

# Eaves Primary School

Eaves Lane, Marshalls Cross, St Helens, Merseyside, WA9 3UB

**Inspection dates** 17–18 January 2013

<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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides exceptional leadership and is well supported by her senior leaders and committed staff.
- Teaching is now good, with some that is outstanding. Lessons are interesting and teachers inspire pupils to do their best.
- Progress is good. Attainment in English and mathematics is above average at the end of Year 6.
- Governors play an active and effective role within the school and are well informed about the school's many strengths and priorities.
- Pupils feel safe and their behaviour is outstanding and contributes to the warm ethos of the school. Attendance has improved greatly and is now above the national average.
- Effective leadership has sharpened systems for checking on the quality of teaching and pupils' performance. These are now good and have had a positive effect on the school's improvement.
- Disabled pupils and those who have special educational needs make good progress because their needs are identified quickly and suitable help is provided.

### It is not yet an outstanding school because

- Teachers do not always share good practice. In some lessons, it is not always clear what pupils are expected to learn.
- In some lessons, the more able pupils are not set work that is hard enough to ensure that they make as much progress as possible.

## Information about this inspection

- Inspectors observed teaching in all classes, including the teaching of smaller groups. This amounted to 14 lessons, one of which was a joint observation with the headteacher.
- Inspectors looked at pupils' work during lessons and listened to individual pupils read from Years 2 and 6.
- Meetings were held with groups of pupils, with the vice-chair of the governing body, senior leaders, staff and a representative of the local authority.
- A number of documents were reviewed including those relating to pupils' progress and attainment, the way the school checks its own performance and the safeguarding of pupils.
- Inspectors took account of 26 responses to from the on-line parent survey (Parent View) and one written parental response.

## Inspection team

Bernard Dorgan, Lead inspector	Additional Inspector
Frank Carruthers	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school.
- A well above average proportion of pupils is known to be eligible for pupil premium funding. (Pupil premium is additional government funding given to schools to support pupils known to be eligible for free school meals, those in local authority care and the children of service families).
- The proportion of disabled pupils and those who have special educational needs supported through school action is above twice the national average. The proportion of pupils supported school action plus or with a statement of special educational needs is above average.
- The majority of pupils are White British.
- The governing body manages an after-school club, a breakfast club and there is a pre-school group operating in the afternoons.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching and increase pupils' progress to outstanding by:
  - sharing the existing best practice throughout the school
  - ensuring that all staff know what outstanding teaching looks like
  - making sure that it is made clear to pupils what they are to learn in lessons so that they understand the purpose of their activities
  - ensuring that work set for the more able pupils is always hard enough to ensure they make as much progress as possible.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well because of good teaching. They make good progress from their individual starting points.
- Children begin school with skills and abilities below those expected for their age. Their skills in communication, language and literacy are especially low. In the Early Years Foundation Stage children make good progress. Their development is carefully observed and extra help provided if needed. Good teaching includes a wide range of exciting activities so that children settle quickly and soon improve their basic skills.
- Pupils continue to make good progress in Key Stage 1 and by the end of Year 2, have reached the level expected for their age in writing and mathematics. Since the previous inspection, there has been a sustained focus on the teaching of basic skills in reading and attainment is now well above average.
- Pupils' skills in linking letters and the sounds they make (phonics) are good. As a result, an above average number of pupils met the expected level in the national Year 1 phonics test.
- Progress is good in Key Stage 2 and this is an improvement since the previous inspection. This has been brought about by more effective teaching and closer checks on pupils' progress. As a result, any underachievement is swiftly tackled and progress is faster. Attainment has improved to above average and in 2012, the results in the national tests were high in reading, writing and mathematics.
- Pupils in Year 6 now produce some high quality writing showing accurate use of punctuation and spelling. Many read for information and pleasure. Mathematics has improved because pupils have grown in confidence to use their skills to solve problems.
- More-able pupils make good progress overall and in the most recent national tests at the end of Year 6, there was an increase in the number of pupils exceeding the level expected for their age. On some occasions, these pupils are not set hard enough work to ensure they make as much progress as possible in all years. Despite this, most pupils achieve equally well and there is no underperformance of any groups of pupils over time.
- Disabled pupils and those who have special educational needs make good progress because of high quality provision throughout the school.
- The group of pupils eligible for funding under the pupil premium make the same good progress as other pupils. Of this group, those who are known to be eligible for free school meals attain as well and make as good progress overall as those who are not. This is an indication of the school's good promotion of equality of opportunity.

### The quality of teaching is good

- Since the previous inspection, the quality of teaching has improved from satisfactory to good and as a result, so has achievement.
- In the best lessons, teachers constantly check how well pupils are doing. They use questions skilfully to check that pupils understand and to extend their thinking and learning. In these lessons, work is accurately matched to pupils' ability ensuring suitable challenge. This was observed in Year 4 with a lively discussion in relation to their work about the Second World War. On occasions, expectations are not as high and pupils find the work too easy or it does not keep them interested, especially for the more able pupils.
- Teachers plan effectively and often include variety and opportunities to work independently. However, there are occasions when teachers do not make clear what is expected from pupils at the start of the lesson
- The teaching of reading is good. Teachers have good knowledge of the subject especially in how to encourage a love of reading. Mathematics is taught effectively through lessons which have

interesting, well-planned practical activities.

- All staff share warm, respectful and caring relationships with pupils. As a result, pupils are keen to come to school, lessons run smoothly and no time is wasted. Teaching assistants are used effectively in class and leading small groups.
- Teachers manage lessons successfully and pupils have a positive attitude and are interested in their learning. They are eager to please.
- Staff provide exciting activities. For example, in the Early Years Foundation Stage, children were spellbound by the teacher telling the story of the Naughty Bus.
- Marking and feedback are strong across the school and pupils are given detailed ideas about how well they are doing and how to improve. This contributes to their progress.

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

- Behaviour and attitudes to learning are exemplary. Teachers have very high expectations of pupils' behaviour and place high importance on pupils showing respect for each other. This is very evident in the manner in which pupils move around the school. They are considerate, courteous and supportive of each other. Parents who responded to the online questionnaire agree.
- Pupils take their responsibilities seriously. For example, pupils in Year 6 befriend the children in the Early Years Foundation Stage and help them with their reading.
- Pupils say they feel safe because they can turn to any adult if they have any worries. They are well informed about all types of bullying and say it is not a problem.
- Pupils speak very highly of the adults who work with them and value their help and support. For example, every day they enjoy a reading session when lots of adults work with small groups. This promotes a love of books and reading.
- The school council has a real influence in school. For example, they are proud of the fact that they have raised funds for improving the playground and report to governors about their work.
- The strong emphasis placed on good attendance since the previous inspection has resulted in significant improvements. Attendance is now above the national average.

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

- The headteacher is a very strong leader and provides a clear plan for the future, which is shared by all the leadership team and is effectively communicated throughout the school and the community. Actions are in place to tackle priorities and the school is in a good position to continue the improvements that are so evident since the previous inspection.
- The headteacher, with the support of the governing body, has developed a strong leadership team with high quality teaching expertise. Collaboration is the key to success and all staff share a determination to sustain the pace of improvement in achievement, teaching and behaviour. These aspects are all better than at the time of the last inspection.
- Procedures to check on the quality of teaching are good. However, the response to identified weaknesses is not always sharp enough and minor variations between classes remain. The excellent practice observed in the school is not shared to ensure all have a clear picture of what constitutes an outstanding lesson.
- The overall leadership of teaching is good with a strength in the provision of training to match individual as well as school needs. For example, pupils have benefited from teachers and teaching assistants having training and targets for the development of reading and writing skills across the school.
- Systems for tracking pupils' progress are thorough and used to identify any pupils who are at risk of falling behind with their learning. They are used at meetings to review pupils' attainment and to hold teachers to account for the progress pupils make. Staff have targets based on pupils' progress and salary increases are linked to achievement of these targets.

- Parents are very positive about the school. For example, one parent wrote, 'I am more than pleased with Eaves Primary School as a whole and can't fault it in any way possible.'
- The school has an accurate understanding of its performance. Priorities for development arise from the school's good quality self-evaluation. Leaders with particular responsibilities have focused on the development of basic skills in English and mathematics. The actions taken are having a positive effect on pupils' progress and attainment.
- Leaders and managers promote equal opportunity effectively by tackling discrimination and ensuring that pupils known to be eligible for pupil premium funding, disabled pupils and those with special educational needs receive all the help they need.
- The well-developed curriculum is effectively enriched by an extensive range of after-school activities. The school goes out of its way to involve as many pupils as possible in clubs. These experiences make a successful contribution to pupils' spiritual, moral, social and cultural development. The breakfast club is well managed and gives pupils a positive start to their day.
- Procedures for the safeguarding of pupils meet requirements.
- The local authority provides effective support when needed.
- **The governance of the school:**
  - Governors are an effective group who challenge the school leaders well. They are involved in the school's evaluation of its performance and are knowledgeable about its strengths and weaknesses. They have involvement at all levels, for example, every class has a dedicated governor and pupils write reports for them. There is an effective two-way dialogue. Governors review the data on pupils' progress and are well informed about the quality of teaching. They confer with the local authority about targets for the headteacher. They recognise the link between the teachers' performance and salary progression. Governors monitor the school budget efficiently. They ensure that the pupil premium funding is used wisely and has a positive effect on the progress of those for whom it is intended.

## 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>	104770
<b>Local authority</b>	St Helens
<b>Inspection number</b>	400736

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>	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Damian Hackett
<b>Headteacher</b>	Nicola Kearney
<b>Date of previous school inspection</b>	23 November 2009
<b>Telephone number</b>	01744 678260
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