their attainment is around that expected for their ages and abilities, although the full range of ability is represented. They make good progress in the Foundation Stage and by the time they start Year 1 they attain standards that are at least in line with those expected for their ages and exceed expectations in some areas

of learning, such as physical development and knowledge and understanding of the world. Their speaking and reading skills are good and better than their writing, which is at the expected levels.

In Key Stages 1 and 2, pupils continue to progress well and reach standards that are above average. Their rate of progress has increased during the year due to more effective teaching and higher expectations of what pupils can do. As a result, pupils' achievements are now good and a great improvement on those found at the last inspection. Pupils are meeting and, in many cases, exceeding the challenging targets that were set for them. Those pupils with learning difficulties or disabilities are also making good progress.

The school rightly recognises that standards in writing are not as strong as those in reading or mathematics and is taking effective steps to redress the balance. However, initiatives such as the 'Big Write' have not been in place long enough to have a long term impact on raising standards further. Nevertheless, the gap is closing. The achievement of the more able pupils is at least satisfactory and improving, particularly in mathematics, but they are not yet achieving their full potential in all subjects.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good, maintaining the strengths found at the last inspection. Behaviour is very good and this contributes to a positive climate for learning. Pupils demonstrate good attitudes towards learning and work well together in lessons, sharing ideas and making suggestions that help them to learn. They are polite, confident and take responsibility well, such as acting as playground buddies or monitors. They enjoy their lessons because they are interesting and interactive. Attendance is satisfactory and most pupils come to school on time. There have been no exclusions this year.

Pupils' spiritual, moral, social and cultural development is also good. Relationships between pupils and with adults are very strong and there is a real sense of community. This is exemplified by older pupils watching out for younger ones and acting as good role models for them. Pupils show a tangible sense of excitement in learning new things and being able to produce work of quality. There is good understanding of what it means to live in a culturally diverse society. Pupils know how to lead healthy and safe lifestyles. For example, pupils know about how to stay safe whilst playing at break times and the value of nutritious foodstuffs, although not all pupils put this into practice in their lunchtime eating. Good paired and group work in lessons are helping pupils to develop the skills of working with others. They are developing well as young citizens.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning has improved considerably since the last inspection and is now good overall. There is some satisfactory teaching but also some that is excellent. This more effective classroom practice is at the heart of the improvements in pupils' achievements and is recognised by parents and pupils alike. Teachers' planning is of good quality and makes provision for varied learning tasks, which help to make lessons interesting. However, not all planning pays sufficient attention to the needs of more able pupils with the result that opportunities are sometimes missed to extend their learning. Staff successfully provide a classroom environment that is conducive to learning. Relationships between adults and pupils are of a high order so that pupils are happy and confident in class and willingly answer questions and make suggestions about their learning. Teaching assistants make a major contribution to pupils' progress, particularly for those pupils with learning difficulties.

Homework is used consistently to complement work in class and to enable parents to be involved in their children's learning. Staff use regular assessment well to keep a good track on progress and to set targets so that pupils know how to improve. Marking is good.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has improved since the last inspection and is now good. This is because planning is better and more attention is given to the needs of pupils of different ages in the same class. In addition, literacy, numeracy and information and communication technology skills are more securely threaded through the curriculum. The school is beginning to address the needs of the more able pupils in its planning but there is still room for further improvement so that their learning needs are met more consistently in all subjects.

A particular strength is the variety of enrichment activities that complement the basic curriculum. Very good use is made of the local area for short visits and residential visits further afield provide older pupils with opportunities to extend their learning and personal development. Visitors to the school and themed events are regular features of provision, such as the life skills bus or Maths Week. Pupils value the range of after school clubs that are available to them and many enjoy participating in them.

### **Care, guidance and support**

#### **Grade: 2**

The school provides good quality care, guidance and support for its pupils. They are well looked after in a safe environment. Good attention is paid to health and safety checks and new staff and parent helpers are cleared through the criminal records

bureau. Child protection procedures are clear. Oppressive behaviour is rare and pupils and parents confirm that any such incidents are dealt with effectively. Pupils are taught how to combat different forms of bullying and recognise that this support is helpful to them.

The monitoring of pupils' academic progress has improved considerably since the last inspection and is now good. As a result, the school is able to identify pupils at risk of underachievement and to provide appropriate support. The provision for pupils with learning difficulties or disabilities is strong and helps them to achieve well; teaching assistants are well deployed to provide extra help where needed. The use of individual targets to help pupils focus on what they need to do next is developing well. There is very good induction for children who join the school in the Reception class.

## **Leadership and management**

### **Grade: 2**

Leadership and management have improved considerably since the last inspection and are now good. The school is well run and there is a very clear focus on the provision of good teaching and on how well pupils learn. As a result, pupils are making good progress and have more than made up lost ground. The leadership of the school has maintained and built on the strengths in pupils' personal development and the environment of care and support. It has responded well to external advice and demonstrates a renewed commitment to effective practice in the classroom.

Well organised monitoring of pupils' progress and of the quality of teaching has resulted in good knowledge of the school's strengths and weaknesses. Self-evaluation is now accurate and effective. In turn, this has led to clear direction to staff about where improvements should be made and the right action to take to bring them about. For example, individual target setting is helping pupils see what they need to do next to improve their work. This monitoring regime extends to subject leadership which is good because it is focused on what pupils are learning. The management of special needs provision is also good and improving through better monitoring of classroom support. Long term planning for improvement is well focused on pupils' achievements as a means of checking success.

Governors are effective in their roles and have been a key element in bringing about significant improvement in the school through holding the school to account for its standards and in meeting its improvement targets. They have good knowledge of the school's strengths and weaknesses, manage the budget prudently and support the management of the school effectively. Between the governors and the school's leadership, an effective staff team has been built that has a strong commitment to further improvement. Their capacity for this is good, demonstrated by rapid improvement since the last inspection.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I made my third visit to your school recently and want to thank you for the way you have welcomed me and shared your thoughts with me over the last year. I am pleased to tell you that the school has improved quickly and no longer needs what is called special measures. These are some of the good things that I have found.

You are working hard in lessons, making good progress and doing well, especially in mathematics.

You behave very well, enjoy school and are polite and helpful.

The staff work hard and provide you with interesting lessons.

As well as the usual subjects, there are lots of other activities such as maths and science weeks, the life skills bus and visitors to the school that give you extra opportunities for learning.

You are safe and well looked after in school and extra help is given to those of you who need it.

Your headteacher and other staff are keeping a good eye on how you are doing and working hard to improve the school still further.

I have asked the staff to work with you to help improve your writing so that it is as good as your reading and mathematics skills. In addition, I have asked that those of you who find learning easy are helped to learn even more so that your work in all subjects is as good as it can be.

Because the school has improved so quickly, I do not need to come and visit you again. I have very much enjoyed the days I have spent at Eastling and wish all of you the very best for the future.