

# Easterside Primary School

Erith Grove, Easterside, Middlesbrough, TS4 3RG

**Inspection dates** 16–17 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- The school aims to be a 'safe, happy, creative and successful school'. This is what inspectors saw during their visit.
- Pupils achieve well at school. They make good progress from low starting points, especially in reading and in mathematics. Last year pupils reached the nationally expected standards in their tests, due in part to strong provision in Year 6.
- The quality of teaching is good. Some is outstanding. Teachers use different and exciting teaching methods to help pupils learn well. They plan lessons so that pupils understand the next steps in their learning. The very best teaching in the school is inspirational.
- The school is a very caring place. Many pupils have a range of emotional and special educational needs. The first-rate support offered by the school and the 'care team' helps pupils with their problems and helps them to focus on their learning.
- Teachers are good role models for the pupils and succeed in encouraging them to behave well. The school is calm and pupils are keen to learn. Pupils are courteous and polite, both with each other and with adults. They have a good understanding of how to stay safe.
- The headteacher and the senior team are passionate about giving the pupils the best possible education. They are determined and effective in driving overall improvement, especially in pupils' achievement and in the quality of teaching.
- One pupil said that the school is like 'one big, happy family'. This is a typical view of many parents, staff and pupils.

### It is not yet an outstanding school because

- The progress pupils make in writing is not as fast as it is in reading and mathematics.
- Teaching is not yet of a high enough quality to lead to consistently outstanding progress.

## Information about this inspection

- The inspectors held meetings with senior staff, groups of pupils, members of the governing body and a representative from the local authority.
- The inspectors looked at a range of evidence including: the school’s improvement plan; the school’s own evaluation of its work; the school’s data for tracking pupils’ progress; the work pupils were doing in their books; and the school’s documentation relating to safeguarding.
- The inspectors observed teaching in 24 lessons and listened to pupils read from different year groups. They observed assemblies, playtime, parts of lessons and small-group work.
- Senior staff looked at the work some pupils were doing in their books with the inspectors. The headteacher attended some of the meetings with the inspectors.
- The inspectors took into account the responses to the school’s own surveys. There were no responses from parents to the online questionnaire (Parent View). Inspectors took into account responses from the staff questionnaire.

## Inspection team

Michael Wardle, Lead inspector

Additional Inspector

Francis Cain

Additional Inspector

Alan Sergison

Additional Inspector

## Full report

### Information about this school

- This is an above-average-sized primary school.
- The proportion of pupils eligible for the pupil premium is high. The pupil premium provides additional funding for children in local authority care, children from service families and pupils known to be eligible for free school meals.
- The proportion of pupils supported by school action is slightly below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is high.
- In addition, the school houses an 'infant assessment class' for the early identification of the needs of pupils with specific learning or behavioural difficulties. Pupils come from the wider Middlesbrough area to attend this class which caters for pupils between the ages of five and seven.
- The proportion of pupils who speak English as an additional language is below average.
- In 2012 the school exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher is a Local Leader of Education and supports other schools.
- The school has achieved the following awards, among others: Investors in People; Artsmark Gold; Healthy School status and the Eco Award Green Flag and One Planet Living Award for Sustainable Schools.

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

- Improve the overall quality of teaching to outstanding in order to accelerate pupils' progress further, especially in writing, by:
  - giving pupils more opportunities to write at length and to practise their writing in different subjects
  - making sure that pupils are given opportunities to think for themselves, and increasing the opportunities for them to think things out for themselves and to work independently more often
  - ensuring that teachers always set pupils tasks to help them learn well, whatever their ability
  - developing the skills of all teachers, so that the way in which they question pupils and the pace of learning are as good as the very best seen in school.

## Inspection judgements

### The achievement of pupils is good

- The achievement of pupils is good and improving. Lesson observations, talking to pupils about their learning and looking at work in their books confirm the school's own view that pupils make good progress.
- Children enter the Early Years Foundation Stage with knowledge and skills well below those typically found in children of their age. Specifically, their communication skills and their physical and emotional development are well below that which is typical. Teachers plan activities very well to help children develop in these areas. Both teachers and teaching assistants focus on the individual needs of the children. As a result, they make good progress overall in both Nursery and Reception classes, especially in their communication skills.
- Teacher assessment in Year 2 confirms that pupils continue to make gains at Key Stage 1, but that standards are below average in reading, writing and mathematics. Lesson observations confirm that teachers continue to appropriately focus on pupils' emotional development, in addition to their learning.
- Pupils' overall good progress continues through Key Stage 2 and accelerates in Years 5 and 6. As a result of this, the standards pupils reached in 2012 were broadly average in English and mathematics. Progress in writing was less strong than in reading. Pupils made good progress from their starting points. The standards and rate of progress of pupils eligible for the pupil premium and those known to be eligible for free school meals were in line with other pupils in school. This shows that the school is effectively promoting equality of opportunity because, nationally, there is a gap between the performance of these groups.
- Pupils with special educational needs perform well when compared to their peers. This is due to good teaching which meets their needs. The progress of pupils in the 'infant assessment class' is good. They make gains in their social and emotional development, and make good progress in their learning. Pupils with disabilities make good progress.
- Teaching assistants play a big role in supporting individual pupils. For example, pupils who speak English as an additional language are given help when they need it and also make good progress. Teaching assistants, teachers and the 'care team' work together to help all of the pupils make progress.
- Pupils show an interest in reading. Younger pupils are well taught to understand and apply the rules which link sounds to letters and they develop well as readers, so that in Year 6 several read fluently. Standards in reading are broadly average by the end of Year 6.

### The quality of teaching is good

- Most of the teaching observed during the inspection was good, and some outstanding practice seen. Inspectors agree with parents and school leaders, who say that teaching is good.
- Teachers make clear to pupils what they are going to learn. Good relationships and the way teachers organise their classrooms help pupils to make good progress. They use different teaching methods to make work interesting and exciting. Teachers expect the best from pupils and pupils enjoy their lessons. Teachers mark work in a way that helps pupils do better next time.
- Most teachers ask pupils very searching questions to get them thinking and to see how much they have understood. They use the information they have about pupils' progress well when planning lessons.
- In the very best lessons pupils have the chance to work things out for themselves. In these lessons teachers plan activities that make sure that all pupils are given work that gets the very best out of them. In a Year 2 numeracy lesson pupils working on block graphs showed an excellent understanding of mathematical terminology. Explanations were crystal clear and pupils were fully concentrating in order to understand some difficult concepts.

- In a Year 4 geography lesson the teacher knew exactly what the pupils were able to do and planned for their next steps on an individual basis. As a result, pupils made very good progress in their understanding about rainforests. They worked well together in groups and there was a buzz and excitement about learning in the classroom.
- In the 'infant assessment class' pupils were seen to develop their physical skills through football. Teaching was good in this lesson and their footballing skills showed substantial improvement by the end of the session.
- Not all teaching is as good as this, however. Pupils are not always given enough opportunities to think out things for themselves or to work independently. Teachers do set pupils tasks to help them learn well, whatever their ability, but this could be even more precise on occasion. Pupils are not always given enough opportunities to practise writing at length or to practise their writing in different subjects.
- Overall, the way in which the school organises teaching works very well. Teachers, teaching assistants and other adults work together so that group sizes are small, where possible, and individual needs are met. Teachers check on the effectiveness of the curriculum and do their best to change it according to the speed of pupils' progress.
- Teaching in the Early Years Foundation Stage is good. Teachers plan well to teach the sounds letters make and how these combine to make words. Teachers and other adults plan activities to support emotional and physical development, and children make good progress from low starting points in these areas. Activities are exciting and interesting and, as a result, children enjoy learning.

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

- In lessons pupils behave well and show a high level of interest in their work. They respond well to teachers and cooperate well with each other. Around school they are polite, courteous, get on well with each other and show respect and kindness to others regardless of age, race and disability. As such, the school helps to promote equality of opportunity and to tackle discrimination. Adults in school actively teach pupils how to behave well, and lead by example by being polite and respectful to each other and to pupils.
- Pupils have a good understanding of how to keep safe and say they feel very safe in school. They also have a good awareness of different types of bullying, including prejudice bullying and cyber-bullying, about which they have few concerns. They know that any incidents will be dealt with quickly and effectively by the school. Where there is any unkind behaviour, for example name-calling, pupils say this is dealt with promptly by adults.
- A few pupils find it more difficult to behave well. Systems and processes have a positive impact on their behaviour over their time at school. As a result of focusing on the social and emotional aspects of school life, exclusions have decreased. Most pupils arrive on time to school and attendance is improving strongly.
- Pupils have a good understanding of the difference between right and wrong, and are often given the opportunity to reflect upon their friendships, opinions, behaviour and beliefs. 'Super students' are identified and praised for good work and good behaviour, and pupils are keen to be given this status in assemblies.
- Pupils in the 'infant assessment class' work well both with each other and other adults. Teachers and other adults focus on improving behaviour and attitudes to learning and, as a result, these pupils feel safe, show respect to each other and make progress.
- The work of the 'care team' in promoting good behaviour and emotional health is excellent, including in the Early Years Foundation Stage.

**The leadership and management are good**

- The headteacher has a very clear view of how successful the school can be and has very high ambitions for the pupils in her care. The headteacher and the senior team work well together, showing great determination in driving forward improvements. They are talented and able leaders.
- The school's procedures for checking on the quality of teaching and the progress that pupils are making are very strong. Advice given to teachers to help them continue developing their skills as teachers is very good and, as a result, the quality of teaching continues to improve. However, pupils' progress is not yet outstanding and standards in writing are too low for some pupils. Leaders acknowledge that more opportunities for teachers to share their skills with each other will help improve teaching further.
- The school has an accurate view of its own performance and plans put in place aimed at improving the progress of individual pupils and year groups are focused and effective.
- Senior leaders have used performance management and the appraisal process to challenge areas of underperformance. As a result, teachers currently at school meet the Teachers Standards comfortably. They understand that advancement up the pay scale is closely linked to pupils' achievement.
- The school reaches out to parents and to the local community. One striking example of how connections are made is through the annual Easter Egg competition, where parents work with their children to decorate an egg. The egg celebration event brings the community together. Through this parents feel comfortable in school and are beginning to come to other events focusing on the way English and mathematics are taught at school and how parents can help their children learn.
- Overall, the school meets the academic and personal needs of its pupils. The 'care team' is an example of the positive impact the school is having on its pupils. The curriculum is exciting and makes pupils keen to learn. It is adapted continually so that it keeps pupils interested and making progress. It supports the spiritual, moral, social and cultural development of the pupils. For example, topics on wildlife, the Second World War, friendship, and local history help the pupils see and appreciate history and the world around them. There is a wide variety of clubs and catch-up sessions which add to the life of the school. 'Five-a-day', for example, focuses on developing mathematical skills in the morning. However, the curriculum is less effective in enabling pupils to fully develop their writing skills.
- The school's procedures for checking that pupils are safe are in line with those expected and give no cause for concern.
- The local authority provides good support to the school.
- The track record of the headteacher and the leadership team in raising standards, and the way in which the quality of teaching is checked, indicate that the school's ability to carry on making improvements is good.
- **The governance of the school:**
  - Governors are aware of the strengths and areas for improvement for the school, including in the quality of teaching. They support the headteacher and ensure she is challenged to keep the school improving. They have a good understanding of the progress the pupils are making, as a result of their knowledge of the information about how well the school is performing in comparison to similar schools around the country. They carefully track the impact of the pupil premium funding. They ensure that the training and performance of teachers are well managed, so that salaries and promotion generally reflect performance. Where performance is weaker, this is challenged well.

## 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>	111622
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	403156

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>	251
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Lesley James
<b>Headteacher</b>	Ruth Parker
<b>Date of previous school inspection</b>	8 November 2007
<b>Telephone number</b>	01642 273006
<b>Fax number</b>	01642 273011
<b>Email address</b>	ruth_parker@middlesbrough.gov.uk



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