

Eureka Primary School

Inspection report

Unique Reference Number	112677
Local Authority	Derbyshire
Inspection number	357165
Inspection dates	18–19 October 2010
Reporting inspector	Mary Hinds

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Chris Brown
Headteacher	Karen Hambleton
Date of previous school inspection	12 March 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed four teachers and visited nine lessons. Inspectors held meetings with senior leaders, groups of pupils, representatives of the governing body and staff. They observed the school's work and looked at progress tracking, performance data, pupils' work, whole school and subject development plans, and numerous policies and school documents. They considered the responses to questionnaires from pupils and thirty parents and carers.

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

- the progress pupils make particularly in Key Stage 2 in all subjects
- the quality of teaching and the use of assessment in meeting the needs and abilities of all pupils
- whether care, guidance and support provided by the school is outstanding
- the impact of leadership and management at all levels in securing improvement and raising attainment.

Information about the school

The school is smaller than most other primary schools. Almost all pupils are of White British heritage with very few pupils from minority ethnic groups and none are from homes where English is not the first language. The percentage of pupils known to be eligible for free school meals is well above average as is the proportion of pupils identified as having special educational needs and/or disabilities. A relatively high proportion of pupils join or leave the school at times through the school year. In some year groups there is a large imbalance between boys and girls. The school has gained a number of awards including the Healthy Schools' status, Active Mark and Eco flag. A Breakfast Club is run by the school.

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: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

Eureka is a satisfactory school. It has a number of strengths including the good care, guidance and support it provides for pupils which ensures that they make good progress in their personal development. This is a result of the highly effective partnerships the school has developed with parents and a range of agencies, that complement their well-targeted nurturing programme for all pupils and in particular those who sometimes face challenging circumstances. Relationships are also very strong and create an ethos of respect, consideration and mutual support. As a consequence pupils are more than willing to take on responsibility in many areas of school life including being part of the school self-review process.

Children get off to a good start in the Reception class and achieve well. By the time pupils reach the end of Year 2, standards are average in reading and mathematics but below in writing, which represents satisfactory progress. Progress in Key Stage 2 is inconsistent in both writing and mathematics and as a consequence by the end of Year 6 standards fluctuate year on year but are overall average. Senior leaders and teachers work well as a team and have had some success in improving standards in writing especially for girls. Boys' writing skills remain weaker in both key stages and this, together with the slower progress that girls make in mathematics, means that achievement continues to be satisfactory. Furthermore there are too few pupils achieving the higher levels in all subjects including science. This is because work is not well matched to pupils' abilities and teachers do not routinely check how well pupils are achieving in their lessons.

Leadership overall is satisfactory even though the head teacher provides good direction this is less well developed across the school. Staff morale is high and all are motivated to seek further improvement. The school's capacity to improve is satisfactory because much of the drive for improvement relies on the head teacher. Strategies for improvement have been implemented but their impact has not been fully realised because they are not sufficiently embedded across the school. The school's own evaluation of its performance is satisfactory. Subject coordinators play a sound role in monitoring provision and progress through checking some aspects of teaching and learning. However, their role and the role of the governing body is too limited in enabling them to identify which areas, if improved, would have the greatest impact on the quality of pupils' learning and how overall achievement compares to national standards.

What does the school need to do to improve further?

- Achieve greater consistency in the quality of teaching and rates of progress by increasing the proportion of good and outstanding teaching by:

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- monitoring the quality of teaching and learning against agreed criteria linked to pupil progress so that teachers are clear about their areas for improvement
 - increase the proportion of pupils reaching the higher levels in both key stages by using assessments to accurately match work to different abilities and use on-going assessments to regularly check how well pupils are learning and provide sufficient challenge in lessons.
- Strengthen leadership and management further by:
- involving subject leaders more in checking pupils' progress through regular lesson observations, monthly scrutinies of pupils' work and matching this to planning
 - enabling governors to be more involved with senior leaders when monitoring and analysing the performance of pupils so that they have a clear overview of how different groups of learners perform compared to national standards thereby strengthening their strategic role.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy their learning and this ensures that progress is usually satisfactory and sometimes good. They have very positive attitudes to their work and show high levels of enthusiasm when they have the opportunity to find things out for themselves. Pupils work very well together in pairs and in groups. For example, in one lesson observed, pupils worked collaboratively when designing healthy meals for the three bears, maturely taking turns to contribute to the menu and writing down their ideas. The school encourages healthy lifestyles which are further developed through a wide range of sporting activities. In some lessons pupils become less engaged because the pace is too slow or the work is not correctly matched to their abilities and is often too easy. Inclusion for pupils with special educational needs and/or disabilities is good. Systems to check the quality of teaching and rates of progress are very effective for these pupils and as a consequence they make good progress. Their individual education plans are detailed and provide clear guidance on their next steps in their learning.

From low starting points when children enter the Reception class, most make good progress and enter Year 1 with average attainment. Attainment at the end of Key Stage 1 is average; however the most recent results have dipped, because of lower standards in writing. Throughout Key Stage 2 the school's efforts to reduce the gap between boys' and girls' achievement in writing has seen some success and attainment is now broadly average. However, attainment in mathematics has declined and is below average. Inspection findings indicate that although assessments are accurate, they are not always used effectively to ensure that all pupils make the best possible progress. Pupils are friendly and considerate towards each other and the adults they work with. They feel very safe and know what to do if they have a concern. Pupils enjoy school which is reflected in their good attendance. Pupils' social, moral, spiritual and cultural development is good. Many take on extra responsibilities, from being school counselors to fund-raising for a variety of charities. Their contribution to the wider community is commendable; for

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example, they have recently been involved in helping to train other schools in developing their learning platforms, as the school is a lead school for information and technology.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teachers make good use of resources, particularly Information Technology including the Learning Platform, which has enhanced communication with parents and revolutionised homework activities. For example, during the inspection a large majority of Year 5 and 6 pupils were on a residential visit. The school's writing expectations were continued beyond the school as their writing skills were developed through a blog shared with their parents. Pupils show high levels of motivation when teachers use their good subject knowledge to enthuse them, using technical language and modeling to make connections in their learning. This was evident in a mathematics lesson where pupils were given thinking time to organise and plan their work logically; to reflect on what strategies they had used to solve problems and to assess what they had learned by the end of the lesson. However, teachers do not always use these on-going assessments in lessons to adjust their teaching to extend pupils' learning and as a consequence some pupils only make satisfactory progress. Target setting and marking has many good features and is beginning to provide pupils with sound guidance on how to improve their work, but it is not embedded across the school.

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The curriculum is well planned and provides good cross curricular links that are beginning to have an impact on the quality of writing. It supports pupils' personal development well, for example through opportunities to reflect and to celebrate achievements during assemblies where the most recent focus is 'writer of the week'. Equally, there are many opportunities for pupils to explore a range of diverse cultures through French lessons to developing links via web conferencing with pupils in Kenya and America. The curriculum is enhanced by a wide range of enrichment activities, including educational visits, and visitors to the school.

Care, guidance and support are good. The breakfast club provides a safe and healthy start to the day. There are very strong links with the local high schools which ensure a smooth transition to the next stage of pupils' education. The school provides excellent personalised support for pupils who may be vulnerable and those with special educational needs and/or disabilities. This is because all staff know pupils as individuals and they are able to support them well, raising their self-esteem and confidence.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders are well motivated to ensure continuous improvement as their challenging targets for improvement illustrate. However, these are not always met, especially in writing or in ensuring that more able pupils achieve the higher levels particularly in mathematics. Systems to track, monitor and analyse the impact of their work have improved, enabling leaders to intervene more swiftly to reduce the impact of underachievement. The role of subject leaders in monitoring standards is satisfactory. All governors are very supportive and keen to develop their strategic roles further. Equality of opportunity is promoted satisfactorily and improving strongly as gaps in performance are being reduced as the good outcomes for pupils with special educational needs and/or disabilities illustrates. This is a result of the headteacher's determination to ensure that these pupils receive the very best support and she has fostered strong partnerships with external agencies. All safeguarding regulations and duties are met. The school's contribution to community cohesion is good as pupils appreciate and learn about world religions and different cultures that exist in the local area and beyond.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children join the Reception class with skills and abilities that are below those expected of four-year-olds. They make good progress so that attainment is average in most areas by the time they enter Year 1. Staff are skilled and effective in laying good foundations for children's learning, development and well-being. Planning effectively ensures a good balanced of child initiated and adult led activities. The environment both inside and outside is highly stimulating and supports children's learning well. Every opportunity is capitalised upon to maximise early reading, writing, problem-solving and calculation skills. Daily 'meet and greet' sessions for parents and children help to engage families in reading activities as well as helping parents and carers to support their children's learning at home. Team work is a strength because all adults are committed to supporting children and making learning fun. Self-evaluation is good although the action plan does not sufficiently seek the views of both children and parents.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

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Views of parents and carers

The number of parents who completed a questionnaire was low. Those that responded are happy with the quality of education provided and the way the school is being led and managed. A very small minority of parents feel that their child could make better progress and inspectors agreed that this was the case for some.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eureka 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	73	8	27	0	0	0	0
The school keeps my child safe	17	57	13	43	0	0	0	0
My school informs me about my child's progress	16	53	14	47	0	0	0	0
My child is making enough progress at this school	22	73	6	20	2	7	0	0
The teaching is good at this school	21	70	9	30	0	0	0	0
The school helps me to support my child's learning	18	60	12	40	0	0	0	0
The school helps my child to have a healthy lifestyle	15	50	15	50	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)	14	47	14	47	0	0	0	0
The school meets my child's particular needs	14	47	16	53	0	0	0	0
The school deals effectively with unacceptable behaviour	17	57	13	43	0	0	0	0
The school takes account of my suggestions and concerns	14	47	16	53	0	0	0	0
The school is led and managed effectively	15	50	15	50	0	0	0	0
Overall, I am happy with my child's experience at this school	22	73	8	27	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 October 2010

Dear Children

Inspection of Eureka Primary School, Swadlincote, DE11 7LA

Thank you very much for your kind welcome and the help you gave me in finding out more about your school. Your school offers a satisfactory standard of education. There are a number of good things in your school. The younger children in the Reception and Year 1 class make good progress; some of you are getting better at reading and writing; you feel safe in school. Your behaviour is good and you are polite; you enjoy taking on responsibilities and this is helping you to be mature and sensible. You love coming to school and this is reflected in your above average attendance. Your headteacher is doing a thorough job to help the school to improve, she has built close partnerships with your parents and carers and other people who help you. The care and support you have is good and this has created a very welcoming and caring school. Your views reflect this, as you told us that you feel very well looked after.

In order to ensure your school continues to improve, I have asked school leaders to increase the amount of good teaching so that you all make faster progress, especially in mathematics and writing and make sure that those of you who find school work easy make even more progress than you already do. To achieve both of these I have asked your headteacher to make sure that your assessments are used carefully so that work teachers plan for you is challenging but neither too easy nor too hard. All teachers should check in lessons as to how much progress you are making towards the lesson objectives/WILF. Those teachers who are in charge of different subjects should check how well lessons are being taught and governors should work with these teachers to make sure that you are all making good progress. You could help your teachers by always trying your very best.

It was a pleasure to meet you all. I hope you continue to enjoy coming to school and trying your very best in all that you do.

Yours sincerely

Mary Hinds

Lead inspector

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