

Eagle Community Primary School

Inspection report

Unique reference number	120376
Local authority	Lincolnshire
Inspection number	380002
Inspection dates	5–6 July 2012
Lead inspector	Glynn Storer

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	90
Appropriate authority	The governing body
Chair	James Thomas
Headteacher	Hayley Adams
Date of previous school inspection	22 November 2007
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Age group	4–11
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Introduction

Inspection team

Glynn Storer

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons and in doing so, saw most of the school's four teachers on more than one occasion. He held meetings with groups of pupils, governors and staff, observed the school's work, and looked at the school's self-evaluation, improvement planning and pupils' performance data. The inspector considered the views of the 41 parents and carers who returned inspection questionnaires, as well as those of pupils and staff.

Information about the school

This school is smaller than the average-sized primary school. Almost all pupils are from White British backgrounds. Of the very few with minority ethnic heritage, none is at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils who are supported at 'school action plus' is about average. These pupils mainly experience moderate learning difficulties or behavioural, emotional and social difficulties. None of the current pupils has a statement of special educational needs. The current headteacher was seconded to the school in 2009 and appointed to the post in 2010.

The school meets current government floor standards, which set minimum expectations for pupils' attainment and progress. It has also gained the Basic Skills Ten Year Quality Mark and has Healthy Schools status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Provision and outcomes have improved considerably during the last two years. It is not outstanding because pupils' progress, though securely good over time, varies from class to class, and the curriculum is not yet strong enough to promote rapid progress.
- Pupils of all ages, abilities and backgrounds, including disabled pupils and those who have special educational needs, achieve well. Attainment in all key subjects is above average throughout the school.
- Teaching is typically good, and at times outstanding. This is especially so in upper Key Stage 2, where progress accelerates. Pupils benefit from lessons that are highly enjoyable but also challenge them intellectually. Nevertheless, there are times when teachers do not make the best use of the time available and inconsistencies in teachers' marking, day-to-day assessments and the use of pupils' targets occasionally slows their progress.
- Good behaviour and constructive relationships promote a safe and harmonious atmosphere that pervades the school. Pupils readily rise to the challenge of tasks that make demands on them. Their positive learning-related behaviour improves the progress that they make.
- The effective leadership of teaching in all phases, including the Early Years Foundation Stage, is responsible for improvements that are evident throughout the school. The headteacher's robust management of the performance of all staff and the introduction of improved management procedures are successfully maintaining the impetus of improvement. The curriculum promotes secure learning in most subjects. The school is seeking to improve learning and achievement by introducing new approaches to curriculum content, planning and delivery. Early indications are encouraging but it is too early to evaluate the impact of this initiative.

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What does the school need to do to improve further?

- By September 2013, increase the frequency of good and outstanding teaching to improve pupils' progress across the school by:
 - ensuring that all teachers use time effectively and maintain a consistently brisk pace throughout learning activities
 - extending good practice in the marking of writing to all subjects, and ensuring that pupils receive and have regular opportunities to act upon advice on how to improve their work
 - ensuring that all staff give regular reminders about personal targets, so that pupils always know what they are aiming for.

- By September 2013, firmly establish the current plans to extend the curriculum and add to the relevance of pupils' experiences in all subjects by:
 - giving pupils an even greater say in the content of the curriculum so that all topics are both interesting and relevant to them
 - regularly including topics that confront issues affecting the school's immediate locality, the national scene and the wider world
 - ensuring that all topics immerse pupils in the subjects concerned and give opportunities for in-depth study.

Main report

Achievement of pupils

A very large majority of parents and carers responding to the inspection questionnaire felt that their children were making good progress and that their needs were met. One commented: '(Our child) loves getting up every morning and going to school. She is now coming on in leaps and bounds.' Such views are consistent with inspection findings.

Attainment on entry to the Early Years Foundation Stage varies considerably but in recent years, children have started school with skills and understanding broadly at the levels expected nationally for their age. Almost all children in the current year group have made good progress across the areas of learning, and the more-able children are beginning to work at levels normally expected in Year 1.

Attainment is rising year on year. Standards in reading, writing and mathematics are above average by the end of Key Stages 1 and 2. The (unvalidated) results of the 2012 national tests show that current Year 2 pupils have made good progress. In all key subjects their 2012 results improved on those of 2011. In Key Stage 1, standards in writing, though securely above average, are lower than in reading and mathematics. Almost all pupils in the current Year 6 have also made good progress in Key Stage 2, and for some, progress in particular subjects has been excellent.

Teaching in upper Key Stage 2 makes significant demands on pupils. For example, in

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an outstanding literacy lesson, pupils were tasked to produce scripts for a play, a 'radio' broadcast and a puppet show to be presented to younger pupils. They identified and responded exceptionally well to the requirements of these differing genres and excellent teamwork secured high-quality outcomes for pupils of all abilities. Because a strong work ethic prevails, pupils rise to such challenges and their progress accelerates.

Disabled pupils and those who have special educational needs make similar progress to that of all other pupils. The standards they attain by the time that they leave the school are typically higher than those attained by similar pupils nationally, and their progress is greater.

Quality of teaching

Pupils make good progress because most teaching is effective, even though the teaching team is still working to achieve consistency in all areas. This matches the views of the overwhelming majority of parents and carers, who believe that their children are taught well. One commented: 'I think teaching and all round support... are excellent.'

Teaching in the Early Years Foundation Stage provides children with a well-balanced diet of stimulating activities, teacher-led sessions and child-initiated, play-based learning that ensures children learn effectively and grow in independence. Older pupils respond well because the best lessons in both Key Stages 1 and 2 make learning fun but also make considerable demands on them. Expectations are high and a good balance of support and challenge inspires pupils to strive to succeed. For example, in a lesson on human growth and development (puberty) pupils in Years 5 and 6 coped exceptionally well with the sensitive subject matter, discussed issues sensibly and raised thoughtful questions, which took their understanding to a deep level. This lesson typified the teachers' effective promotion of pupils' spiritual, moral, social and cultural development.

When teaching is less successful, pupils spend too much time listening passively and do not have enough time to learn independently by doing things for themselves. Also, adults sometimes fail to notice when pupils have misunderstood and are therefore getting off to 'a false start' or simply do not know what to do next. When these things happen, pupils' progress is reduced. Marking has improved and there is some emerging good practice in the marking of writing. This is not consistent across all classes, nor does it extend to subjects other than English. Even the most constructive marking loses its impact when pupils are not given the opportunity to act on advice on how to improve their work.

The teaching of reading is effective. Most pupils say they enjoy books, take pleasure in reading and attain above average standards. The teaching of disabled pupils and of those who have special educational needs is good. These pupils have access to and benefit fully from all that the school has to offer. The effective use of ongoing assessment (tracking) has improved the teaching of these pupils by ensuring that

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they get regular, often daily, inputs in those areas of learning where their immediate needs are greatest.

Behaviour and safety of pupils

Pupils' behaviour in and around the school is consistently good. They enjoy good relationships with one another, with older pupils showing care and consideration for younger friends. The large majority of parents and carers agree with the pupils that behaviour is good. A very small minority expressed concerns about behaviour that disrupts lessons. Staff care effectively for the small number of pupils who experience behavioural difficulties and so their impact on others' learning is minimal. School records and the lessons observed indicate that such incidents are now rare.

All parents and carers who expressed a view agreed that their children feel safe in school. Pupils confirm this. They have a good understanding of different forms of bullying, know how to combat them and have confidence in staff to deal with any minor incidents that occur.

Children begin to acquire positive learning behaviour from the time that they enter Reception. By the time pupils leave the school, most develop constructive attitudes to learning and to school life. They cooperate well with others and are capable of good levels of independence and/or collaboration. Enjoyment of school and this positive approach to learning add to pupils' progress and are factors in their above-average rates of attendance.

Leadership and management

At the heart of the successful drive to improve the school's provision and outcomes has been the determination of the headteacher, senior staff and governing body to build quality and consistency. Rigorous approaches to monitoring, assessment and the tracking of pupils' progress, along with 'in-house' examples of effective teaching and the sharing of expertise, have underpinned improvements in teaching and achievement across the school. The management of provision for disabled pupils and those who have special educational needs embodies rigorous approaches to promoting equality and tackling discrimination. As a result, the school is an inclusive and harmonious community. Team spirit is strong. All staff share the headteacher's ambition to improve the school, and it has empowered other leaders by providing the necessary training, time, and resources for them to do a good job. As a result, the school has improved considerably since its last inspection. Standards are higher, planning for school improvement is more thorough, and the use of tracking to set challenging targets for all pupils and to plan support for any who are at risk of falling behind is more effective.

The senior leadership team is devising a new thematic, skills-based curriculum. Pupils are already having a strong input into the content of particular topics, so they are learning about things that really interest them. Furthermore, a focus on topics that are of local significance, such as the impact of adverse weather or the economic

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downturn on the farming industry, is beginning to give added relevance to pupils' work. Central to the new curriculum is in-depth study and levels of engagement that bring out the best in pupils. Initial trials have been positive but it is too soon to evaluate the full impact of this exciting initiative. The current curriculum promotes pupils' spiritual, moral, social and cultural development effectively. Topics that enable pupils to confront global issues, to experience at first hand the religious and cultural diversity of modern Britain, or to participate in local community events, strengthen these areas of pupils' development and will remain equally prominent in the new arrangements.

The governing body is conscientious in overseeing the school's work and ensuring that safeguarding arrangements meet current requirements. Its members are independent in their monitoring. This gives them a real voice in school self-evaluation and adds to their authority when they challenge the school about what it achieves. The school's record of improvement since its last inspection, robust procedures for managing the performance of all staff and strengthened governing body monitoring give the school a good capacity for sustained improvement.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

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

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 July 2012

Dear Pupils

Inspection of Eagle Community Primary School, Lincoln LN6 9EJ

It was a pleasure to inspect your school. I really enjoyed talking to you and hearing your views, including those some of you gave through questionnaires. I was very impressed by your good manners and the thoughtful way you treated each other and answered my questions. I particularly enjoyed seeing Years 5 and 6 preparing their plays. I would have liked to see a performance.

Your school is giving you a good education. Standards of attainment are above average and almost all of you make good progress. You behave well and always rise to the challenge to do your best. Your positive attitudes help you to learn effectively. Teaching is usually good and sometimes outstanding, but not consistently so. Occasionally, lesson time is not used as well as it might be and that slows your progress. There are also times when teachers do not make the best possible use of your individual targets, or make sure that you follow advice on how to improve when they mark your work or talk to you about it. I have asked staff to improve these aspects of teaching, so your progress improves further.

The leaders at your school are doing lots of things to make it better. For example, they are planning a new curriculum, designed to make your learning more relevant and interesting. I know that you have already contributed ideas about what you would like to learn and that the early trials have been really exciting. It is far too soon to know how successful this project will be, but I have encouraged staff to press ahead with it until you are all getting the full benefit.

You can help the school to improve further by continuing to try very hard in all your lessons, by following the advice that teachers give you, and by getting fully involved in all of the new curriculum topics.

Yours sincerely

Glynn Storer
Lead inspector

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