

Eastwood Primary School

Victoria Avenue, Keighley, West Yorkshire, BD21 3JL

Inspection dates 24–25 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has high aspirations for pupils at Eastwood School and provides skilful leadership. School leaders, including governors, have a clear understanding of how well the school is doing and what it needs to do to improve. The school has improved significantly since its previous inspection.
- Attainment has risen and pupils achieve well. Most pupils make at least expected progress and many make even better progress, particularly in English, writing and mathematics.
- This is because most of the teaching is good and some is outstanding. Positive relationships help pupils develop excellent attitudes to learning.
- Pupils behave extremely well in lessons and around school and say they feel very safe and cared for well.
- The school received an 'Investors in Families Award' in recognition of its highly successful strategies for involving parents. Parents say they feel very welcome in school and find staff very approachable.
- An improving curriculum is motivating pupils to work hard and make faster progress. Pupils enjoy regular opportunities to work in the Film Studio as well as to be involved in activities such as mountain biking and archery in the Outdoor Learning Centre. Such experiences are helping pupils grow in confidence and enhance their teamwork, writing, and speaking and listening skills.

It is not yet an outstanding school because

- Whilst most teaching is good or better, there is still some teaching that requires improvement.
- Pupils make slower progress in reading, than in English, writing and mathematics. Standards in reading remain just below average.

Information about this inspection

- Inspectors observed 16 lessons, most of which were joint observations with senior leaders. Inspectors also made several additional visits to lessons, scrutinised pupils' work, visited a school assembly, observed break times and listened to pupils reading.
- Meetings were held with groups of pupils, parents, school staff, senior leaders, members of the governing body and a local authority adviser.
- A number of documents were examined. These included the school's self-evaluation, the school improvement plan, information about pupils' progress and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the views of parents through informal discussion with parents. There were no parental responses to the on-line questionnaire (Parent View).

Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Diane Buckle

Additional Inspector

Dave Blackburne

Additional Inspector

Full report

Information about this school

- Eastwood Primary School is larger than the average sized primary school.
- The proportions of disabled pupils and those with special educational needs supported at school action, school action plus, or with a statement of special educational needs, is broadly in line with that found in most schools.
- Most pupils are of Pakistani or Bangladeshi heritage.
- The vast majority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium funding is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise attainment in reading, by providing more opportunities for pupils' to improve their reading comprehension skills across the curriculum.
- Improve teaching from good to outstanding by:
 - ensuring all lessons are carefully planned and structured to enable all pupils to learn quickly
 - providing a greater level of challenge for more-able pupils to extend their skills further
 - ensuring pupils consistently receive clear enough guidance on how to improve their work and that they are given time to act upon the feedback and marking provided.

Inspection judgements

The achievement of pupils is good

- Different groups of pupils make the same good progress because leaders and staff do their best to give all pupils, whatever their circumstances, equal opportunities to be successful. Pupils in receipt of pupil premium are making faster progress and performing as well as other pupils in school.
- Most pupils start school with skills that are well below those expected for their age. The development of the Family Centre is helping young children feel familiar and secure in the school setting before they start school. As a result, children settle quickly into school when they join the Early Years Foundation Stage and get off to a good start in their learning.
- Pupils continue to make good progress across Key Stages 1 and 2. Attainment has risen since the previous inspection in English, writing and mathematics. The proportion of pupils attaining the expected levels in these subjects is in line with the national average by the end of Year 6.
- An emphasis on providing many opportunities for pupils to talk in lessons is helping pupils to improve the quality of their writing and raise standards in English. Pupils have plenty of opportunities to discuss their ideas and enrich their vocabulary. This is successfully fostering the English language acquisition skills of those pupils learning English as an additional language and helping them to achieve well.
- Achievement in mathematics has improved, because many teachers and teaching assistants have higher expectations than in the past. Careful analysis of pupils' skills means help is sharply targeted at the needs of different groups of pupils and is enabling most pupils to make faster progress.
- More-able pupils achieve very well in some lessons and the proportion of pupils attaining the higher levels has increased, particularly in English and in writing. However, more-able pupils are not always given hard enough work to do in lessons and this sometimes impedes their progress.
- Attainment in reading remains just below the national average. Although the teaching of reading has recently improved and pupils are becoming more enthusiastic readers, it is too soon to see the results of this in significantly raised attainment. Pupils have a good knowledge of letters and the sounds they make but progress in reading is slower because pupils' comprehension skills are generally not as good.
- A range of additional support programmes and visual and interactive equipment enables disabled pupils and those with special educational needs to make good progress.

The quality of teaching is good

- Most teaching is good and some is outstanding.
- Adults in the school give pupils plenty of encouragement. There is a very constructive and supportive atmosphere in the classrooms. Pupils respond very well and work very hard.
- An emphasis on learning through talk caters well for the needs of the vast majority of pupils who learn English as an additional language, as well as all other pupils in school.
- Pupils enjoy working towards their targets for improvement and skilful questioning generally gets pupils thinking hard and helps to extend their understanding. Interactive displays and well-structured prompts help pupils to think and work things out for themselves. Work is usually adapted well to get the best out of pupils whatever their ability. However, in some lessons, the work that teachers plan is not always hard enough for more-able pupils.
- Teachers and teaching assistants provide effective support for disabled pupils and those with special educational needs. Very positive relationships and the frequent use of praise helps pupils flourish and grow in confidence in their own abilities.
- Pupils enjoy reading and access to electronic readers is motivating boys in particular, to read more widely. The teaching of reading is well-structured and helps most pupils tackle unfamiliar

words with confidence. However, pupils do not have enough opportunities to extend their reading comprehension skills in other subjects as well as in English lessons.

- In the most effective lessons, high levels of independence are fostered because pupils are encouraged to think hard and work things out for themselves. For example, whilst younger pupils were making models for a classroom display, they explained that 'when I use glue my model falls apart so I'm going to use sellotape' and decided to put newspaper in their models because they 'wanted them to be three dimensional and not flat.'
- In a small minority of lessons, pupils' pace of learning slows. This is because the lessons are not so well planned and structured and do not allow pupils to systematically build on their skills to the same extent. There is a lack of clarity in the teaching at times and so pupils become a little unsure as to how to tackle their work and to extend their learning.
- The quality of marking has improved because the school has developed a more consistent policy. Although much work is carefully marked, the teachers' written comments on how to improve the work are not always clear enough and pupils are not always given time to reflect and act upon the comments made.

The behaviour and safety of pupils are outstanding

- Pupils' pride in their school is shown by their excellent conduct and manners. They behave exceptionally well at almost all times.
- Attitudes to learning are exemplary. The wide range of rich activities on offer both within the classroom and outdoors inspires them to work hard and try their very best. A group of pupils agreed, 'Learning is fun. We think Eastwood is the best!'
- Pupils overwhelmingly feel secure in school and have a very good understanding of how to keep themselves safe. They develop very positive relationships with staff and feel they would find someone to talk to if they had any problems.
- The school works in close partnership with parents and provides additional training to ensure pupils develop a very good understanding of how to use computers and the internet safely.
- Pupils are aware of what constitutes different types of bullying. They say bullying is rare and they know what to do if any problems arise. They feel they are very well listened to and supported.
- The school supports pupils' spiritual, moral, social and cultural development very well. Pupils demonstrate high levels of respect for others, including those of other faiths and cultures. In addition, they are helped to develop the language and skills to resolve disagreements for themselves. In doing so, they confidently express their own views and listen maturely to the views of others.
- Attendance is broadly average. School leaders work unceasingly to maintain a positive trend and to ensure any unnecessary absence is avoided. Guidance from the local authority is adhered to and partnerships with local schools developed to provide consistent expectations to parents across the community.
- Those parents who made their views known to the inspectors are very positive about behaviour and safety and say their children are very happy to come to school. They are overwhelmingly supportive of the school and feel very safe and welcomed and consider the school offers encouragement to the whole family. The school has gone to great lengths to foster a wide range of training and work with other agencies support to help to ensure that pupils' safety and well-being remains a high priority.

The leadership and management are good

- The headteacher, very well supported by the acting deputy headteacher, has been the driving force behind the significant improvements made since the previous inspection. School leaders have successfully harnessed the support of a committed team of staff. Aspirations are high for

all pupils. This was demonstrated when pupils' achievements were celebrated in the Year 6 graduation ceremony. In addition, pupils were encouraged to be ambitious when they came to school dressed in clothing which represented a job they would like to aspire to in the future.

- Plans for improvement have been successful because they have been well thought out and founded on effective self-evaluation.
- Regular checks on teaching and learning have led to pupils' improved achievement and increased consistency in the quality of teaching. This is because the best teaching practice is shared and weaker practice is being addressed. Teachers' performance is well managed and is linked appropriately to decisions about pay progression. Appropriate professional development both for all staff and for individuals, is having a positive impact on improving teaching.
- The school has maintained a very caring and cohesive community, which promotes pupils' spiritual, moral, social and cultural development very well and underpins their excellent behaviour.
- Safeguarding procedures meet current requirements. Systems for vetting staff are robust and very well maintained.
- Middle leaders are beginning to work more in teams together to help ensure pupils gain maximum benefit from new curriculum developments.
- The school benefits greatly from a range of strong partnerships with other schools, through the sharing of best practice and joint training enterprises.
- The school's partnership with parents is excellent and this has been further enhanced through the development of a thriving Family Centre. The school website provides useful information for parents.
- The local authority has a well-informed view about the school's work and is confident that the school is able to maintain its trend of improvement without much external support.
- The school has used pupil premium funding to pay for one-to-one teaching sessions, additional staff training, improvements to the curriculum and support programmes. School records show that this careful attention to additional learning needs has been successful and pupils in receipt of pupil premium are making faster progress and performing as well as other pupils in school.
- **The governance of the school:**
 - The school benefits from the wide-ranging skills, community links and professional expertise within the governing body. The governing body was instrumental in the development of the school's Family Centre. Governors have an accurate view of the quality of teaching and how well pupils are achieving. They know how the budget is used, and how good teaching is rewarded through progression up the staff pay scale. Governors are very supportive of the school, but also regularly check that pupils benefit from new initiatives. For example, after the outdoor learning centre was established, governors wanted to check if the activities provided were helping pupils make progress as well as being enjoyable. Many pupils responded by writing letters to the governors enthusiastically expressing how much they were learning through the outdoor activities!

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107259
Local authority	West Yorkshire
Inspection number	400897

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	474
Appropriate authority	The governing body
Chair	Mr A Alom
Headteacher	Mr WR Bairstow
Date of previous school inspection	9 December 2009
Telephone number	01535 610212
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