

Eastwood Primary School

Inspection report

Unique Reference Number	107259
Local Authority	Bradford
Inspection number	287766
Inspection dates	23–24 May 2007
Reporting inspector	Jim Griffin

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 on roll	
School	458
Appropriate authority	The governing body
Chair	Mrs June Sanderson
Headteacher	Mr Bill Bairstow
Date of previous school inspection	20 April 2005
School address	Victoria Avenue Keighley West Yorkshire BD21 3JL
Telephone number	01535 610212
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized school with two classes in each year group. Around a third of pupils are entitled to free school meals, which is twice the national average. Around two thirds of pupils are of Pakistani background with the rest mostly of Bangladeshi background. Few speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is above the national average as is the proportion with a statement of special educational need. There is a learning support unit to help pupils from Eastwood and a number of other local schools for short periods.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school where pupils are happy and well cared for. It provides satisfactory value for money. Parents recognise that the school is on a steadily improving path; they are overwhelmingly positive in their support of the school.

The school's care for pupils and its encouragement of the pupils' good personal development are major strengths. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils' good attitudes to work and good behaviour make important contributions to the pleasant atmosphere that prevails. They enjoy both their lessons and playing happily with their friends. Pupils' spiritual, moral, social and cultural development is good. Relationships within the school are very good and as a result, the pupils feel safe and secure. Most pupils are polite, caring and confident by the time they leave school. They are well aware of the main features that make up a healthy and safe lifestyle.

Pupils' achievement is satisfactory. Children enter the Nursery with skills that are very low compared to those usually expected of children of their age. They get off to a good start and make good progress in their language, mathematical and personal and social skills. In Years 1 to 6, pupils make satisfactory progress overall to reach below average standards by the end of Year 6. The quality of teaching and learning is satisfactory overall. It is good in the Foundation Stage but whilst there is a considerable amount of good teaching in Years 1 to 6, there is still too much satisfactory teaching to ensure pupils make consistently good progress. There is more to be done, for instance, to raise the standards of the more able pupils by providing them with more challenging work. The curriculum is broadly satisfactory overall. While there are some good enrichment activities to extend pupils' learning, there are too few opportunities for pupils to develop their speaking skills, especially those in Years 1 to 6 learning English as an additional language. This tends to limit pupils' progress and adversely affects standards not only in English but also in other subjects.

Leadership and management are satisfactory overall. The school is well led by the headteacher who has adopted a calm, sensible approach to change and improvement. Opportunities for restructuring staffing have been well used to create an increasingly influential leadership team and to increase the contribution of non-teaching staff. As a result, there is a strong sense of unity and common purpose among staff. Much of the monitoring work of senior staff is good. For example, the tracking of pupils' progress is identifying where improvement is needed. However, the impact of this work is not yet fully evident in pupils' achievement. Improvement since the previous inspection has been good. The school has a broadly accurate view of itself and this is reflected in a manageable school improvement plan that is centred on raising pupils' progress. It has a good capacity to improve further. The new governing body, which is representative of the community it serves, is making a satisfactory contribution to school development.

What the school should do to improve further

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

- Improve the quality of teaching and learning so that pupils make consistently good progress.
- Provide more planned opportunities to develop the speaking skills of pupils in Years 1 to 6.

- Challenge the more able pupils to reach their potential.

Achievement and standards

Grade: 3

When children start in the Nursery their standards are well below what is normally expected of three year olds. Almost all pupils are at the very early stages of learning English. Children get off to a good start and make good progress because they are taught well and receive good support in learning to speak and understand English. The majority are working towards the expected learning goals by the end of Reception. Pupils make satisfactory progress in reading, writing, mathematics and science in Years 1 to 6 and attain below average standards by the end of Year 6. Standards have improved in recent years. This is because the regular tracking of pupils' progress and the wide range of follow-up interventions are beginning to raise pupils' achievement. However, the most able are not always sufficiently challenged to reach their full potential. This is why relatively few pupils gain the higher Level 5 in their national tests by the time they leave Year 6. Moreover, there are insufficient opportunities in lessons for pupils to develop their speaking skills, restricting progress in English and other subjects. Pupils with learning difficulties and/or disabilities are well supported and enabled to make similar progress to that of others in their groups. As standards are rising, the school is becoming increasingly successful at meeting its appropriately challenging targets in English and mathematics.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and behave well both in lessons and around the school. Their attendance has improved steadily and is satisfactory. Pupils' spiritual, moral, social and cultural development is good. For example, pupils are fully involved in assemblies where stories and music from their own cultural heritage combine with joyful singing and a time to be quiet and to reflect. Pupils also benefit from a wide range of visits that extend their experience and enhance their understanding of cultures other than their own. A recent visit to Eden Camp has, for example, equipped pupils with a real insight into the problems of wartime Britain. The school holds the Healthy Schools award, reflecting pupils' enthusiastic participation in physical education and sport, both within the curriculum and beyond. Pupils know the principles of healthy eating but often do not choose the healthiest options at lunchtime. Pupils feel safe in school. They value the work of the school council, particularly in helping to make bullying unacceptable. Pupils work hard for charity, notably in helping a school in Sierra Leone. Their preparation for future economic well-being and the development of pupils' basic skills are satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Overall, the quality of teaching and learning is satisfactory. A small amount of teaching is outstanding. Teaching and learning are good in the Foundation Stage and in Year 6. Relationships are good in lessons and most teachers' subject knowledge is good. In the good lessons, pupils are well motivated and eager to learn because relationships are good. Also teachers ensure a good pace to learning and skilled and effective questioning develops skills and understanding. However, there is a sizeable minority of lessons where teaching is satisfactory

leading to too much variation in pupils' progress. In these lessons, too often there is a lack of engagement or involvement of pupils and there is a lack of pace. More widely, there is not enough planned and regular challenge in the work set, especially for more able pupils, which limits pupils' rate of progress. Teachers increasingly involve pupils in assessing and understanding their own performance, so they can take responsibility for it, and help themselves to improve. However, marking is generally satisfactory as there is not yet enough emphasis on providing pointers for improvement as well as praise.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. All statutory requirements are met and the curriculum is enhanced by the inclusion of French in Year 6 and Spanish in Years 2 to 5. The development of basic skills, including literacy, has rightly been a priority across the school but this has led to a formal curriculum where some of the interest and enjoyment of learning has been lost. The school is aware of this and has started to develop closer links across subjects by planning more creative independent learning for Years 1 to 6. In the Foundation Stage, the children's opportunities to choose their activities are sometimes limited by a formal approach to teaching. Whilst there is a substantial range of intervention measures to support pupils who are in danger of falling behind, there are too few opportunities for pupils to develop their speaking skills; this is particularly important for the many pupils in the middle stages of learning English as an additional language. Provision for personal, social and health education is good. Learning is enriched by a very good programme of visits intended to broaden pupils' experiences of a wider world.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school provides good pastoral care for all its pupils, particularly those who are vulnerable. The arrangements for safeguarding pupils meet current requirements and the school works closely with outside agencies to solve any problems that arise. The learning support unit provides an excellent opportunity for pupils who need time away from ordinary lessons to 'get back on track'. Support for pupils in the early stages of learning English as an additional language is good in the Foundation Stage and for later arrivals with little English. However, the support for other pupils in Years 1 to 6 learning English as an additional language is underdeveloped. The school has a good system for tracking pupils' progress as they move through the school. Underachievement is identified and staff use a range of strategies to address difficulties. 'Star targets' are generally well used to inform pupils about what they need to learn next but this is not always the case in teachers' marking.

Leadership and management

Grade: 3

The school is improving in key areas. Results in national tests and assessments are rising steadily and pupils' attendance levels have improved significantly. The school is successfully focusing on improving pupils' academic progress. Pupils' behaviour and the involvement of parents have improved. This is clear evidence of effective leadership. Aided by the Intensifying Support Programme (ISP), improvement targets, although few in number, are identified in order to raise standards. As a result, the school improvement plan is manageable and centred on improving

pupils' achievement. The high level of teamwork among staff is helping to ensure the effective implementation of what is agreed. Performance management is well established for all staff and they are positively encouraged to develop their roles. Leaders' monitoring work is beginning to bear fruit. For example, the tracking and monitoring of pupils' progress is informing staff of where there are gaps and what works well. However, the full impact of this work is yet to be seen as there is more to be done to raise pupils' achievement. A new governing body was recently formed; there is now greater parental and local community involvement in the governing body and this is having a positive impact on the school's work.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of my colleagues and myself, following our visit to your school. Thank you for welcoming us to your school and for being so friendly and helpful. We were pleased to find out that you like your school. We enjoyed our visit and want to share with you what we found. We found that your school is a satisfactory one; that means there are good things but also some things that need to be better.

What we liked most about your school.

- You get off to a good start in the Foundation Stage.
- The school cares well for you, based on treating you all as individuals.
- You are happy and feel safe at school.
- Your behaviour is good, in lessons and around the school.
- Your headteacher is good at his job.
- Your parents are pleased you come to this school.

What we have asked your school to do now.

- Make good teaching and learning the common feature of lessons in all classes.
- Give you more opportunities to practice your speaking skills.
- Make sure the work is always hard enough for all of you in lessons.

You are a credit to your school. Keep working hard and making the most of your time in school. We wish you every success in the future.