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4 March 2008

Mrs Angela Barry  
Federated Headteacher  
Eastcote Primary School  
Eastcote Road  
Welling  
DA16 2ST

Dear Mrs Barry

## SPECIAL MEASURES: MONITORING INSPECTION OF EASTCOTE PRIMARY SCHOOL

Following my visit with Gavin Jones, Additional Inspector, to your school on 27 and 28 February 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in September 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Education for Bexley.

Yours sincerely

Jacqueline Krafft  
H M Inspector

## SPECIAL MEASURES: MONITORING OF EASTCOTE PRIMARY SCHOOL

Report from the first monitoring inspection: 27 and 28 February 2008

### Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior leaders, groups of pupils, the chair of governors, a representative from the local authority.

### Context

The headteacher left after the last inspection and the school was federated with another local primary school. The federated headteacher spends three days a week in the school and is supported by a consultant headteacher for one day a week. A substantive headteacher has been appointed and will take up post in April. Two governors from the federated school are working with the governing body and an assistant headteacher from the federated school is teaching full time at Eastcote until the end of the academic year. Two newly qualified teachers were at the school at the time of the previous inspection and have been given appropriate support.

### Achievement and standards

Regular assessments and monitoring of English, mathematics and science are taking place. Data is analysed half termly at individual pupil and year group level but is not yet being used to compare performance from one assessment to the next and develop a clear understanding of the measurable progress being made in achievement over time. Systems to track the progress that pupils make have been established although information is not yet used to analyse the performance of different groups such as the higher attainers in Year 2. Through appropriate training and opportunities to level work, teachers have become more confident in their understanding of performance data. Expectations of the rates of progress pupils should make at Key Stage 2 are now being raised and build on pupils' prior attainment at Key Stage 1. However, this is less well developed from the end of Foundation Stage through Key Stage 1. The school's tracking data and work seen identifies that more pupils are now making better progress since the last inspection but inconsistencies remain across the school in English, mathematics and science. The gap in performance of boys and girls in writing is being closed and there is no gender difference evident in work seen at Key Stage 2.

Progress on the areas for improvement identified by the inspection in September 2007:

- Raise achievement in science and mathematics in Years 3-6 and writing in Years 1 and 2, particularly for girls – satisfactory

### Personal development and well-being

Pupils' personal development and well-being are satisfactory overall, with some good features. Pupils say they enjoy school and this is evidenced by their continuing good attendance. They report that they feel safe at school and although they say that

'there is always some bullying in all schools', they are confident that when it does occur it is effectively managed. Their moral and social development is good. It can be seen in their good behaviour and the activities of the Playground Buddies, who give good support to younger children at playtimes. Relationships between pupils and teachers are good and make a particular contribution to their positive attitudes to learning. Pupils have a clear understanding of healthy lifestyle issues and talk positively about their fruit and vegetable snacks. They say they enjoy opportunities to exercise, including at well-attended after school clubs. The school council gives pupils a good opportunity to voice their views and helps them make a contribution to their community. Pupils' spiritual and cultural development remains satisfactory.

### Quality of provision

Teaching and learning are improving and inadequate teaching is now being eradicated. This is being achieved through appropriate support and training for individual teachers such as team teaching opportunities and by demonstration lessons, for example from a leading science teacher. Learning objectives are shared; relationships are positive, teachers use the interactive white boards well and there are increasing opportunities for pupils' self and peer assessment. Regular monitoring has identified areas that require improvement, such as the use of teaching assistants to support learning in lessons. Marking is being improved although it is still inconsistent. At best, noted in Year 6 for example, pupils not only receive good guidance on how to improve, but they respond with their own comments. Assessment information is beginning to be used to plan different activities to meet the varying needs of pupils but the quality of these activities varies. Too often they lack sufficient challenge so the pace of learning slows and there are lapses in pupils' interest levels and active engagement.

Weaknesses in the science curriculum are being addressed appropriately by the new subject leader, with external support. Work is now more practical although it is too early to note the impact of these changes on standards and achievement. Improvements have been made in the provision of information and communication technology (ICT). New interactive white boards are being used to aid learning and enliven the curriculum. There have been increased opportunities for extended writing and a better balance of writing topics, which has contributed to closing the gap between boys and girls in writing in Years 1 and 2. Interventions are being put in place to address underachievement but their impact is not yet systematically evaluated, particularly in English.

Progress on the areas for improvement identified by the inspection in September 2007:

- Improve the quality of teaching in Years 1-6, including by sharing good practice – satisfactory
- Improve the use of assessment information to plan work that challenges all pupils – satisfactory

## Leadership and management

The senior leadership team has been broadened to include the Foundation Stage leader, who also leads ICT, and the mathematics subject leader. The roles and responsibilities of managers at all levels in improving provision and achievement are increasingly understood. The federated headteacher has acted swiftly to introduce a performance management system to hold staff to account appropriately. This is informed by regular monitoring, carried out by senior and subject leaders, involving them appropriately in lesson observations, work scrutiny and the monitoring of planning. Subject leaders have reviewed their curriculum plans to ensure they meet statutory requirements and have identified where further developments need to be made, such as developing cross curricular links to develop pupils' literacy and numeracy skills. Performance information is being increasingly used to identify where improvements need to be made so leaders have an accurate understanding of strengths, weaknesses and staff training needs. Plans for improvement identify the appropriate areas for development but lack specific measures against which to evaluate the impact of actions and check the progress being made over time in addressing the weaknesses identified.

Governors have undertaken training and worked closely with the governors of the federated school. Changes have been made to committee membership to use their skills and expertise more effectively. They value the information provided to them by the federated headteacher and senior leaders and as a result, have an increasing understanding of the school's strengths and weaknesses. They recognise the need to now provide challenge as well as support through the development of their role as critical friend

Progress on the areas for improvement identified by the inspection in September 2007:

- Involve managers at all levels in improving teaching and learning and raising achievement – satisfactory

## External support

The school has been provided with a wide range of appropriate support from local authority consultants, a consultant headteacher, leading teachers and the federated school. External support has been well received and made a particular contribution to maintaining the stability of staffing and the sense of team work that has developed. The impact of the external support on addressing the areas for improvement identified at the previous inspection has been satisfactory. However, some of the weaknesses identified in the local authority's statement of action remain.

## Priorities for further improvement

- Ensure that plans for improvement identify precise, quantifiable measures against which to evaluate progress over time in raising achievement and improving the quality of teaching and learning.
- Use tracking and monitoring information rigorously to evaluate the impact of support pupils receive and the effectiveness of intervention programmes.