

Eton Park Junior School

Inspection report

Unique Reference Number	124051
Local Authority	Staffordshire
Inspection number	380785
Inspection dates	17–18 October 2011
Reporting inspector	Michael Miller

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Ron Clarke
Headteacher	Julie Green
Date of previous school inspection	15 September 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons and all eight class teachers were seen. Inspectors carried out several general observations also of pupils' learning across the school. Most teaching assistants were seen working with either individuals or groups of pupils. Meetings were held with representatives of the governing body, and teaching and non-teaching staff. Inspectors talked formally with the school council and informally with many other pupils. They attended assemblies, daily form-time and registration sessions and looked at pupils' work. Inspectors looked at a wide range of school documents including: policies; development planning; self-evaluation reports; monitoring files; curriculum and safeguarding materials; and information provided for parents and carers. Minutes of meetings of the governing body were examined, including the headteacher's reports to the governing body and various reviews of the school's performance. Inspectors received and analysed questionnaires from 36 parents and carers, 23 members of staff and 121 pupils.

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

- The ways the school has been working to improve the progress its pupils make and to close the gap in attainment between girls and boys.
- The development of the school's use of assessment in order to improve further the quality of pupils' learning and their progress.
- The ways the school's leaders, at all levels, work together to monitor teaching and assessment and promote pupils' progress.
- The extent to which the pupils' personal development and the care, guidance and support provided are strengths of the school.

Information about the school

This is a smaller than average-sized school. The proportions of pupils from minority ethnic groups and of those who speak English as an additional language are well-above average. The largest minority groups are of Asian or Asian British heritage, or White British heritage; together these groups make up the very large majority of pupils at the school. The percentage of pupils with special educational needs and/or disabilities is well-above average. The proportion of pupils with a statement of special educational needs is above average. The range of pupils' special educational needs includes behavioural, emotional and social difficulties, moderate learning difficulty, specific learning difficulty, and speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is well-above average. The governing body organises a daily breakfast club for its pupils during term time. The school holds the Basic Skills Award, including the Science Bronze Award; it holds Healthy Schools status, an Active Mark and has Dyslexia Friendly status. From 1 November 2011 the school is to change its status to a Foundation School, as part of the Burton Co-operative Learning Trust.

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

This is a satisfactory school. The majority of pupils enter the school with standards of attainment which are broadly average for their age. Most pupils make satisfactory progress from their starting points, whether they enter at the beginning of Year 3 or in later years. That includes those for whom English is not their first language, and/or those who are known to be eligible for free school meals. The school’s tracking systems monitor effectively the performance of its different groups of pupils. Boys tend to attain better than girls, but this can vary according to individual learning needs and/or whether their English is at an early stage of language acquisition. The school’s good curriculum places a strong emphasis on the development of pupils’ speaking, listening and reading skills. In particular, it gives the minority of pupils requiring additional support in acquiring English the speediest access to learning. A third of all pupils have special educational needs and/or disabilities; staff demonstrate effective, professional skills in supporting their needs. Consequently, such pupils make good progress from their below-average starting points to attain standards in line with similar groups nationally by the end of Year 6.

The school has some outstanding features, particularly in the excellence of its care for pupils and in the ways it ensures they remain safe in school. The very large majority of parents, carers and pupils responding to the inspection questionnaires agree about this. The excellence of the work the school undertakes with the families of its pupils, who often face very challenging situations in their lives, goes unsung because it must remain confidential. The school is particularly effective in its work to ensure the safeguarding of pupils whose circumstances may make them vulnerable. The school takes seriously its responsibility to all groups within its community. Its approach to community cohesion is good. It is persistent in the ways it reaches out to its different community groups, but sometimes with a mixed response. The school itself is a harmonious community, both racially and culturally. That goes a long way in explaining why the pupils’ personal development is good and is an important feature of the way the school prepares them well for their future lives and well-being.

Since its last inspection, the school’s trend for improvement has been slightly better than seen nationally; it is stronger in mathematics than in English. Capacity to improve, the quality of teaching, leadership and management are satisfactory overall. That is because the school is still developing a track record of improving the progress of all groups of pupils’ beyond the satisfactory. Nevertheless, senior leaders are focused well on monitoring. That provides good support and is increasing the

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proportion of good and better teaching. Self-evaluation is satisfactory overall because some relatively new middle and subject leaders are still developing the expertise to complement the focused approach provided by senior leaders. There is a positive mix of new and experienced staff, but some middle leaders have still to develop the skills to monitor teaching and learning independently of senior leaders. There is good and outstanding teaching practice within the school; this is particularly effective in enabling some groups of pupils who find learning difficult to make good progress during lessons. However, where teaching and learning are satisfactory, there are inconsistencies in approach. Not all teachers use questioning sufficiently regularly to check pupils' understanding of what they are being asked to learn. A few teachers talk at the pupils for too long and this restricts opportunities for active learning. Planning to check the extent of pupils' learning during lessons focuses more on broad ability groups than the specific learning needs of individuals. While planning to meet the needs of those with special educational needs and/or disabilities is good, opportunities to challenge more-able pupils are inconsistent or missed.

Up to 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.

What does the school need to do to improve further?

- Raise attainment, accelerate pupils' progress, and extend the school's work to increase the proportion of good and better teaching by:
 - using questioning more regularly throughout each lesson to check on pupils' understanding and resolve any misconceptions in their learning
 - planning opportunities for assessment during lessons which take more specifically into account the learning needs of individual pupils
 - ensuring more consistent opportunities for pupils to become involved actively in lessons and adjust teaching strategies accordingly
 - challenging more consistently the more-able pupils through different learning activities and alternative starting points for them in lessons.
- Strengthen the leadership and management of the school by ensuring all middle leaders develop the skills needed to help monitor lessons and learning.

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

Most groups of pupils are making satisfactory progress and their attainment is meeting expectations at this stage in Year 6. Pupils with special educational needs and/or disabilities continue to receive good support in class and make good progress. Their individual education plans are helpful working documents, targeting clearly their next steps in development. When pupils are withdrawn for specialist work with teaching assistants, including those at an early stage of English language development, the work is focused well on the important literacy, numeracy and

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personal skills which aid their individual learning. That was also true in those good literacy and numeracy lessons seen, notably in Year 6, when skilled teaching enabled pupils to make good progress in either expanding their vocabulary for creative writing or developing their skills in mathematical problem solving. In all classrooms, there are 'learning trees', through which pupils generate thoughtful questions about what they wish to research for the topics studied. Opportunities for pupils to reflect upon their own and others' work are mainly good through the use of discussion partners. Through topic work and reading, pupils develop a good cultural and social understanding. In their linked history and literature work, pupils showed great concern for the poor children sent to the workhouse in Victorian times.

Most pupils are keen to come to school and work hard during lessons. Punctuality and attendance are good overall. Pupils have a particularly good understanding of e-safety and a good awareness of ways they may stay safe both within and outside of school. Pupils develop good social and inter-personal skills. They respect each other well and are keen to follow their school rules. Pupils have a well-developed sense of right and wrong and are eager to support those less fortunate than themselves. Pupils of all ages take on responsibility willingly. Throughout the school, boys and girls from all the ethnic groups represented work and play well together, showing good levels of respect for the needs and opinions of others. Older pupils are increasingly aware of the next steps they need to take in order to succeed in the future. Both girls and boys talk with confidence about entering jobs which require higher education and training. Discussions with pupils show they have a good understanding of what constitutes a healthy lifestyle in respect of nutrition, sport and the use of drugs, including medicines. The school council is an influential voice within the school community and has helped bring about important developments, such as the school's Peace Garden, which has been used for community story telling.

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	2

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

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The proportion of consistently good teaching is not yet sufficient to ensure all groups of pupils make consistently good progress. Levels of challenge for more-able pupils are not always high enough. However, provision is often excellent for pupils with special educational needs and/or disabilities and those for whom English is an additional language. In one outstanding Year 3 English lesson, the quality of planning by the teacher, together with the teamwork between the teacher and three teaching assistants, ensured consistently good progress by all groups of pupils. The pupils included some with significant learning difficulties and disabilities. Excellent use of questions made pupils think about the conditions for people living in Victorian times, and there was a strong focus on speaking and listening skills and the development of the pupils' creative imagination. Where teaching is weaker or satisfactory, such planning, teaching and assessment strategies are inconsistent and not applied or developed as strongly. Nevertheless, the marking of pupils' work is regular throughout the school, providing a healthy balance of encouragement and points for improvement. The policy of using 'Tickled Pink' highlighting for positive points and 'Green for Growth' for improvement points is understood well and appreciated by the pupils.

What is taught has been considered well and designed effectively to meet the different needs of the pupils. The pupils enjoy the opportunities offered by their learning to develop and practise their skills and interests. What is taught is augmented well by a good range of extra-curricular activities, visitors to the school and opportunities for residential visits. During the inspection, anti-bullying was being promoted well through the work of a visiting theatre company. Pupils gained a great deal from the experience and showed good insights into potential problems and solutions. The good breakfast club provision finishes usually with a fun exercise involving literacy or numeracy. Pupils enjoyed very much trying to name fruit and vegetables beginning with each letter of the alphabet. They cooperated well on that and their understanding of healthy eating was enhanced.

Outstanding care, guidance and support are exemplified by many factors of the school's life and work. Parents and carers are complimentary about the good transition arrangements between schools. There are some long-term absences where pupils travel abroad for extended periods, but the school always makes work available and follows this up to ensure minimum disruption to pupils' learning. Records show the school takes the initiative in working with the full range of support agencies in the promotion of pupils' learning and well-being. Often, it goes beyond the extra mile on behalf of its pupils. Discussions with pupils and their responses to the inspection questionnaire show the vast majority have every confidence in the

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school’s staff. Adults at the school work hard to ensure a welcoming, secure learning environment.

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	1

How effective are leadership and management?

All staff responding to their questionnaire indicate they are proud of their school and understand and feel involved in what it is aiming to achieve through its improvement planning. There is good leadership by the headteacher and other senior leaders, particularly in the monitoring of teaching and learning. It is gradually securing the necessary improvements. However, leadership and management are satisfactory overall because the inexperience of some middle leaders means they are not yet involved fully in such monitoring. Outcomes and the promotion of equality of opportunity are satisfactory because, although improving and closing gradually, there remain gaps in the performance of different groups, particularly that of girls and boys. Staff are ambitious to improve, have well-focused improvement planning, but have still to enable the large majority of pupils to break through from satisfactory to good levels of progress.

Governance is good; together with the headteacher and other senior staff, the governing body is involved effectively in driving forward improvement planning and the strategic direction of the school. It has proved very positive in working alongside other education partners in securing its new Trust Status. Discussions with governing body representatives show they challenge the school productively and support staff well in a joint determination to help the pupils to increase their rate of progress. Safeguarding is exemplary and the governing body is active in its support of those members of staff designated with responsibility for child protection. The school is a very effective advocate on behalf of its pupils and their families. That is also linked to its commitment to community cohesion. The school is responsive to the needs, demands and responsibilities placed upon it by the wide range of its pupils’ cultural and faith backgrounds. That is reflected well in its development planning.

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

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The proportion of parents and carers returning the questionnaire was below average. The percentage unable to comment on any question was above average; these were mainly from families whose children were new to the school. Over a fifth of the returns were left blank concerning the ways the school takes account of families’ suggestions and concerns. Discussions with parents and carers at the school gate and evidence from the school’s records show any concerns are taken very seriously and the school does its best to respond to requests from its families. A few parents and carers expressed some concern about the leadership and management of the school. That appears linked to occasions where, for confidential or legal reasons, the school has not been able to disclose full information on specific matters concerning their children. A small minority expressed some concern about the way the school deals with unacceptable behaviour. There are a few pupils who find it difficult to manage their own behaviour consistently well throughout a school day. However, the school’s approach to behaviour management is effective and support from specialist teaching and nurture assistants and the learning mentor ensures a minimum disruption to learning in lessons. School records and investigations show that, in most cases, any incidents of unsatisfactory behaviour tend to arise from events originating outside the school. On such occasions, staff deal with pupils sensitively.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eton Park Junior 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	56	14	39	2	6	0	0
The school keeps my child safe	19	53	14	39	2	6	0	0
The school informs me about my child’s progress	13	36	18	50	4	11	0	0
My child is making enough progress at this school	12	33	17	47	2	6	0	0
The teaching is good at this school	13	36	19	53	0	0	0	0
The school helps me to support my child’s learning	15	42	14	39	6	17	0	0
The school helps my child to have a healthy lifestyle	14	39	20	56	2	6	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	39	16	44	2	6	2	6
The school meets my child’s particular needs	11	31	22	61	2	6	0	0
The school deals effectively with unacceptable behaviour	9	25	17	47	6	17	2	6
The school takes account of my suggestions and concerns	12	33	13	36	0	0	3	8
The school is led and managed effectively	14	39	13	36	4	11	3	8
Overall, I am happy with my child’s experience at this school	13	36	19	53	3	8	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

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

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"> ■ 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.



19 October 2011

Dear Pupils

Inspection of Eton Park Junior School, Burton-on-Trent, DE14 2SG

Yours is a satisfactory school. As you know, one of your Golden Rules is 'We work hard to care for everyone.' After listening to what you and your teachers had to say about life at your school, we were able to see for ourselves that you put this rule into practice. We thank you for your politeness, your interest and the ways you helped us to understand what life at your school is all about. We appreciate you are all determined to work together to help make your school become an even better place.

These are the things we found are best about you and your school.

- The adults at your school take excellent care of you to make sure you are safe.
- You behave well and know how to keep each other safe and healthy at school.
- Your attendance is good because you enjoy coming to school.
- You make a good contribution to the school and wider community.
- Your time at the school helps to prepare you effectively for your future lives.
- Your school helps you to grow and develop well as young people.
- Your school works well with others, including your families, to help you learn.
- Your teachers are focused well on helping you to make even better progress.

We have asked your teachers to do some extra things to help all of you make even better progress. They will be developing further the ways they plan your lessons and check that you understand your work. You will find they will be asking you even more questions about your learning. Those of you who find learning easier will be given an added element of challenge in your work. Some of the teachers in charge of the subjects at your school are fairly new to their posts. Your headteacher has been working hard alongside them when they visit your lessons to make sure you are making progress. They will now be doing more of this work on their own.

On one of your Year 6 Challenge Trees someone had written the words 'I never thought I could do it, but now I believe I can.' You can help both your teachers and yourselves by continuing to believe that you can make even better progress.

Yours sincerely

Michael Miller
Lead inspector (on behalf of the inspection team)

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