

Eastover Community Primary School

Inspection report

Unique Reference Number	123679
Local Authority	Somerset
Inspection number	359484
Inspection dates	1–2 February 2011
Reporting inspector	Ann Henderson HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Ken Hocking
Headteacher	Tim Walters
Date of previous school inspection	12 November 2008
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They visited 25 lessons, observed 16 teachers and held meetings with the headteacher, deputy headteacher, staff, pupils and members of the governing body and discussions with parents and carers. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of governing body meetings, staff and pupils' questionnaires and 77 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning and the use of assessment, particularly in mathematics at Key Stage 1 and English at Key Stage 2.
- Whether the curriculum meets the needs of all pupils and whether the level of expectation and challenge in lessons is sufficient to enable all pupils to make rapid progress.
- How effective the governing body is in meeting statutory requirements, promoting equality, eliminating discrimination and monitoring the work of the school.
- The impact of leaders at all levels in monitoring and evaluating the work of the school and raising achievement.

Information about the school

Eastover Community Primary School is larger than the average primary school. Most pupils come from White British families. A very small percentage of pupils are from minority ethnic groups and few use English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average, as is the number of pupils with special educational needs and/or disabilities, mainly with behaviour, social and emotional difficulties.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Eastover Community Primary School provides a satisfactory education for its pupils. It has many good features. The strengths include the effectiveness of provision in the Early Years Foundation Stage, the outcomes in many aspects of pupils' personal development, and the overall care provided to pupils is good.

Pupils enjoy coming to school because they feel valued and cared for. They feel safe and behave well in lessons and around the school. Overall, pupils benefit from the good spiritual, moral, social and cultural education. Their good contribution to the school and local community is seen through their roles as peer mediators and school counsellors, who are instrumental in identifying improvements to the school and raising money for local events and charities. Although many personal development outcomes are good, pupils' overall achievement is satisfactory because learning and progress are satisfactory. This includes the learning and progress for pupils with special educational needs and/or disabilities.

In the Early Years Foundation Stage, children get off to a good start because of the focus on children's own personal learning needs and good teaching. In Years 1 to 6, progress is inconsistent because the quality of teaching varies across the school. There is not enough good teaching to secure good progress. As a result, by the time pupils leave in Year 6, attainment is average. In the best lessons, teachers make effective use of assessment linked to targets, to plan well for all ability groups, ensuring that the pace of the lesson drives pupil progress. But this is not consistent, activities are not always closely matched to the capabilities of pupils at different levels of ability and the time at the end of the lesson is not well used to check how well pupils have done and what they have learned. Although targets are set, not all teachers make pupils aware of the next small steps needed for them to improve their learning; this limits pupils' ability to take responsibility for their own learning.

The school's promotion of community cohesion has focused on the pupils' own and local communities. Links with people in other parts of the country and overseas are not as strong as they could be. This is why the promotion of community cohesion is not yet good.

The headteacher has put in place clear systems to track pupils' progress and develop the quality of teaching through regular reviews and staff training. However, lesson evaluations do not focus sharply enough on the impact of teaching on pupils' learning. The school's self-evaluation, although overgenerous, is broadly accurate and has led to a trend of improvement in key areas. The steps taken by the headteacher to develop systems for middle and senior leaders to monitor their areas of responsibility, establish accountability, develop teamwork and to set more challenging targets have ensured that the school has a satisfactory capacity to improve.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to good overall by:
 - ensuring that information from assessments is used effectively to plan the next steps in learning for all pupils
 - making certain there is sufficient challenge for all groups of pupils in planned activities
 - providing more sharply focused individual targets for pupils and helping them to monitor their own progress in lessons
 - making sure that at the end of each lesson, pupils have a clear idea of what they have learnt and what they need to do to further improve.
- Increase the effectiveness of leaders and managers in bringing about school improvement by:
 - delegation of responsibility that is accompanied by clear expectations of post-holders having an impact on pupils' attainment and progress
 - developing a more rigorous approach to lesson observations to identify areas for improvement and check regularly on the implementation of strategies within lessons to ensure pupils make good progress
 - sharpening their focus on pupils' learning during lesson observations.
- Increase pupil awareness of cultures other than their own, both nationally and internationally.

Outcomes for individuals and groups of pupils

3

Pupils have good attitudes to learning and work well together in lessons. They say they learn a lot in lessons. Their understanding of how to live a healthy lifestyle is sound. When children start school in the Reception classes, their skills and abilities are broadly as expected for their age. Their progress throughout this first year is good in all areas of learning, but particularly in their understanding of letters and sounds because of the high priority set by the school to develop these vital reading and writing skills. During Years 1 and 2, the progress pupils make, including the progress of pupils with special educational needs and/or disabilities, is slower. In the most recent assessment results in 2010 attainment was below national averages, particularly in mathematics. Inspectors observed some teaching of mathematics which lacked pace, hindering the vital development of mathematical knowledge and skills during the lesson. In Year 3, progress accelerates because the teaching is good or better. All groups of pupils made rapid progress in these lessons; for example, one lesson on organising instructions using images and captions was well matched to the differing learning needs of all groups of pupils. As a result, progress in this lesson was outstanding. Pupils enjoyed the pace and challenge of the tasks and worked speedily and accurately within the time limit set and accomplished a good amount of work. However, fluctuations in progress throughout Key Stage 2 resulted in the pupil attainment outcomes of teacher assessments in 2010 to be broadly average. As a result,

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pupils' preparation for the next stage in their learning is satisfactory. Improving attendance rates has been a particular challenge for the school. A variety of strategies have been put in place to reduce absence; although overall attendance is average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school offers a warm welcome to pupils at the start of the school day. Classrooms are well organised and displays celebrate pupils' work and provide good support for learning. Pupils with particular needs are well supported during the school day and those transferring to secondary school are provided with further visits to aid transition. Additional support from outside agencies is used well to provide a range of support for vulnerable families.

Relationships between adults and pupils are good. Lessons are planned and organised well. Teachers' subject knowledge is secure and lessons are generally interesting and engaging. Teachers follow agreed procedures for assessing the progress pupils make throughout the year. This provides teachers and leaders with vital information on individuals and groups who are not reaching the targets set for them. Effective programmes are set up to help pupils who find learning difficult and the success of this provision is reviewed regularly. The support provided by teaching assistants is generally good. Marking, which is regular and rewards pupils' efforts, does not always provide

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sufficient information about how to improve, reducing the ability for pupils to know the next steps in their learning.

The curriculum has been developed to provide effective cross-curricular links to enliven learning, particularly in literacy, numeracy and information and communication technology. This was evident in the curriculum topic books, with titles such as 'The Aztecs', 'Realms of Fantasy' and 'All about me', which are produced by all year groups, showing very good links across a range of subjects. Leaders recognise there is a need to ensure that appropriate allocations of time are provided for each subject across all year groups and to provide greater expectation and challenge within the curriculum to fully match pupil learning needs. Additional activities at lunchtimes and after school are popular with pupils and well supported; in addition, a wide range of educational visits serve to enrich learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is ambitious for the school and communicates high expectations to staff, pupils, parents and carers. There is a determination to promote equal opportunities and tackle discrimination. As a result, meetings with teachers and senior leaders are held throughout the year to check on pupil progress. Teaching is regularly monitored and staff are given helpful feedback, but there is still work to do to secure the consistently good teaching for which senior leaders are aiming, and to ensure that pupils in every year group make equally good progress.

The governing body has a good understanding of the strengths and weaknesses of the school. However, due to changes in the composition of the governing body, their skills in monitoring the work of the school are undergoing development. They are clear about their responsibilities for the safety and welfare of pupils and all safeguarding procedures are robust. Their duty to promote community cohesion is satisfactory. All statutory requirements are met.

Parents and carers have a high regard for the school, which works hard to maintain good and effective relationships with them. They appreciate the focus on their children's progress at the informative parental interview meetings. However, parents and carers who move away do not always help the school to ensure the best possible transition to a new school by promptly notifying the school of their new location. Consequently, attendance levels are average, because the school quite rightly keeps these pupils on roll until their new school place has been established. It does all it reasonably can to promote good attendance and meet safeguarding requirements well. A wide range of partnerships exist

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to develop pupils' learning and improve their well-being, including partnerships with local organisations and groups which make a strong contribution to the outcomes for pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage eagerly because of the effective induction procedures and welcoming environment, which give them confidence to leave their parents and carers and settle happily at the start of the school day. They feel safe and know how to keep healthy, playing alongside one another well and quickly learning classroom routines, including the daily self-registration system. They particularly enjoyed learning about the Chinese New Year. They make good progress across all areas of learning, because teaching is good and all adults have a high regard for the care and nurture of all children. Their progress in communication skills is particularly strong and this is enhanced by the use of signing by teachers to support the understanding of language. Regular assessments of children enable activities to be planned to encourage the next stage in children's development. The learning journeys provide parents and carers with a wealth of information on their child's learning and the opportunity to contribute to these learning journeys through the 'wow' certificates is welcomed by parents and carers. By the end of the Reception Year, children have reached a good level of achievement, and the transition to Year 1, which includes visit and opportunities to meet their new teacher, supports children to progress well to the next stage in their learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very small minority of parents and carers responded to the inspection questionnaire. Their views of the school are mainly positive. Of those that did respond, the vast majority said their children enjoy school and they were kept safe. Some expressed concerns about the behaviour of some pupils and some felt that the school does not provide sufficient support for them to help their children to learn or to have a healthy lifestyle. Inspectors explored these areas during the inspection and agreed with the majority of positive views. Pupils behaved well in lessons and around the school. Inspectors found that the school promotes healthy lifestyles satisfactorily. This is not yet good because opportunities are missed to promote this further, particularly for older pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastover Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 401 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	61	28	36	2	3	0	0
The school keeps my child safe	50	65	25	32	1	1	0	0
My school informs me about my child's progress	39	51	35	45	2	3	1	1
My child is making enough progress at this school	43	56	26	34	7	9	1	1
The teaching is good at this school	46	60	27	35	2	3	1	1
The school helps me to support my child's learning	41	53	28	36	8	10	0	0
The school helps my child to have a healthy lifestyle	31	40	38	49	8	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	47	33	43	5	6	0	0
The school meets my child's particular needs	38	49	32	42	7	9	0	0
The school deals effectively with unacceptable behaviour	35	45	24	31	10	13	4	5
The school takes account of my suggestions and concerns	25	32	45	58	6	8	0	0
The school is led and managed effectively	39	51	30	39	8	10	0	0
Overall, I am happy with my child's experience at this school	52	68	18	23	4	5	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2011

Dear Pupils

Inspection of Eastover Community Primary School, Bridgwater TA6 5EX

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk with and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning. You go to a satisfactory school.

These are some of the things the school does really well.

- Children get off to a good start in Reception and make good progress.
- You work hard and enjoy learning.
- You feel safe in school and know there is always someone to talk to if you have a problem. The care provided for you is good.
- You make a good contribution to your school and the local community.
- Your behaviour in lessons and around school is good.

We have asked the school to work on three things to make your school even better:

- help you to know more about how you can improve your work and provide you all with greater challenge in lessons
- for leaders to focus on your learning when they observe your lessons to help teachers to enable you to make good progress in all your lessons
- help you to understand about different cultures and communities in the United Kingdom and overseas.

It was a real privilege to visit Eastover Community Primary School. Continue to work hard and, most of all, enjoy your learning!

Thank you again for your help.

Yours sincerely

Ann Henderson

Her Majesty's Inspector

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