

# Eastborough Junior Infant and Nursery School

Rockley Street, Dewsbury, West Yorkshire, WF13 1NS

**Inspection dates** 18–19 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils from a range of different backgrounds get on very well together, enjoy coming to school and look forward to their lessons.
- From often low starting points, pupils make good progress and do particularly well in mathematics.
- Pupils who need help with learning English also make good progress because of excellent support from both their teachers and adults who speak their language as well as English.
- Consistently good teaching and the use of attractive resources engage pupils' interest and help them to achieve well.
- In the Early Years Foundation Stage children make good progress and develop their ability to speak and listen particularly well.
- Parents can be proud of the good manners of their children and their courteous behaviour to staff, visitors and each other. They are kind and thoughtful to one another and generally behave well in lessons and around the school.
- Over the last two years the school has worked hard with parents to improve attendance and it now matches the average for all primary schools.
- The headteacher and senior staff run the school well. They regularly check how well pupils are doing and if any are falling behind quickly step in to help them catch up.
- The governors are a much stronger team than at the last inspection. They have received good quality training and are well placed to support the school to be even better.

### It is not yet an outstanding school because

- Teaching is good, rather than outstanding, because sometimes, particularly in English, the most able children are not given hard enough work.
- Although pupils do well with their writing they do not always reach the same standards as they do in reading and mathematics.

## Information about this inspection

- Inspectors observed 13 lessons taught by 8 members of staff. Two lessons were carried out as joint observation with the headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors considered the school’s self-evaluation and development plan. Additionally, records of pupils’ progress, arrangements for safeguarding and documentation on the monitoring of teachers’ performance were scrutinised.
- Inspectors analysed the six responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents as they brought their children to school. Staff questionnaires were also analysed.

## Inspection team

Ray Biglin, Lead inspector

Additional Inspector

David Tingle

Additional Inspector

## Full report

### Information about this school

- The school is slightly smaller than most primary schools.
- The proportion of pupils at school action, at school action plus and those who have a statement of special education needs is above average.
- The number of pupils eligible for the pupil premium that is extra funding from the government, is larger than that nationally.
- For the majority of pupils, English is not their first language.
- The school meets the government's floor standards which is the minimum expected for pupils' attainment and progress.
- The majority of pupils are from a British Asian Pakistani background and across the school the range of pupils' nationalities is increasing.

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

- Improve teaching from good to outstanding by:
  - ensuring that work for the more able pupils is always closely matched to individual pupils' abilities, particularly in English
  - increasing opportunities for staff to share outstanding practice.
- Help pupils improve the quality of their writing as quickly as they do their reading and mathematics by:
  - making sure they have the time and opportunity to carry out and practise the corrections and suggestions for improvement provided by teachers when written work is marked
  - increasing the opportunities for children to produce longer pieces of writing in subjects such as history, geography and science.

## Inspection judgements

### The achievement of pupils is good

- When children join the school most have skills that are well below those expected for their age, especially in their social development and their communication skills. Progress is good and their skills are closer to average when they enter Year 1.
- In the Early Years Foundation Stage teachers and other adults work hard to develop the speaking and listening skills of children and give them every opportunity to talk. For example they were encouraged to make up their own lines while acting out The Nativity.
- Good progress throughout Key Stage 1 ensures that the gap between what pupils achieve compared to pupils nationally continues to narrow, particularly in mathematics and reading. In lessons pupils are enthusiastic and Year 1 pupils particularly enjoy their work in letters and sounds as a result of the school recently introducing a new programme which emphasises learning by doing.
- As a result of consistently good teaching, pupils' work continues to improve across Key Stage 2 and in English pupils make the progress they would be expected to make, with some doing even better than that in reading. In mathematics pupils make better progress than similar pupils nationally. As a result, in 2012 more pupils than nationally achieved Level 4 in mathematics and English.
- Pupils clearly enjoy their lessons, particularly when they are given the opportunity to work creatively and independently as when they had to work in pairs to dramatise a poem about how to speak up in public.
- In English, however, the most able pupils do not always make the progress of which they are capable and consequently not many achieve Level 5 in the national tests at the end of Year 6.
- The school is successful at closing gaps in attainment and there are no significant differences in achievement between any groups of pupils, including those known to be eligible for extra funding. Disabled pupils and those with special educational needs receive carefully targeted provision and, consequently these pupils do at least as well as their class mates.
- A large number of the pupils who enter the school are just beginning to learn English. As a result of the support given to these pupils and their parents they make good progress in developing the skills they need to be effective learners.

### The quality of teaching is good

- The quality of teaching, including that of English and mathematics is typically good and some outstanding teaching was observed. Consequently, pupils are making good progress and achieving well. Teachers have a caring approach and enjoy strong relationships with their pupils.
- Teachers generally have high expectations of pupils who consistently respond well to challenges and, as a result, develop very good attitudes to learning. When asked to work cooperatively and share ideas they quickly get on with the task.
- Generally teachers plan well to meet the needs of all pupils but occasionally some of the most able pupils would benefit from greater challenge. For example in one lesson, where pupils were asked to change the tense of what was written, pupils aiming for Level 5 could have been asked to come up with more alternatives.
- Pupils' work books are all marked thoroughly by the teachers. There are comments that praise hard work and those that suggest what pupils could do to make their work even better. However, in English pupils do not often act upon the advice they are given and too often repeat mistakes. For example, on one occasion a teacher clearly demonstrated to a pupil how to correctly write certain letters, but the same fault remained in the very next piece of work.
- Pupils make good progress in reading because the school places a strong emphasis on developing reading skills from the moment they enter the Early Years Foundation Stage and begin working on their letters and sounds. Pupils enjoy reading and read fluently by the time

they leave school. Pupils enjoy talking about their favourite books and the school library is well used.

- There is a good range of resources available to encourage children to enjoy their learning. On a number of occasions inspectors observed interactive whiteboards being used well to support learning. For example, in one lesson the teacher used it well to help children plan how to write a Christmas poem.
- Pupils with disabilities and special educational needs are well supported by teaching assistants. They are given extra support and encouragement through a range of extra teaching sessions such as a lively teaching program which helps pupils struggling with mathematics.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is typically good both in classrooms and around the school. The school is a harmonious place. As one pupil said: "We all get on well here." Pupils are courteous and kind and often asked the inspectors if they were enjoying their time in the school.
- Pupils are keen to help one another and the whole school is very inclusive and a place where every pupil really does matter. Older pupils work with younger ones during Friday's special activities afternoon and at lunchtimes they organise games for younger children and make sure that no one is left out.
- There are no recorded instances of bullying and in discussion pupils were adamant that there is none in the school. Pupils feel very safe and say that staff take their concerns and opinions seriously. Pupils are aware of different kinds of bullying, including cyber bullying, and know how to keep themselves safe when using the internet.
- The vast majority of parents, staff and pupils agree that behaviour is good and that if there are any incidents of inappropriate behaviour they are dealt with quickly and effectively. There is a good behaviour management system in place which is clearly understood by pupils and consistently applied by staff.
- At the last inspection there were real concerns about attendance. Now, as a result of the school's hard work and much improved communication with parents, the vast majority of pupils come to school regularly and very few miss lessons for any length of time.

### **The leadership and management are good**

- Strong and ambitious leadership from the headteacher and other senior leaders has led to an improvement in teaching and, as a result, an improvement in achievement for all pupils. Planning documents clearly demonstrate an acute awareness of the school's strengths and weaknesses and a drive to improve further. Senior leaders regularly check the quality of teaching, but, as yet, have not fully exploited opportunities to share outstanding practice.
- Performance management is rigorous and clearly focussed on making the school an even better place for pupils. Targets are linked to the school development plan, pupils' progress and professional development. The performance of staff, together with their individual responsibilities, reflects the pay scales awarded.
- Leaders at all levels are committed to the promotion of equality and the tackling of discrimination as evidenced by the good progress made by all groups of pupils. Additionally the school employs a full time community worker who successfully engages and supports parents. For example, the school runs a class to help parents with speaking and writing English
- The school has established effective systems for tracking the progress of all pupils including those with special educational needs. The headteacher and deputy headteacher regularly meet with teachers to discuss the progress made by individual pupils with currently a clear focus on increasing progress in writing.
- The school helps pupils make links between the subjects they study so they will enjoy their learning more and make better progress. For example, pupils study science and geography in

the context of looking at an expedition to the Antarctic. In Key Stage 1 the focus is very much on pupils learning through investigation. However, although there are some opportunities for pupils to produce pieces of writing in subjects other than English, there are not yet sufficient to give pupils the practice they need if they are to improve their skills further.

- A wide range of additional activities such as recorder club and drama are available after school and Friday afternoons. The school also promotes good links with all the faiths represented in the school and representatives from different religions are regular visitors to the school. The school provides a range of experience for pupils away from school such as visits to theatres and museums. All of this coupled with the school's focus on care and consideration means that pupils' social, moral, spiritual and cultural development is strong.
- The school's arrangements for safeguarding pupils are securely in place and fully meet statutory requirements.
- The local authority has provided a good level of support over the last two years which has helped the school improve. This support includes a range of measures including providing expert help to improve reading, organising a package of training for governors and brokering a partnership with an outstanding school in a nearby town.
- **The governance of the school:**
  - The governors are more effective than at the time of the last inspection because of the training they have been given. Governors now have a good understanding of how the school is performing and, as result, are able to provide a suitable level of challenge to school leaders. Governors are fully involved in the performance management of staff and the headteacher, setting clear targets for improvement. School finances are well managed. Governors have used the extra money allocated by the government on the basis of free school meals to fund a breakfast club to help children to make a good start to their day as well as providing extra teaching time to help them with their reading, writing and mathematics.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107602
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	400921

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carolyn Dixon
<b>Headteacher</b>	Sheldon Parkin
<b>Date of previous school inspection</b>	24 February 2010
<b>Telephone number</b>	01924 325285
<b>Fax number</b>	Not applicable
<b>Email address</b>	head.eastborough@edukirklees.net



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