

Eastcote Primary School

Inspection report

Unique reference number	101404
Local authority	Bexley
Inspection number	376556
Inspection dates	13–14 March 2012
Lead inspector	Jennifer Barker

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	229
Appropriate authority	The governing body
Chair	Ian Pearson
Headteacher	Miranda Hornett
Date of previous school inspection	1–2 December 2009
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Age group	3–11
Inspection date(s)	13–14 March 2012
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Introduction

Inspection team

Jennifer Barker

Additional inspector

Brian Skelton

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 14 lessons, led by 8 teachers, as well as some teaching of reading, and pupils' work. Discussions were held with staff, governors, groups of pupils and parents. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation, including the school development plan, assessment data and the minutes of meetings of the governing body. They considered the responses to questionnaires from 79 parents and carers, 79 pupils and 15 staff.

Information about the school

Eastcote is a smaller-than-average one-form-entry primary school with a nursery class. The proportion of pupils who speak English as their first language is above the national average and this has increased since the previous inspection. Pupils from a range of minority ethnic groups form around a third of the population of the school. Overall, the proportion of disabled pupils and those with special educational needs is average. The proportion of pupils known to be eligible for free school meals is below average. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. The very strong leadership of the headteacher, supported by the governing body, has steered the school through a challenging time. Pupils’ behaviour and attitudes to school are outstanding and pupils thoroughly enjoy school and learning in the extremely calm, harmonious and safe environment. The school is not yet outstanding because, although teaching has significantly improved, further development is needed in order for it to be outstanding and enable pupils to attain even more highly.
- Pupils achieve well. By the end of Key Stage 2 standards are above average. Progress in reading and writing is particularly good in Key Stage 1 and gives pupils an effective basis to build on their basic skills in Key Stage 2. Progress in mathematics is good, but occasionally pupils do not have enough time to consolidate their learning.
- The quality of teaching is good and improving and ensures that all pupils, including those who are disabled and those that have special educational needs, make good progress. Additional adults ensure pupils are on task in lessons, but occasionally activities and resources for low attaining pupils are not always well enough planned to develop their independence. Assessment and marking do not always identify pupils’ next steps clearly enough, and do not involve pupils sufficiently in the process.
- The behaviour of pupils is outstanding. They enjoy exceptionally good relationships across all cultures, having many opportunities to find out about other communities across the world. Parents, carers and pupils are all extremely positive about safety in the school and pupils’ active involvement in the safety of their environment ensures the pupils have an excellent understanding of risk.
- Leaders and managers work well as a team on well-focused priorities to raise achievement. Performance is closely monitored and areas for development identified. Focused support through modelling and sharing good practice is effective and improves teaching. The curriculum is good overall, with an excellent range of activities to promote pupils’ spiritual, moral, social and cultural development. Nevertheless, there are some missed opportunities for

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pupils to use their good basic skills to collaborate on, and research, their work in other subjects.

What does the school need to do to improve further?

- By December 2012, improve teaching further and raise achievement by:
 - ensuring that marking is linked to pupils' individual targets so that pupils are clear about their next steps in learning
 - ensuring pupils have fully consolidated their learning in mathematics before moving on to a new aspect
 - ensuring that the activities for lower achieving pupils are consistently matched closely to their individual needs.
- Enhance the curriculum even more by extending opportunities for collaboration and research across all subjects.

Main report

Achievement of pupils

Parents and carers overwhelmingly agree that their children are making good progress from when they enter the school in the Early Years Foundation Stage and throughout their time at the school. Inspection evidence supports this.

Skills are broadly in line with those expected for their age on entry to the Early Years Foundation Stage. Pupils achieve well because appropriate interventions are put in place very quickly if they start to fall behind. As a result, they make good progress across both Key Stages 1 and 2. Progress is maintained across all year groups and consequently the outcomes at the end of year in 2011, which were significantly above average particularly in reading and writing, are being maintained for the current cohort. All groups of pupils make similarly good progress. Pupils for whom English is an additional language make good progress because of the quality of support they receive from the time they enter school. Disabled pupils and those with special educational needs also make good progress from low starting points. This is because, for the most part, activities are planned which closely meet their needs and abilities. Very occasionally, however, these pupils are expected to work, with support, on the same tasks as other pupils, and on these occasions their learning is not quite as effective.

Progress across all subjects and key stages, including the Early Years Foundation Stage, is good. This is evident from lessons observed and in pupils' books, particularly in writing and reading. Daily teaching of literacy skills, with pupils appropriately grouped for teaching the sounds that letters, and combinations of letters, make (phonics) ensures good progress for all groups. The sessions build on well-structured teaching and pupils' reading at all levels is accelerating rapidly across all groups, including the most able.

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Teaching assistants have effective skills in developing sounds and letters (phonics) and reading through interventions, particularly for those with special educational needs. During these sessions, pupils have a range of purposeful activities that link phonics to developing fluency in reading. As a result, reading is above average by the end of Years 2 and 6. Writing is purposeful. Pupils are given good opportunities to make their writing more interesting and creative; for example by extending their vocabulary by adding adjectives to sentences to make them more descriptive in Year 2 to developing and using more complex imagery by Year 6. Achievement in mathematics, whilst still good, is not quite as strong as in reading and writing. Work in pupils' books shows pupils are sometimes moved on to a new aspect of learning before having fully consolidated the previous one.

Quality of teaching

Parents and carers are overwhelmingly positive that their children thoroughly enjoy their experience at school, teaching is good and pupils make good progress. Inspectors agree and found pupils to be enthusiastic and well motivated about all aspects of school, including their work and learning.

Behaviour and relationships are excellent and this contributes well to progress in lessons, particularly when pupils discuss and reflect on their work and build on prior knowledge. Pupils' behaviour during learning is outstanding. Observations showed that pupils concentrate and listen and are able to work independently, including discussing their work quietly while the teacher focuses on other groups in the classroom. This was particularly evident during mathematics and guided reading sessions. Teachers and assistants use good questioning skills to probe pupils' understanding and extend their thinking and, as a result, pupils learn effectively. For example, in the nursery, during an adult-led activity using the interactive whiteboard, the expert questioning led children to develop their language of calculation and number, including an understanding of the concepts of less and more.

Teachers use a number of strategies to assess pupils' learning during lessons, such as using small whiteboards for pupils to show the answers. Expectations for higher achieving learners are consistently raised by using progress data to group pupils so that they are working on different tasks in lessons. Teachers mark work with evaluative comments, and pupils respond to their suggestions for improvement. However, although pupils have targets in place, marking is not always linked to these and as a result pupils are not always clear about their next steps.

The curriculum has a positive impact on pupils' progress. Pupils have opportunities to refine their basic skills in literacy and numeracy across a range of subjects. However, although teachers usually adapt the planned curriculum carefully to ensure the interests and abilities of pupils are met, they do not always build in sufficient opportunities for pupils to collaborate with others or undertake research for themselves in other subjects. Pupils' spiritual, moral, social and cultural development is promoted well through teaching. Pupils are encouraged to be thoughtful and reflective. They are expected to work well and respect the right of others to learn by

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behaving and listening well themselves.

Behaviour and safety of pupils

Pupils' behaviour is outstanding around the school and in lessons. Parents, carers and pupils confirm there has been significant improvement over time and that what inspectors saw was typical. Pupil and adult relationships are extremely harmonious across all cultures. In the playground pupils enjoy many varied and unusual activities and as a result there are very few incidents. A small group spontaneously and delightfully sang for an inspector. Parents, carers and pupils are overwhelmingly positive that behaviour is exceptionally good and all parents and carers say that their children are safe.

Pupils have a very good understanding of what bullying entails and of the different kinds of bullying, such as physical, emotional, homophobic and cyber bullying. They say there is very little actual bullying, although there are occasional incidents which are dealt with extremely promptly. Pupils think sanctions are fair. Incidents are followed up very well and additional support, such as opportunities for circle time, is put in place. Pupils help each other to behave well, and willingly include in their games those pupils who sometimes have difficulties in managing their own behaviour. The school's own records confirm that incidents are rare. Pupils say they feel safe. All pupils, including those whose circumstances make them more vulnerable know exceptionally well how to keep themselves safe when using information and communication technology.

Pupils' views are taken into account on a range of issues through day-to-day discussions and a range of committees. Pupils are fully involved in school developments. For example, the full range of pupil committees, safety, fun learning, environment and community were involved in the development of the playground. The members looked at the risk elements, such as the safety of equipment and placement of markings for games, reporting their findings back to the school council and the governing body. When going on trips, they consider the ways they can take responsibility for their own behaviour and safety, and these are put on a noticeboard for all to see.

Leadership and management

Good teamwork and a collaborative approach by all leaders and managers ensure that staff at all levels are committed to raising standards and preparing pupils for the wider world. The governing body has an accurate picture of the school, developed through robust systems for monitoring and reporting back to committees. Members of the governing body have a clear, continuing cycle of evaluation and review, linked to school priorities and progress data. They ensure that all statutory arrangements are in place for safeguarding and child protection.

Leaders have in place a well-focused programme of professional development, including higher level courses and peer support as well whole-staff training, which is

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having a significant impact on improving teaching. As a consequence of this and well-targeted interventions linked to tracking pupils' progress and analysing relevant data, attainment is now above average. This, together with improvements in all areas since the last inspection, indicates that there is good capacity to improve.

The school ensures that there is no discrimination and by carefully tracking the progress of all groups of pupils ensures all have equal opportunities to succeed and make good progress. The curriculum is strong and has improved since the previous inspection. Leaders systematically plan the development of a lively and rich curriculum across all subjects. It is broad and balanced and appeals to the pupils, meeting their individual needs and motivating them to learn. It successfully promotes the pupils' spiritual, moral, social and cultural development. Outcomes from monitoring and evaluation strategies, such as the results of work scrutiny, curriculum planning and views of pupils, are brought together in weekly reviews. As a result, the curriculum is continually adapted to the needs of the pupils.

The school has good partnerships with parents and carers and the work of the family support worker is central to engaging all families. A wide programme of coffee mornings and workshops for numeracy and literacy and managing behaviour is well attended and appreciated by parents and carers.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 March 2012

Dear Pupils

Inspection of Eastcote Primary School, Welling DA16 2ST

Many thanks to all of you for the wonderful welcome you gave us when we came to visit your school recently. We very much enjoyed our discussions with you, seeing the way you enjoy your lessons, work so well together and your singing in the playground! Thank you to those who completed the questionnaires, which we found very helpful. You go to a good school which is improving all the time and as a result you are making good progress.

Here are some of the best things we found.

- You have good friendships and relationships with staff and with each other.
- You know extremely well how to keep yourselves safe.
- You like going on trips and visits, and finding out about other people's lives.
- You are particularly good at taking responsibility and helping others and like helping the school improve through the work of the committees.
- You like talking about your work and developing ideas in lessons.
- You enjoy books and know a lot about different authors.
- You are making good progress.
- Your school is a good school and helps you learn in many ways, so that you have a good start to your education.

However, we have asked your headteacher, teachers and the governing body to help you make even better progress by:

- ensuring that marking is linked to your targets and next steps for improvement, with teachers and other adults providing more practical activities for those of you who find it hard to learn
- giving you lots of opportunities to work together to research and investigate information across subjects, especially mathematics.

Keep on helping the school improve and making good progress with your work.

Yours sincerely

Jennifer Barker
Lead inspector

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