

Eldon Grove Academy

Eldon Grove, Hartlepool, Teesside, TS26 9LY

Inspection dates

3–4 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievements are outstanding, academically, personally, physically and creatively. The excellent support and care provided by the staff helps pupils to become confident young people who are very eager to learn.
- Parents are very supportive of the school and greatly appreciate the help provided for their children and also for their families, if required.
- The early years provision is outstanding. Children receive an excellent start to their learning. Throughout Key Stage 1 and Key Stage 2, teachers build carefully on pupils' previous learning. By the end of Year 6, the majority of pupils are on track to achieve significantly higher standards than most pupils nationally.
- The staff are consistently focusing on improving pupils' progress. This is reflected in the outstanding progress that pupils currently in the school are making in reading, writing and mathematics
- Outstanding teaching ensures that all pupils learn at a rapid pace. Pupils are given very interesting and challenging work, which they complete with perseverance and determination to succeed. Teachers use praise very effectively so that all pupils feel that they can have a go.
- Pupils do not always have an opportunity to respond to teachers' marking and correct their mistakes. Teachers do not always insist that what pupils have learnt from their corrections is applied in their future work.
- Pupils' behaviour is outstanding because staff have very high expectations and a consistent approach to managing pupils' behaviour. This results in pupils showing exceptionally high levels of respect to adults and each other. Pupils feel very safe in school. Their attendance is above average. Pupils are very proud of their school.
- The executive headteacher, head of school and deputy headteacher have a relentless focus on school improvement. They have created a highly effective team who work well together to ensure that all pupils have the best possible chance to succeed in school. All other leaders are also highly effective resulting in pupils making swift progress in many different subjects.
- All staff and governors are involved in carefully reviewing the quality of the school's work including the quality of teaching and how well pupils achieve. Highly effective training and the way in which the senior leaders hold staff to account for the progress pupils make contributes to pupils' achievements.
- The governors are very knowledgeable and challenge the school very effectively, while also providing excellent support.

Information about this inspection

- The inspection team visited a wide range of lessons or parts of lessons. Some lessons were jointly observed by members of the team and the school’s staff. Pupils were heard to read, and the written work in pupils’ books was reviewed.
- Meetings were held with different groups of people involved with the school. These included pupils, members of the governing body, the senior leaders, members of the teaching staff and an officer from the local authority.
- The 45 on-line parent questionnaires (Parent View) and the school’s parental surveys were examined. The Ofsted questionnaire completed by school staff was also examined. The school’s website was also reviewed.
- A range of documents including the information on pupils’ achievements, school data on pupils’ current progress, documents relating to planning for improvement and procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance were reviewed.

Inspection team

Barbara Hudson, Lead inspector	Additional Inspector
Dominic Brown	Additional Inspector
Patrick Hargreaves	Additional Inspector

Full report

Information about this school

- Eldon Grove Academy converted to become an academy in July 2013. When its predecessor school, Eldon Grove Primary School, was last inspected by Ofsted, it was judged to be good.
- The academy has more pupils on roll than most primary schools.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils, those eligible for support from the pupil premium is above average. The pupil premium is additional funding allocated for pupils who are in the care of the local authority or known to be eligible for free school meals.
- The early years provision provides full time and part-time places for children in the Nursery class and full-time provision in the Reception classes.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- The executive headteacher is a National Leader for Education. The academy works closely with the other schools within the local authority and beyond.
- The school has many national awards, such as International Schools Award, Rights Respecting School Award and the Young Leaders Award.

What does the school need to do to improve further?

- Further improve the effectiveness of marking by:
 - ensuring pupils have the opportunity to respond to comments about their work
 - making sure that pupils apply what they have learnt from the marking to their future work.

Inspection judgements

The leadership and management are outstanding

- The senior leadership team, with the support of very effective staff and governors, work tirelessly to ensure that all pupils have equal opportunities and are given the best chance to succeed at school. This has resulted in a place where pupils feel very safe and are able to achieve exceptionally well. They are very well prepared for the next stage of their education.
- School leaders have a very accurate view of the school's performance. They very systematically and thoroughly ensure that new initiatives are having a positive impact on pupils' achievements. An excellent example of this is the way in which pupils' progress in reading and writing has improved because the senior leaders have made the allocation of extra adult support more specific to the needs of the pupils. The excellent training and the school's focus on providing many more opportunities for pupils to read and write has resulted in standards and progress rising quickly for pupils who are currently in the school.
- Very robust procedures to check the quality of teaching and pupils' achievements regularly are in place. Lesson observations, the regular monitoring of teachers' planning and pupils' workbooks, together with pupil progress meetings ensure that senior leaders are well placed to tackle any variation in performance. This ensures that every pupil has an equal opportunity to succeed.
- Systems to manage staff performance are used well, both to support and challenge their work. Senior leaders robustly evaluate the quality of teaching. Staff value the feedback that they receive and very willingly put into place actions to make their teaching even better. Staff make full use of the excellent range of training opportunities that are offered within and beyond the school.
- Teachers who lead a subject and other middle leaders ensure that pupils achieve well in their area of responsibility. The subjects have been put together to make a rich and very interesting curriculum, that takes full advantage of all of the school's resources including modern technology.
- The very wide range of sporting and creative activities, including educational visits, are an important part of the curriculum. This, along with a very effective academic curriculum, ensures pupils' spiritual, moral, social and emotional development is strongly supported. Pupils are very well prepared for life in modern Britain because showing respect to others whatever their background and challenging discrimination is a core value in this academy.
- Financial management is of a high standard. The primary school sports funding is very effectively used to provide pupils with an extremely wide range of activities in lessons and through clubs. They also take part in many competitions. This is having a very positive impact on pupils' well-being and helping them to become even more resilient.
- Extra provision, paid for by the pupil premium funding, includes focused one-to-one support in literacy and numeracy for identified pupils and enhanced pastoral intervention for those pupils and families with particular social and personal needs. The monies received are well used. An excellent example of this is the appointment of a social inclusion officer who helps pupils and families if there are any problems. This makes pupils feel very safe and well supported and this is reflected in their improved achievement.
- The school works very effectively with other schools. The school is part of the National Support Schools and is also one of the local authority's leading schools. The executive headteacher undertook an interim headship of a school in a nearby local authority. Hartlepool's local authority use the staff of the school to support many local schools such as in developing the quality of teaching and pupil progress. The senior leaders see their contribution to other schools as an important role for this school. The staff are keen and eager to help other schools.
- The staff work successfully to engage parents in the education of their children, resulting in a very effective partnership between school and the parents.
- The school's safeguarding arrangements meet statutory requirements. Thorough procedures to safeguard pupils are very effectively implemented throughout the school. Staff liaise very effectively with a wide range of support agencies to ensure that the best for each individual child is provided.
- **The governance of the school:**
 - Governors have the skills and expertise to challenge and support the leaders appropriately. They know the school exceptionally well and are very aware of its strengths and the areas for improvement. They make a positive contribution to the way in which the school evaluates itself and sets areas for improvement. They use information about the progress pupils make when they review staff performance and pay progression. They have a clear understanding of school's finances, including pupil premium and sports funding. Governors have the required skills to hold leaders to account.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils very quickly learn the appropriate behaviour and attitudes that they need to be successful in school. This is because of the very high standards set by the staff. Pupils thrive in the caring, nurturing environment. They show very high levels of respect to each other and adults and are very able to work well together in order to enhance their learning experiences.
- Pupils listen attentively and concentrate exceptionally well on the tasks set. They enjoy opportunities to discuss their work and are particularly enthusiastic when tackling challenging activities and questions. This was very evident in a Year 5 mathematics lesson where pupils were completing some complex multiplication problems. The excellent attitudes to learning contribute to their outstanding achievement.
- Pupils thoroughly enjoy coming to school. They say that they learn a lot and are keen to succeed. This is reflected in above average attendance rates.
- The school's focus on developing pupils' spiritual, moral, social and cultural development contributes to the pupils' understanding of how to behave and how to live showing respect to all people in Britain's modern society. It also ensures that pupils develop self-discipline and behave very well wherever they may be in school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils receive exceptionally high levels of support and care that makes sure that they are happy and settled in school.
- Pupils say they feel very safe. They are aware of the different types of bullying such as cyber bullying and if any should occur, they are confident that the staff would quickly resolve the problem. They are very knowledgeable about how to keep themselves safe in a variety of situations. This is because the curriculum covers a wide range of aspects about staying safe, including those relating to the use of computers.
- Parents are very positive about pupils' behaviour, indicating that children feel particularly safe in school and that they are very well cared for.

The quality of teaching is outstanding

- Teaching is outstanding because the activities are very interesting and encourage high levels of motivation and result in pupils making rapid progress in a wide range of subjects.
- Teachers have an excellent understanding of the information about the achievement of pupils in their class. They have successfully improved pupils' progress in writing. Pupils are making similar excellent progress in reading because of the highly successful training that is being very successfully implemented.
- Pupils thoroughly enjoy learning and are very eager to do their best. Their spiritual, moral, social and cultural development is promoted very effectively, resulting in very positive relationships between teaching staff and pupils. This helps the pupils to learn even better.
- Teachers use their very good subject knowledge to plan experiences that build on pupils' skills and extend their learning. Activities are very well planned to meet the needs of different groups of pupils so that their work is not too hard and not too easy.
- Teachers are providing pupils with many opportunities to improve their reading, writing and mathematics skills in other subjects. The range of reading opportunities and the high quality of small group work across the whole school is having a very positive impact on pupils' progress. They also use modern technology in lessons which adds to the pupils' learning experiences. This was very evident in a Year 3 lesson where pupils were using technology to identify a place where the Stone Age people may develop a settlement.
- Marking of pupils' work is regular. Teachers' comments are supportive and helpful. All teachers do not provide pupils with the opportunity to respond to these comments nor do they ensure that pupils are applying the learning points in subsequent pieces of work. Therefore, on occasions pupils continue making the same mistakes.

The achievement of pupils is outstanding

- Pupils achieve exceptionally well because the staff are very adept at helping them to become successful

learners, the curriculum is very interesting and the quality of teaching is outstanding.

- In 2014, pupils in Key Stage 1 made excellent progress from their individual starting points. Pupils' attainment at the end of Key Stage 1 was average but inspection evidence indicates that many pupils who are currently in Key Stage 1 are working at standards that are above those that are expected for their age. At the end of Key Stage 2 in 2014, attainment was above average and pupils made substantial progress across many subjects. School data shows that pupils' progress was and continues to be outstanding.
- Pupils' attainment and progress in writing is particularly strong and this is because they are given many opportunities to write in all subjects of the curriculum. They are encouraged to use their good knowledge of letters and sounds effectively when spelling unfamiliar words.
- The work the school has done to improve pupils' progress in reading is having a very positive impact and as a result, pupils are now making outstanding progress in reading.
- Pupils' progress is also strong in mathematics and this is because the work that they are given to do is very challenging and the pupils have the resilience, perseverance and determination to have a go and succeed. Many pupils talked about the thrill they get when they have successfully achieved something that they thought was difficult.
- Disabled pupils and those with special educational needs are provided with work that is exceptionally well tailored to their abilities. Their progress is carefully monitored and the excellent support they receive enables them to make outstanding progress.
- The most able pupils make outstanding progress from their starting points. This is because teachers provide pupils with very challenging work and they also prepare pupils exceptionally well to have a go at difficult work. The staff are also very alert to identifying pupils who have talents across the whole curriculum and they tailor experiences to individual pupils needs. An excellent example of this is the school's stunning production of *Oliver*.
- In the 2014 national tests at the end of Key Stage 2, disadvantaged pupils' attainment in mathematics was over four terms behind other pupils in the school and about three terms behind other pupils nationally. In reading disadvantaged pupils were about five terms behind others in the school and four terms behind other pupils nationally. Disadvantaged pupils were about three terms behind others in the school in writing but only a term behind other pupils nationally. Even though disadvantaged pupils' attainment was lower than the other pupils they did make outstanding progress from their starting points. Inspection evidence shows that the gap between disadvantaged pupils and other pupils is reducing significantly.
- In subjects other than English and mathematics, pupils make outstanding progress. The quality of the curriculum, including the additional activities before, during and after school, enables pupils to make links between subjects and develop their literacy and numeracy skills. The depth of evaluation carried out by subject leaders ensures that pupils' attainment and progress in a wide range of subjects is exceptionally well monitored within the school.

The early years provision

is outstanding

- Children get an excellent start to their education. Most children enter the Nursery class with skills and abilities that are typical for their age. All children make outstanding progress in all areas of their learning.
- In 2014 most children started Year 1 with skills that were above those expected for their age, particularly in listening, understanding and speaking which prepares them exceptionally well for developing their reading, writing and number skills.
- The early years makes outstanding provision for all children regardless of their level of ability. Children who need additional support because they have special educational needs are very quickly identified and appropriate activities and support is immediately provided. The most able children make outstanding progress because the staff are very adept at asking the right question at the correct time to move children's learning forward.
- Teaching is outstanding and is often inspirational such as when the children were using percussion instruments to beat out sound patterns in words. The range of activities and the way in which the children are able to access them and develop their skills is excellent.
- The outdoor area is well equipped and the effective way in which it has been used is making a significant contribution to the children's academic, personal, physical and creative development.
- Children's behaviour is exemplary. This is because staff have very high expectations and the children respond to these very well.
- The outstanding leadership in the early years has ensured that teaching is excellent and the children are

making outstanding progress. The activities provided contribute significantly to children's spiritual, moral, social and cultural development. There is a constant strive to make children's learning even better because the staff are determined to provide the best quality education.

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	139851
Local authority	Hartlepool
Inspection number	449955

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	481
Appropriate authority	The governing body
Chair	Mr Paul Hamilton
Headteacher	Mme Julie Deville
Date of previous school inspection	Not previously inspected as an academy
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