

# Eatock Primary School

## Inspection report

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<b>Unique Reference Number</b>	105202
<b>Local Authority</b>	Bolton
<b>Inspection number</b>	355725
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Pat Kime HMI

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

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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>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Linda Thomas
<b>Headteacher</b>	Mrs Ann Flannery
<b>Date of previous school inspection</b>	15 January 2008
<b>School address</b>	St George's Avenue Daisy Hill, Westhoughton Bolton, Lancashire BL5 2ER
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 15 lessons, observing 11 teachers. They had discussions with parents and carers, pupils, staff and members of the governing body. They observed the school's work and looked at a range of documentation including, the school improvement plan and records of pupils' progress. They analysed the responses to inspection questionnaires from pupils and staff and from 81 parents or carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether the improved attainment seen at the end of Key Stage 2 in 2010 is being sustained.
- The quality of teaching and pupils' achievement in Key Stage 1.
- The accuracy of the school's judgement that some aspects of its work are outstanding.

## Information about the school

Eatock Primary School is of average size for a primary school. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities. Few pupils are from minority ethnic backgrounds and none are at an early stage in learning English. Since the previous inspection, several new teachers have been appointed. The school hold several awards, including the Artsmark Gold and the Eco-Schools Green Flag. The private childcare provision is subject to separate inspection arrangements by Ofsted.

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Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education. It enables pupils to make good progress in their academic learning and it gives care, guidance and support of outstanding quality. Pupils greatly enjoy learning at Eatock and parents and carers appreciate what the school does for their children.

The school provides a wide-ranging and interesting curriculum, which is thoughtfully adjusted to meet pupils' interests and learning needs and is taught well. These key strengths, along with pupils' exemplary behaviour, underpin their good achievement throughout the school. The provision for pupils with special educational needs and/or disabilities is outstanding and, as a result, most of these pupils keep up with the expectations for their age.

Pupils' attainment at the end of Key Stage 2 rose sharply in 2010 and exceeded the targets set for the school. Within this positive picture, writing was a relative weakness in this key stage. In Key Stage 1, while pupils were not far behind average in reading and mathematics, their attainment in writing was significantly below average. The school's analysis of test results has revealed that pupils' ability to use and apply mathematics to real-life problems is an area of relative weakness. Plans are in hand to tackle both these matters. The work in pupils' books and the high expectations seen in lessons indicate that improved attainment is secure.

The extent to which pupils feel safe, adopt healthy lifestyles and contribute to their school and the wider community, are all outstanding. The attendance rate last school year was high and so far this year it has exceeded the same period last year.

The school has developed several aspects of its work since the previous inspection and has dealt very successfully with the areas for improvement raised then. Improvements are underpinned by rigorous systems for assessing how well pupils are doing and the positive culture in which staff are held responsible for the progress of pupils in their classes. The role of subject leaders, particularly in devising plans for further improvement, is at an early stage of development. Staff morale is high and the senior team is always looking to improve further and, in nearly all aspects, the inspection endorsed the school's own evaluation of its effectiveness. These factors show that the school's capacity to improve is good.

## What does the school need to do to improve further?

- Improve pupils' achievement in writing and in their ability to use and apply their mathematical knowledge and skills, giving particular attention to:

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- further improving pupils' skills in writing by developing the work which links speaking and listening with writing
- ensuring that learning objectives for written work are always sufficiently precise to underpin assessment in lessons and that marking helps pupils know exactly how they could improve their work
- ensuring that the expectations for pupils' written work and numeracy skills are consistent across all subjects
- providing more opportunities for pupils to use their mathematical knowledge across the curriculum and to solve mathematical problems.
- Strengthen leadership and management by:
  - developing the leadership skills of the subject coordinators
  - sharpening the planning for improvement.

**Outcomes for individuals and groups of pupils****2**

Pupils are making good progress in Key Stages 1 and 2 with most on track to make at least the expected progress and a good number to exceed it. This progress is the result of teaching that is usually at least good and is sometimes outstanding.

Because of good progress in the Early Years Foundation Stage, pupils start Year 1 with standards that are at least average overall, though some aspects of early language, mathematical skills and personal development are not so strong. By the end of Key Stage 1, attainment is usually broadly average, though last year it dipped, particularly in writing. However pupils' current work shows that the present Year 2 is doing better. For example, the written work produced by pupils in the middle group is already not far below the standard expected by the end of the year. Pupils are developing the speaking and listening skills needed for success in reading in writing. Inspectors saw several examples of pupils having great fun while undertaking activities that develop these skills. For instance, Year 2 pupils crawled through a box, a 'time machine', and emerged to sit on the 'hot seat' and talk, in role, as a child who had witnessed the Great Fire of London. Good progress continues in Key Stage 2. Pupils' books and the school's records show that pupils make at least good progress in each year of this key stage. Among last year's leavers, many more pupils reached an above average standard for their age than in the recent past. Nonetheless, pupils' attainment in writing tends to be a little lower than in reading and mathematics and, within mathematics, problem solving is the weaker element.

The school keeps a close eye on the progress made by groups of pupils and none are underachieving. Pupils with special educational needs and/or disabilities benefit from a good amount of additional support that is closely tailored to their needs. As a result, they make outstanding progress in their learning and, by the end of Year 6, a good proportion of these pupils reach the standard expected for their age.

Pupils make especially good progress in developing the personal skills needed for successful learning. They participate fully and enthusiastically in lessons. They learn to persist with challenging tasks and to work with a very good degree of independence and they develop the confidence to risk making mistakes and learning from them.

Questionnaire responses from pupils and parents confirm that pupils feel very safe at school and feel there is no risk of being bullied. They remember what has been covered in

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teaching about how to keep themselves safe and they are well-informed about internet safety. Pupils have a very good understanding for their age of the positive impact of healthy diet and exercise on the body and how to protect their mental and emotional well-being by relaxation and avoiding excessive stress or boredom. Most pupils join in at least one after-school sporting activity and a high proportion of pupils have school meals. There is a very strong sense of community in the school and staff ensure that all pupils have opportunities to take responsibility for contributing to school life, for instance, as librarians, reading buddies or Eco warriors. Pupils make worthwhile contributions to the local community and they learn a lot about the world of work, business and civic life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching is good overall, with some that is of an outstanding quality. Staff have very positive, work-focused relationships with pupils. They make lessons interesting and they manage pupils' behaviour very well. Consequently, no learning time is wasted.

The clarity and precision of the learning objectives for lessons varies. The most effective enable pupils to know exactly what they are to learn and are referred to frequently to keep the lesson focused and to help pupils assess their success. At times, however, objectives, particularly for written work, are too broad to support learning in this way. The marking of pupils' work is equally variable in quality. Much is helpful but it does not consistently assure that challenging but achievable short-term targets are set. Teaching

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assistants are well briefed and deployed very effectively. This enables them to make a strong contribution to pupils' progress. Work is usually matched well to the range of pupils' learning needs and, in the most effective lessons, staff's questioning of pupils is well-targeted and probes their understanding skilfully. Expectations are high and this is contributory factor in the increased proportion of pupils reaching an above average standard in English and mathematics.

The school provides a well-planned curriculum which is adjusted to meet pupils' needs. For example, younger boys in Year 1 continue to learn primarily through practical activities and purposeful, planned play. Themes for cross-curricular work were introduced last school year. They are generally planned well and selected to appeal to pupils, for example, 'Pirates' in Year 2. There are, however, instances where the pitch of key skills, such as writing and mathematics, in cross-curricular work is not sufficiently high. The outdoor environment, such as the wildlife garden, is used well to support learning in several subjects. Educational visits, visitors and special events are used extremely well to support and enrich the curriculum, for instance in music, art, and Spanish. Pupils learn to work as artists, developing work over time, and they have performed with a Gamelan orchestra.

The care, guidance and support provided for pupils are of a very high quality. A particular strength is the way pupils' participation in school life is carefully monitored and staff ensure that all get involved in activities beyond daily lessons. Extra support is tailored to individual's needs to help them keep up and the school goes to great lengths to help vulnerable pupils and their families. The arrangements to smooth transition from class to class and on to secondary school are good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school's leaders and managers have built a strong and committed staff team with ambition for all pupils. They are at pains to help pupils overcome any barriers to learning so that all have equal opportunities to achieve. They have an accurate picture of the school's strengths and areas for development. A system was established at the start of the current school year whereby staff take the lead on developing different subjects and aspects of the school's work. These staff have good ideas and are keen to develop their skills for these roles but, at present, their plans to support the school realise its improvement priorities lack rigour. The improved standards, and more effective teaching they reveal are, to a considerable extent, the result of the high priority the senior team places on working in partnership with teachers to keep close track of pupils' progress.

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The governing body fulfils its responsibilities well and makes good use of individual governors' expertise. It provides good support and challenge to the school and governors have a good knowledge of the school's work, not least from their close links with subject leaders.

Staff and governors ensure that the arrangements for safeguarding pupils meet requirements. Community cohesion is promoted well through the school's ethos and its links with schools serving communities that contrast socially, economically and culturally with its own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get a good start to school at Eatock. When they join the nursery the majority of them can do less than most children of their age. This is particularly the case in personal, social and emotional development and language skills; they often lack confidence and their speech is immature. They start to catch up in the Early Years Foundation Stage so that they start Key Stage 1 with broadly average attainment overall, though in aspects of early language and mathematics and personal development they still lag a little behind.

The children's good progress is indicative of good teaching, which reflects the balance of outstanding, good and satisfactory teaching observed. The good routines, well-planned learning environment, imaginative and appealing activities indoors and out, and the very good care and support combine to help children to settle into school life quickly and to make good gains in their learning over time. Staff are skilled at fostering excellent behaviour and creating a calm, positive atmosphere. The children develop independence and good concentration and they have good attitudes to learning. Staff have a good understanding of how these young children learn and they keep a good track of their progress in all areas of learning. Occasionally, however, opportunities are missed to



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ensure that all children are purposefully occupied and to make the most of opportunities to push learning on, for instance, by well-timed participation in children's chosen activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents who returned the inspection questionnaire hold a positive view of the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eatock Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	75	19	23	1	1	0	0
The school keeps my child safe	61	75	18	22	0	0	0	0
My school informs me about my child's progress	55	68	24	30	1	1	0	0
My child is making enough progress at this school	54	67	23	28	1	1	0	0
The teaching is good at this school	59	73	21	26	0	0	0	0
The school helps me to support my child's learning	56	69	23	28	1	1	0	0
The school helps my child to have a healthy lifestyle	57	70	22	27	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	58	72	21	26	0	0	0	0
The school meets my child's particular needs	56	69	21	26	0	0	0	0
The school deals effectively with unacceptable behaviour	50	62	25	31	2	2	0	0
The school takes account of my suggestions and concerns	52	64	25	31	1	1	0	0
The school is led and managed effectively	54	67	23	28	0	0	0	0
Overall, I am happy with my child's experience at this school	58	72	21	26	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



5 November 2010

Dear Pupils

**Inspection of Eatock Primary School, Bolton, BL5 2ER**

Thank you for welcoming Mrs McLarty and I when we inspected your school recently. You may also remember Mrs Mackinnon who came with us to learn more about how schools are inspected. I am writing on behalf of us all. We enjoyed our time at Eatock and we learned a lot about how well you are doing at school from talking to you and observing your lessons. This letter is to report our judgements to you.

Eatock is a good school and some things about it are outstanding, including your behaviour and attendance. You and your parents and carers are right to think so well of the school. You are taught well. The teachers find interesting ways for you to learn. You are making good progress in your learning all through the school. The staff look after you extremely well and you know a lot about how to keep yourselves safe, including when you use the Internet. We were impressed by your understanding of all aspects of healthy lifestyle and by the number of you who participate in sports.

The staff are keen to make your school even better. We and the headteacher agreed that two things are especially important to achieve this. First, they are going to help you to do better at writing. Second, they are going to tighten up the way they plan how to improve the school. I am sure that you will have some good ideas to help them. You will be able to suggest them through the school council.

I wish you well for the future and I hope you continue to enjoy your learning at Eatock.

Yours sincerely,

Pat Kime

Her Majesty's Inspector

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