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30 June 2008

Ms Miranda Flack  
Headteacher  
Eastcote Primary School  
Eastcote Road  
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DA16 2ST

Dear Ms Flack

#### SPECIAL MEASURES: MONITORING INSPECTION OF EASTCOTE PRIMARY SCHOOL

Following my visit to your school on 24 and 25 June 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second 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

Progress since previous monitoring inspection – satisfactory

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 second monitoring inspection: 24 and 25 June 2008

### Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior and subject leaders, groups of pupils, the chair of governors and the School Improvement Partner.

### Context

The new, permanent headteacher took up the post at the end of April. The links with the federated school are now on an informal basis, although one teacher from the federated school is teaching on a full time basis at Eastcote until the end of the term. The consultant headteacher and School Improvement Partner continue to support the school on a weekly basis. Since the previous monitoring visit, two members of staff and one governor have resigned. The senior leadership team has experienced some sickness absence this term. The school currently has a deficit budget. Substantial new building work is scheduled for the next academic year.

### Achievement and standards

Tracking systems are being modified to enable the school to set challenging targets and monitor the progress that pupils make year-on-year from the end of the Foundation Stage. These modifications are not yet complete. The progress that pupils make between the half-termly assessments in English, mathematics and science are now being analysed to ensure that the pupils are on track to reach the levels expected for their age by the end of each year and progress is being maintained. The school recognises that this analysis needs to be more detailed. For example, to identify pupils who need to make more rapid progress because they have previously underachieved or those who are higher attainers. The school's assessments in science are unreliable because of weaknesses in provision. Plans are being developed to address this but they are not yet complete. The school's data and work seen indicate that the rate of progress pupils make is improving but that inconsistencies between classes and subjects remain. The most recent assessments in Year 2 show that the proportion of pupils attaining the highest levels in writing has increased since 2007 and the gender gap has been closed. Early indications, based on teacher assessments in Year 6, are that results in mathematics and science are likely to improve this year although targets will be missed, particularly for the highest level in science.

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 are confident, articulate and work well together. They take on responsibility readily and are willing to help each other. They attend regularly and say that they enjoy school. Pupils particularly like interactive lessons which are made relevant but say they do not enjoy lessons when teachers talk for too long. All have targets for improvement in reading, writing, mathematics and science which they say helps them to understand how well they are doing and what they should be aiming to improve. However, pupils say that sometimes the work they are given is too easy or too hard.

## Quality of provision

Improvement is evident in the quality of teaching since the inspection in September 2007 but the rate of improvement has slowed recently and is inconsistent. Although teaching is generally satisfactory, some inadequate teaching remains and there is not enough consistently good teaching to ensure that all pupils achieve as well as they should. This is because assessment information is not used rigorously to ensure that the various tasks planned for pupils of different abilities provide them with sufficient challenge to maintain a lively, brisk pace of learning. As a result sometimes pupils lose concentration or are reluctant to participate. The school's own monitoring also indicates that although there have been improvements in teaching, the quality of different tasks and the level of challenge provided for pupils remains an issue. Typically in lessons the learning objective is shared with pupils and they are told how their success will be measured, although the links are not always clear. Pupils are increasingly involved in assessing the extent of their own understanding. They are given good opportunities to talk with partners which encourages them all to participate but there are some missed opportunities for them to fully develop and explain their ideas and build their independence. In a good lesson seen, pupils were motivated and excited by a challenging task which was introduced by the creative use of the interactive whiteboard. There are few opportunities, however, for pupils to use information and communication technology (ICT) themselves in lessons.

The quality of marking has improved and regularly identifies how pupils can develop their work further. Pupils are given some opportunities to respond to the comments teachers make. Targets for improvement are prominent on pupils' books but how they are reviewed and new ones identified linked to their individual needs is not fully developed.

Additional support programmes are provided for pupils who are not reaching the levels expected but tracking and monitoring information is not yet used to evaluate the effectiveness of the support provided in lessons and ensure that it is carefully planned to meet pupils' needs.

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 – inadequate.

## Leadership and management

The new headteacher has an accurate understanding of the school's strengths and what more needs to be done to improve. Plans for improvement have been streamlined and are now more manageable with some clearer measures of success, although these need to be developed further. There is a clear focus on building the capacity of leaders at all levels to drive and sustain improvement but their roles are not yet fully developed. Subject leaders are increasingly involved in lesson observations, monitoring planning, discussing pupil performance data and looking at the work that pupils produce. However, evaluations from their monitoring are over generous because the links between the quality of provision and the impact on pupil outcomes are not explicit or robust. Subject leaders are being provided with appropriate support to develop their leadership skills but this is not being used effectively to improve provision quickly enough across the whole school, for example in science. The inclusion manager has been given a more strategic role and now coordinates and manages the work of the teaching assistants in delivering support programmes to targeted pupils. This is in its early stages and the impact on improving the overall quality of teaching and learning so that fewer pupils require additional support is not developed.

Following training, governors are now linked with a curriculum area or other aspect of the schools work. Consequently, more are making visits and are better informed so are able to provide increasingly appropriate challenge and support to senior leaders.

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 local authority continues to provide a range of appropriate support which is rightly focused on improving the quality of teaching and learning and developing the leadership skills of subject coordinators. The impact of this support is satisfactory. The School Improvement Partner understands the need to raise expectations about the quality of teaching to ensure that more lessons are consistently good. Weaknesses in the local authority statement of action have been addressed well and success measures are now clear and quantifiable.

## Priorities for further improvement

- Increase the proportion of good or better lessons to accelerate the progress that pupils make.