

# Eastwood Primary School

## Inspection report

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<b>Unique reference number</b>	134860
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	384993
<b>Inspection dates</b>	12-13 March 2012
<b>Lead inspector</b>	Gill Jones HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeanette Brown
<b>Headteacher</b>	Cheryl Woolf (Executive)
<b>Date of previous school inspection</b>	30 June 2010
<b>School address</b>	Rayleigh Road Leigh-on-Sea SS9 5UT
<b>Telephone number</b>	01702 525137
<b>Fax number</b>	01702 52094
<b>Email address</b>	office@eastwoodprimary.southend.sch.uk

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<b>Age group</b>	3-11
<b>Inspection date(s)</b>	12-13 March 2012
<b>Inspection number</b>	384993



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## Introduction

Inspection team

Gill Jones

Her Majesty's Inspector

David Lewis

Additional inspector

This inspection was carried out at no notice. The inspectors observed 12 hours of teaching, heard pupils read and talked to them about their reading, held meetings with staff, governors and the local authority. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school at work and looked at the work in pupils' exercise books, the pupil progress data and the school improvement plans.

## Information about the school

This is an average sized primary school with a nursery, a local authority funded nurture class and a children's centre on the same site. The school also provides a breakfast- and after-school club which is managed by the governing body. Most pupils are of White British heritage. The percentage of pupils from minority ethnic backgrounds is lower than the national average, but a higher proportion than is found nationally are at the early stages of learning English as an additional language. The percentage of disabled pupils and those with special educational needs is higher than the national average. The proportion of pupils known to be eligible for free school meals is above the national average.

The school meets the current government floor standard for pupils' attainment and progress in English and mathematics. When the school was last inspected it was judged to require special measures. Subsequently, the school received monitoring inspections on three occasions where the school was judged to be making satisfactory progress. There have been significant changes to staffing since the last inspection. An executive headteacher from a neighbouring school became the executive head of Eastwood in September 2010 and was joined by a temporary head of school in January 2011. A substantive headteacher will start in April 2012. The executive headteacher and head of school will remain at the school until December 2012.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- This is a satisfactory school. The executive headteacher, supported exceptionally well by the head of school, sets high expectations and is improving pupils' achievement, behaviour and the quality of teaching successfully. She has tackled difficult staffing issues outstandingly well, skilfully improving the quality of education the school provides. The governing body is now holding the school to account effectively for the standards achieved and the performance of staff. Parents appreciate the improvements to their children's education.
- The reason the school is not good is because the teaching of reading does not enable all pupils to reach the standards of which they are capable. Although the quality of lessons is continuing to improve and many are now good or better, the needs of some pupils, particularly those who are struggling to learn to read, are not met well enough. Reading books do not always match pupils' reading skills closely enough for them to make good progress and not all pupils read regularly. Occasionally, teaching gives insufficient attention to developing pupils' understanding in mathematics, which slows progress.
- Pupils leaving Year 6 attain standards in reading, writing and mathematics that are broadly average. Their progress is satisfactory. However, in each class there remain a handful of pupils who are failing to make fast enough progress in reading, which also slows their progress in writing and mathematics.
- Pupils who spoke to inspectors say they feel safe in school. They enjoy school and are keen to learn. This is demonstrated by their improving achievement and attendance, which is now above the national average. They particularly appreciate the improvements to the playground, led by the active school council. Their behaviour is good.

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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 pupils achievement in reading by ensuring that:
  - pupils are provided with reading materials that match their individual skill levels closely, particularly for those who are at the early stages of developing their phonic knowledge
  - pupils read out loud individually to an adult regularly
  - pupils' skills and progress in reading are monitored closely by teachers
  - all staff have the necessary skills to teach reading effectively
  - leaders and managers listen to a sample of pupils reading regularly to check on their progress and hold staff to account for pupils' achievement.
  
- Improve pupils' achievement in mathematics by ensuring that:
  - staff increase their subject knowledge of teaching mathematics
  - teaching builds closely on pupils' understanding and provides sufficient practical experience in the early stages of pupils' learning, for example in division, for pupils to be confident in applying the correct methods to solve mathematical problems.

**Main report****Achievement of pupils**

During their time at Eastwood, pupils' achievement is satisfactory. Children start in Nursery and Reception with varying levels of knowledge and understanding, but the majority have skills which are broadly in line with those expected for children's ages. The curriculum in the Early Years Foundation Stage (Reception and Nursery) has improved considerably and most children are now confident learners and are making good progress, particularly in their language and literacy work.

By the end of Key Stage 1, pupils reach standards in reading, writing and mathematics that are broadly in line with the national average for 7-year-olds. However, about a third of the pupils do not reach Level 2b or above in reading and mathematics, which means they are not well prepared to start the curriculum in Key Stage 2. In lessons, pupils' attitudes to learning are good. However, in one mathematics lesson, pupils made slow progress because they struggled with the concept of division and did not have enough practical activities to support their learning.

In every class, slow progress in reading is a barrier to a small handful of pupils reaching a standard which will enable them to be prepared well for the next stage in their education. These pupils are mainly boys, and some are known to be eligible for free school meals. In Year 3, pupils told inspectors that they do not read out loud to

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an adult in school regularly. Although they were able to use their phonic knowledge (matching letters to sounds) their comprehension skills were too low for them to understand what they were reading. Consequently, their enjoyment of reading is limited. A few of the more-able pupils were reading at a level that was well-below their capability. In another year group the reading book was at the wrong level for a very small proportion of the pupils inspectors heard read. Pupils were trying to sound out the words but were not able to do so successfully because the words were too complex for their level of phonic knowledge.

Pupils with special educational needs are now identified early and are given support which enables them to make good progress in relation to their starting points. However, because of the legacy of inadequate teaching which has now been eradicated, some pupils identified as having learning difficulties merely missed out on vital stages in their education. Intervention work is being targeted well to support these pupils and many of them are catching up on lost ground.

Generally, pupils' progress in most subjects is improving, including those at the early stages of learning English as an additional language. Pupils in Year 6 are highly positive about their work. The majority are on track to attain standards in reading, writing and mathematics that are in line with national expectations for 11-year-olds. They know how to improve their writing and respond well to the teachers' excellent marking. They say they enjoy the new 'connected curriculum', which was evident in their response to writing about the 'magic trainer'.

### **Quality of teaching**

The quality of teaching in the school is satisfactory. Lessons have improved considerably since the last inspection and most engage the pupils' interest well. In the classes where teaching is consistently good or outstanding, pupils are making rapid progress towards their challenging targets. In the best lessons pupils are highly motivated by teaching and the curriculum. For example, in Reception, children were eager to read the clues provided by the teacher to discover what was in the mystery parcel. They were developing their listening skills and vocabulary well because the teacher made good use of the children's natural inquisitiveness to increase their rate of learning. Teachers are confident in assessing what pupils need to learn next. For example, in a science lesson the teacher asked the pupils to talk about their knowledge of minibeasts while taking them on a learning walk in the school grounds. Teachers plan lessons well and mark pupils work regularly. Pupils respond to the comments from the teacher and are confident it helps them to improve their work. This aspect of teaching is good. Where teaching is weaker, it is because staff do not assess and monitor the pupils needs carefully enough during the lesson and consequently provide the wrong level of challenge. For example, in a mathematics lesson on division, pupils were trying to divide numbers such as 32 into groups of eight. Because the pupils did not understand the concept of dividing numbers equally they struggled to do this without practical activities to help them.

Reading is not taught systematically across the school and this has an impact on

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pupils' progress, particularly for those who do not read out loud to a parent and/or carer at home. All staff are trained to teach phonics (matching sounds to letters) but they are not monitoring pupils' progress in reading closely enough. Some pupils are struggling to read books that are not matched well to their level of phonic knowledge or reading capabilities. This is because teachers are not using their subject knowledge to direct pupils to the appropriate book. Not all pupils read out loud regularly enough to an adult. Consequently, opportunities to make accurate assessments of pupils' reading skills are lost. In the classes where reading is taught effectively, the teacher motivates the pupils to practise their reading skills in a variety of contexts and the pupils told inspectors they 'really enjoy books'.

### **Behaviour and safety of pupils**

Pupils' attitudes to learning are good, this is demonstrated by their eagerness to take part in the improving range of extra-curricular activities now provided at the school. Pupils told inspectors that, in lessons, most pupils concentrate well. Those who find it difficult to manage their behaviour are improving so that lessons are no longer disrupted. Staff manage pupils' behaviour effectively and encourage pupils to become independent learners. Play times have improved significantly, partly because of the new play equipment but also because pupils are now play leaders and manage the safety and play well. Parents appreciate the clear systems for managing behaviour at the start of every day. Pupils' attendance and punctuality has improved significantly and they are now ready to learn when they enter school. There are still a very small minority of pupils who are absent from school too frequently to enable them to make the necessary progress. School is working effectively to tackle this problem, which is particularly prevalent in Nursery. Pupils know about different aspects of bullying and say they are confident that they know what to do if bullying occurs. However, they say that this is now very rare because there is so much to do at playtime. Pupils appear happy and confident in school. They are polite to visitors and enjoy talking about their achievements.

### **Leadership and management**

Pupils' achievement and behaviour, and the quality of teaching have improved considerably since the last inspection. This is because the leadership of the executive headteacher, and the head of school is outstanding. Despite significant changes to staffing, they have worked systematically to improve staff skills. Consequently, staff morale is high and all are keen to improve the quality of their lessons to match the best in the school. Although some weaknesses remain, these have been identified by senior leaders and the governing body because the quality of the data is accurate enough to for them to evaluate pupils' progress effectively. There are plans of good quality in place to tackle remaining weaknesses. Leaders and managers are developing a good quality curriculum which supports pupils' progress well. It places a strong emphasis on learning the basic skills but is also providing good opportunities for the promotion of pupils' spiritual, moral, social and cultural development in subjects like music. This is being led effectively by middle managers. Investment in new resources, such as reading books, is having a positive impact on pupils'

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progress, but their use is not monitored forensically enough by leaders to ensure that all pupils reach their potential. The governing body has been strengthened and governors are using performance information well to hold the school to account. They ensure that the school fulfils its duty to safeguard the pupils' health and safety, tackle discrimination and promote equality of opportunity for all pupils. The school has been supported highly effectively over the 18 months by the local authority. The partnership arrangement it secured between an outstanding school and Eastwood contributes well to pupils' improving achievement and staff's high expectations. The improvements the school has made since being placed in special measures demonstrates the good capacity of leaders and managers to continue to drive improvement at a rapid pace.



## 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](http://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 Eastwood Primary School, Leigh-on-Sea, SS9 5UT**

Congratulations! At my recent visit to your school I judged that it no longer requires special measures. This means that you are now being provided with a satisfactory quality of education.

Many of you have spoken to me during my four visits to your school and have told me how much your school is improving, especially since you have got the new playground equipment and books. I have watched your lessons and agree with you. Your school is now a much better place to learn. However, although many of you are now making good progress and are starting to reach standards that are similar to those reached by pupils in other schools, there are still some things which need to improve. I have asked your school to make sure that:

- you improve the standards you reach in reading by providing you with books that are at the right level for you to make good progress
- you have plenty of practical experience in mathematics, particularly when you are learning to do things like division, so that you really understand it.

Thank you for welcoming me to your school and for talking to me at lunchtimes and showing me your work. I have enjoyed my visits and know that between each visit your executive headteacher, staff and governors have worked very hard to improve the school. You will soon be welcoming a new headteacher. I hope you will continue to work as hard for her and will go on to achieve high standards in all your work, particularly in reading.

With my very best wishes for the future!

Yours sincerely

Gill Jones  
Her Majesty's Inspector

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