

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524 **Direct T** 0845 123 6001
enquiries@ofsted.gov.uk **Direct F** 0117 315 0430
www.ofsted.gov.uk **email:** sarah.cartlidge@tribalgroun.com

4 March 2011

Mrs Gillian Pasola
Headteacher
Eythorne Elvington Community Primary School
Adelaide Road
Eythorne
Dover
Kent
CT15 4AN

Dear Mrs Pasola

Ofsted monitoring of Grade 3 schools: monitoring inspection of Eythorne Elvington Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on 3 March 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the chair of governors, staff and pupils who met with me during my visit.

Since the previous inspection, the number of pupils in the school has fallen. Pupils are taught in four mixed-age classes. The proportion of pupils known to be eligible for free school meals was already high and has continued to rise.

As a result of the inspection on 7 October 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time, the school has made

satisfactory progress in making improvements

and

satisfactory progress in demonstrating a better capacity for sustained improvement.



National test results at the end of Year 6 were below average in 2010, although caution is required in interpreting published data due to the small and fluctuating numbers in the Year 6 cohorts. The percentage of pupils meeting national expectations in mathematics was higher in 2010 than in 2009, although the average point score declined slightly as no pupils reached the higher Level 5. This reflects well below average starting points and a lack of consistently challenging work. The percentage meeting national expectations in mathematics by the end of Year 2 improved in 2010, moving much closer to the national average. However, no pupils reached the higher Level 3 in the end of Year 2 assessments. Data showing the value the school adds to pupils' learning in Key Stage 2 from their starting points in Year 3 indicated an upward trend from test results in 2009 to those in 2010. In the current Year 6 cohort of nine pupils, school data indicates that seven are on track to gain the expected Level 4 in mathematics in 2011.

Across the school, more effective use of a range of resources in mathematics and appropriate professional development have brought about improvements. Pupils say they enjoy mathematics more. Progress is satisfactory. Rigorous tracking and analysis of data and pupil progress meetings have enabled more targeted effective support, particularly to help pupils catch up through one-to-one tuition. Monitoring by leaders means that the school has a good understanding of its own teaching in mathematics. However, lesson observations by leaders place too much emphasis on monitoring what the teacher does rather than what pupils learn. Leaders know there is more to do to secure consistently good teaching by sharing and spreading good practice.

Satisfactory progress has been made in the use of assessment for learning. Targets are displayed in the classroom and pupils are often able to point to their targets, but not always what they are or what they need to accomplish in order to meet them. Teachers are using marking and feedback to increasingly good effect to show pupils how to improve, and pupils respond well to this, although they need to be clearer about their individual targets for learning.

Leaders, including the governing body, constantly strive to promote community cohesion within the local community. It has been successful in engaging various groups, particularly through its work with the on-site children's centre. The school has audited and reviewed its provision and initiated some positive developments, for example links with a school in Zambia.

The headteacher has kept the school focused on the key priorities, with valuable support from the local authority through a comprehensive monitoring and support programme. The school has clearly benefited from partnership work with a local school that has been welcomed and valued by leaders and class teachers.

The school continues to have a satisfactory capacity to improve. The measures currently being taken are fully consistent with the needs of the school and



demonstrate that there is a clear view of what needs to be done to further improve outcomes for pupils.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Margaret Coussins
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2009

- Raise attainment in mathematics by June 2010 by:
 - implementing plans for professional development
 - improving the resources for practical mathematics
 - monitoring provision rigorously to identify the strengths and weaknesses in teaching and learning
 - develop an action plan for mathematics in the light of the monitoring and evaluation.

- Extend the use of assessment for learning in all classrooms by:
 - giving pupils clear guidance about how to improve their work
 - strengthening the involvement of pupils in self-assessment.

- Develop the strategy for community cohesion and raise the profile of the school in the community by extending systems of communication.