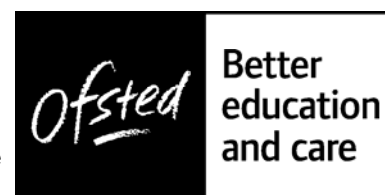


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3 July 2006

Mrs Diane Hurt
Elmswell Community Primary School
Oxer Close
Elmswell
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IP30 9Ue

Dear Mrs Hurt

**OFSTED MONITORING OF GRADE 3 SCHOOLS:
Elmswell Community Primary School**

Thank you for the help which you and your staff gave when I visited your school on 22 June 2006, for the time you gave to our phone discussions and for the information which you provided. It was also particularly useful to meet the governor with responsibility for special educational needs who provided a valuable insight into the school's context. Please thank the pupils who were very patient and took great care to answer my questions very thoughtfully.

As a result of its inspection in November 2005, the school was asked to: track children's progress more closely from year to year and during the year to ensure that those children who do not make expected progress are identified and supported quickly; analyse children's assessments, particularly in mathematics, to spot those areas where children have weaknesses, and adapt the teaching programme to tackle them; improve the contribution made by subject leaders to overall leadership and management by focusing their monitoring and evaluation activities on the school's priorities for improvement.

Having considered carefully all the evidence presented by the school I am of the opinion that, at this time, the school is making satisfactory progress on the issues identified at the last inspection in November 2005.

Since the appointment of the new headteacher the school has made good progress in tracking the progress of individual pupils as they move through the school. As a result, staff are much better equipped to identify those children who have not made the expected progress and can quickly implement the required remedial action. Now that the school has these

robust procedures, the new strategies implemented to raise standards in writing, for example, can be seen to have had a positive and measurable impact. This year, a much larger proportion of the pupils in Year 4 were assessed as gaining the higher Level 4.

The headteacher and subject leader for mathematics have completed a very careful analysis of children's performance. This identified that many of the pupils in Years 1 and 2 had not fully understood aspects of addition and subtraction and many of the pupils in Years 3 and 4 found difficulty with quick mental calculations. Action has already been taken to raise standards in these areas and once the results of the latest assessments have been analysed, any new areas of weakness found will be addressed in the autumn term under the leadership of the new subject manager. The school's improvement programme will also increase the time and emphasis given to investigative work in science.

Subject leaders are more involved in the overall leadership and management of the school and now have a greater awareness of the school's priorities for improvement. Monitoring and evaluation are much more systematic and the subject managers have a far more accurate picture of the quality of teaching and standards achieved in their areas of responsibility.

Improvements have also been made to the use of ICT across the curriculum and the setting of challenging targets for all pupils, particularly higher attaining pupils. Other key areas for improvement are included in the detailed and useful school improvement plan.

I hope you will find this evaluation helpful in taking your school forward.

Yours sincerely

Tim Boyce AI