

# Eastrington Primary School

## Inspection report

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<b>Unique Reference Number</b>	117841
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	363876
<b>Inspection dates</b>	4–5 April 2011
<b>Reporting inspector</b>	Declan McCarthy

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alvin Fernandes
<b>Headteacher</b>	Mr Christopher Bullough
<b>Date of previous school inspection</b>	10 April 2008
<b>School address</b>	Portington Road Eastrington Goole DN14 7QE
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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed and seven teachers were seen. Meetings were held with a small group of parents and carers, two groups of pupils, two members of the governing body and staff. Inspectors observed the school's work, and looked at pupils' books, data for tracking and recording pupils' progress across all year groups and in the Early Years Foundation Stage, documentation relating to safeguarding, the headteacher's report to the governing body and the school development plan. They analysed responses to questionnaires from staff, pupils and 66 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of different groups of pupils, especially boys in writing, by the end of Year 6 and more-able pupils and girls in all subjects by the end of Year 2.
- The use of feedback in lessons and the quality of marking to inform pupils how well they are doing, especially against their targets, and how they could improve their work.
- What has been the impact of partnerships with other organisations, on pupils' learning and well-being?
- The effectiveness of the systems for recording children's progress in the Early Years Foundation Stage to show how well children are doing, particularly in their communication, language and literacy, personal, social and emotional development and physical development.

## Information about the school

Eastrington is smaller than other primary schools which serves the local village community. All pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is low and the proportion of those identified with special educational needs and/or disabilities is below average.

Since the previous inspection, the school has introduced hot lunches and now provides an early morning 'Fit for Fun' club, where pupils can exercise. The school holds a number of awards including, Artsmark Gold, the Activemark and the Intermediate International School award.

**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?**

**2**

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

**2**

## Main findings

Eastrington is a good school. The strong and purposeful leadership of the headteacher, has ensured that all leaders share the same vision for the school and are driving improvements forward, based on effective monitoring of teaching and learning. This has led to outstanding achievement in mathematics, an outstanding Early Years Foundation Stage where children make at least good and sometimes outstanding progress, and outstanding care, guidance and support, which has led to pupils' excellent behaviour. The exceptionally strong partnership with parents and carers is reflected in the high rate of their questionnaire returns and their mainly very positive views. One parent, typically said, 'The school has been a bolt hole for my child during a difficult time and we have had nothing but support and love from the school.' Another said, 'The school has pushed my daughter's learning forward and we are thrilled with the fantastic progress she is making.'

Attainment is steadily rising and pupils' achievement is good. From their starting points children make good progress in the Reception Year and continue to make good progress throughout the school. As a result, attainment by the end of Year 2 has risen since 2010 and is now above average in all subjects, with no difference in the performance of boys and girls. By the end of Year 6, pupils make at least good progress and sometimes exceptional progress, to reach above average attainment in English and high attainment in mathematics. This is achieved through good and sometimes outstanding teaching and the good use of assessment information, particularly in mathematics. Occasionally, a few pupils are not always given sufficient feedback in lessons, especially in English, on how well they are doing. The quality of marking is better in mathematics than it is in English because pupils have a much clearer idea of how well they are performing against their targets, whereas their written work in English, this is not always the case. Teachers effectively ensure that work is matched to different levels of ability, enabling all pupils, including the more able and those with special educational needs and/or disabilities, to make equally good progress.

All pupils are safe in school, because of a high level of supervision and strong pastoral care. However, despite these good features, the promotion of safeguarding is satisfactory overall because the school's documentation is not always maintained in a way that reflects recommended good practice. Strong sports partnerships have resulted in pupils staying extremely healthy, through rigorous exercise and their very sensible diet. A new initiative to improve pupils' performance in writing in English, has not been extended to other subjects.

The school has an accurate view of its strengths and areas for development and good leadership at all levels has ensured that this information is used to drive improvements forward. This has led to a steady rise in pupils' attainment and other good improvements since the last inspection. The governing body closely checks the work of the school and

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holds it to account for its actions. As a result, the school has good capacity for sustained improvement.

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

- Raise pupils' attainment in English, further by:
  - ensuring that consistent feedback is given to pupils on how well they are doing in lessons
  - extending the initiative currently used in English to improve pupils' writing into other subject areas
  - ensuring that marking always informs pupils of the level they are attaining against their targets and how they can improve their work.
- Improve the effectiveness of the safeguarding procedures by ensuring that documentation better reflects recommended good practice.

## Outcomes for individuals and groups of pupils

2

Children enter Reception with knowledge and skills in communication, language and literacy, personal emotional and social development and physical development that are as expected for their age. They make good and sometimes outstanding progress by reaching above average skills by the time they enter Year 1. This good progress continues to be sustained in Key Stage 1, where attainment has risen from broadly average in 2010 to above average in reading, writing and mathematics. Girls and boys, pupils with special educational needs and/or disabilities and more-able pupils learn equally well and make the same good progress. This good achievement continues as pupils move through the school. In all lessons, pupils' outstanding behaviour contributes very positively to their learning as they remain focused on their activities, listen carefully to teachers and continue to do their best to improve their work.

In an English lesson, pupils were challenged to identify the differences between an average level of writing and a higher level of writing and then to produce a letter about a trip that reflected the higher level of writing, which many of them completed successfully. In a mathematics lesson, nearly all pupils were working at the higher level and knew exactly how well they were doing, making outstanding progress in understanding the difference between ratio and proportion and converting ratios into percentages, fractions and decimals.

As a result of their good achievement in literacy and outstanding progress in numeracy, pupils are well prepared for the next stage of their education. Pupils say they enjoy learning and their good enjoyment of school is reflected in their above average attendance. Pupils make a good contribution to the community through the active school council, fundraising events and by helping others, for example, in organising team games as junior sports leaders. Their spiritual, moral, social and cultural development is good, because by Year 6 they develop into mature, confident and reflective young people. They also develop an understanding and appreciation of diversity within the local, national and global communities, through, for example, close links with African and East European schools. The school is now pursuing links with a contrasting inner city school.

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*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	2
<b>The extent to which pupils feel safe</b>	<b>2</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>2</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>	2
<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?

Teachers and support staff manage pupils' behaviour extremely well by maintaining excellent relationships with them and high expectations for their learning. These strengths of good teaching, together with the brisk pace of lessons and good use of resources to stimulate learning, ensure all pupils make at least good progress. Good use is made of assessment information to extend learning and all pupils know their targets. Teachers, usually but not always, provide feedback to pupils on how well they are doing. The quality of marking is variable. In mathematics, it provides Year 6 pupils with a very clear idea of what levels they are reaching and how much progress they are making. In English, marking does not always inform these pupils what levels they are attaining against their targets or how to improve their work further. Teaching assistants provide good support for learning, by asking challenging questions in small-group work, praising them when they do well and encouraging pupils to make more effort.

The broad and balanced range of subjects in the curriculum has a good focus on developing basic skills of literacy and numeracy. The introduction of a new initiative to improve writing and structured phonics sessions is leading to rising attainment in English. The curriculum is enriched with opportunities to learn French at Key Stage 2 and by strong partnerships with other schools and sports coaches, who also provide the extended morning, 'Fit for Fun' sessions, to help to develop healthy lifestyles. This is reflected in pupils' high participation in sports and their excellent achievement in winning a number of

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county and national awards. The school provides an interesting range of activities to stimulate learning and enjoyment, which include opportunities for film-making. However, pupils understandably say that there are not enough lunchtime or after-school clubs during the winter. Nevertheless, a good range of experiences, including residential visits and visitors to the school, such as a visitor from Nigeria, enrich learning. The strong focus on pupils' personal, social and health education enables pupils to adopt safe practices in school and show care and consideration for others.

The outstanding care, support and guidance provided by the school is also reflected in the highly effective promotion of above average attendance every year since the last inspection, and the excellent way in which support is provided to pupils who find themselves in the most vulnerable circumstances. The school makes strong links with outside agencies and works most effectively with parents and carers, one of whom said that staff go above and beyond the call of duty to support the family. As a result, pupils whose circumstances make them vulnerable make rapid improvements in their behaviour and learning, which enable them to achieve as well as other pupils.

*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?

Under the clear direction of the headteacher, senior and middle leaders closely monitor the impact of provision on pupils' achievement. They use the outcomes of this activity to effectively drive improvements forward. Their shared vision for improvement is reflected in their commitment to raising attainment. Members of the governing body have specific responsibilities for overseeing the work of the school, and maintain a diary of focused visits, which includes visits to lessons. After each visit, a governor reports to the school and the outcomes of the visit influence school improvement. Members of the governing body meet with the school council and consult parents and carers to seek their views routinely. Outstanding partnerships with parents and carers, are not only reflected in the high response rate of questionnaires but also in their very high levels of satisfaction with the school, which is very popular in the local community. In discussion, a small group of parents and carers praised the high quality of communication and information they received from the school and the way in which it responds and listens to their suggestions and concerns, which was confirmed in nearly all questionnaires returned.

All pupils have the same opportunities to engage in everything the school offers and all make at least good progress. Racial harmony is promoted and discrimination is tackled effectively. The school has used its evaluation of its actions to promote community cohesion effectively in providing more experiences for its pupils to appreciate diversity

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through, for example, its links with Africa and Eastern Europe, reflected in its Intermediate International School award. The school fulfils all the requirements to ensure the safety of pupils. However, the school's documentation for safeguarding, although satisfactory and does not in any way have a negative impact on pupils' well-being, does not always reflect recommended good practice. The school effectively uses its resources to provide good value for money.

*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>1</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>3</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 settle into their routines very quickly and make at least good progress in all areas of learning. They make particularly good progress in their personal, social and emotional development, communication, language and literacy and physical development. This is because staff support children's learning and promote their well-being extremely well by ensuring they are given many opportunities to share and take turns, to work independently and that children always stay safe. Teaching is always at least good and is often outstanding. Indoor and outdoor learning activities are meticulously planned and take into account children's interests and suggestions. Activities are colour-coded with a high level of detail linked to each stage of a child's development for every area of learning. Each small step that the child makes towards these goals is recorded in a learning journal. This is shared during the year with parents and carers. Each child also has a learning diary, which is updated regularly by teachers and parents and carers, to include photographs, anecdotal records and/or samples of the child's work. Parents and carers find this document extremely beneficial.

The outdoor and indoor learning environments are very attractive and stimulating and include many displays of children's work. Excellent teamwork between the class teacher and the nursery nurse always ensures a predictable and dependable learning environment,



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with a fine balance between free choice and adult-led activities. This also ensure that children stay very safe and learn to take care of themselves and others, as seen, for example, when after washing their hands before snack time one child pointed out to everyone that you are not allowed to touch anything on the table until snack time was over. Outstanding leadership has not only ensured that learning and welfare requirements are fully met but also rapid improvements in the development of the Early Years Foundation Stage, which is used as a model of good practice by other schools. The setting's coordinator has developed excellent partnerships with and the close involvement of parents and carers, for example, in setting up regular workshops and open afternoons, including information on how to use learning diaries most effectively.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The return of completed questionnaires from parents and carers was high. An overwhelming majority expressed positive views of the school and either strongly agreed or agreed with each of the statements. This inspection confirmed their positive views. Nearly all parents and carers said they were happy for their children to come to the school. The very few concerns focused on how well children are prepared for the future and how well the school takes account of their suggestions and concerns. Inspectors looked at this issue carefully and found that pupils are well prepared for transition to secondary schools, particularly in the progress they are making in English and mathematics and in the close liaison that is in place with other schools before pupils transfer. The school seeks parents' and carers' views and acts on them through, for example, establishing the early morning 'Fit for Fun' club.

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

Ofsted invited all the registered parents and carers of pupils registered at Eastington 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	67	20	30	1	2	1	2
The school keeps my child safe	42	64	22	33	2	3	0	0
My school informs me about my child's progress	40	61	23	35	1	2	1	2
My child is making enough progress at this school	38	58	25	38	2	3	1	2
The teaching is good at this school	43	65	21	32	2	3	0	0
The school helps me to support my child's learning	41	62	21	32	2	3	1	2
The school helps my child to have a healthy lifestyle	40	61	26	39	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)	36	55	22	33	3	5	0	0
The school meets my child's particular needs	43	65	19	29	1	2	1	2
The school deals effectively with unacceptable behaviour	33	50	30	45	2	3	1	2
The school takes account of my suggestions and concerns	36	55	25	38	4	6	1	2
The school is led and managed effectively	40	61	23	35	2	3	1	2
Overall, I am happy with my child's experience at this school	47	71	16	24	2	3	1	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and 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 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



7 April 2011

Dear Pupils

**Inspection of Eastrington Primary School, Goole, DN14 7QE**

Thank you for making us so welcome when we visited your school recently and for telling us how good your school is. We agree that yours is a good school. We were very impressed with your excellent behaviour, which helps you to learn well in lessons and the way you always do your very best to stay healthy. I enjoyed watching many of you doing your early morning exercises, in your 'Fit for Fun' club. Here are some other things we found about your school.

- You told me how much you enjoy school and I saw this in the records of your good attendance.
- The school cares for you all extremely well, which was confirmed by many of your parents and carers.
- You have many interesting activities in schools, such as a variety of sports, French and film-making.
- Teaching is good and helps you to learn well and make at least good progress in all your subjects and excellent progress in mathematics.
- Your school is well run and staff make excellent links with your parents and carers.

I have asked the staff to do two things to help your school be even better than it is now.

- To help you to do as well in English as you do in mathematics, by showing you how well you are doing when your work is marked and by giving you more writing of the type you have been learning in English lessons, to do in other subjects.
- To make sure that the school documents which show how you are to be kept safe are of high quality.

Thank you for sharing your views with me and keep trying your best.

Yours sincerely,

Declan McCarthy

Lead Inspector

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