

Eastburn Junior and Infant School

Green Close, Eastburn, Keighley, West Yorkshire, BD20 8UX

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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 enjoy school, shown by comments such as, 'All the lessons are really good.' This is one reason why attendance is above average. Parents say their children are happy and kept safe at school.
- Achievement is good. By the time they leave the school, pupils reach the expected standards for their age in English and mathematics, and exceed them in reading
- The few pupils entitled to free school meals do well because pupil-premium funds are used effectively to provide additional support and activities.
- Teachers make sure lessons are interesting; they capture and build on pupils' enthusiasm. Pupils work well together, enjoy good relationships with the staff and are keen to learn.
- Behaviour and safety are good. Pupils are polite, friendly and considerate towards others. They feel safe in school, say staff listen to them and problems or rare incidents of bullying are always sorted out.
- The Early Years Foundation Stage gives children a good start and they enjoy investigating a wide range of imaginative activities.
- Highly committed leadership, supported by staff and governors is firmly focused on improvement.
- Professional training and regular checks on the quality of teaching have increased the proportion of teaching that is good. Leaders place the highest priority on inclusion, ensuring the school provides equality of opportunity to every pupil.

It is not yet an outstanding school because

- Pupils make good but not outstanding progress so not enough pupils reach the higher levels, particularly in writing.
- There is only a small proportion of outstanding teaching and some requires improvement.

Information about this inspection

- This inspection was carried out with half a day’s notice.
- Inspectors observed learning and teaching in 12 lessons, visited small group activities and the Funzone Before and After School Club, attended assembly and heard some pupils read.
- The team held meetings with staff, pupils, members of the governing body and the local authority representative.
- They looked at school documents, pupil progress data and the procedures for gathering an accurate picture of the school’s performance and for checking the quality of teaching and learning. Pupils’ workbooks and progress records were scrutinised and safeguarding arrangements were checked.
- Inspectors took account of the 31 responses on the online questionnaire (Parent View) and the school’s own survey of parent views and also scrutinised the 20 questionnaires returned by members of staff.

Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Peter Allen

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage, others are of Asian Heritage, mainly Pakistani.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils supported through school action is below average and the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, the minimum expectation for pupils' attainment and progress.
- A new headteacher and deputy headteacher have been appointed since the previous inspection.

What does the school need to do to improve further?

- Raise the quality of teaching so that it is consistently good with a greater proportion that is outstanding by:
 - making sure pupils' work is always carefully planned so it is closely matched to each pupil's ability, and in particular to make sure that the more-able pupils are stretched all the time
 - moving lessons along at a brisk pace to keep pupils 'on their toes' and ensure everyone is involved
 - improving the consistency of marking and the use of the school's marking system so pupils always receive accurate and specific feedback about what they must do to improve their work and reach their next target.
- Further raise attainment and ensure more pupils reach the higher levels, particularly in writing by:
 - improving handwriting skills and the way pupils present their work
 - enhancing pupils' ability to spell common words and use punctuation accurately and effectively in their work.

Inspection judgements

The achievement of pupils is good

- Children start school with skills that are typical for their age, although their language skills are a little weaker. Well planned activities capture their imagination so they are eager to learn, for example, writing about Chinese New Year or working outside as a team investigating how fast balls run down a sloping track. Children progress well and the majority reach, and a significant number exceed, the expected levels for their age in all areas of learning.
- In this small school, outcomes often fluctuate from year to year because classes vary in size and in the proportion of pupils with special educational needs. By monitoring this closely and providing extra support where needed, leaders have ensured that standards have risen over time and any small differences in attainment are rapidly and securely narrowing.
- School and national data show that the great majority of pupils progress well and exceed the rate they are expected to make as they move through the school.
- By Year 6, pupils reach the nationally expected level in mathematics and English.
- Standards in writing have lagged behind reading and fewer pupils reach the higher level in writing. To tackle this, a focus on writing has taken place. This has included activities such as the recent popular Writing Festival and by focusing on exciting subjects for writing, such as space explorers. These initiatives have inspired both boys and girls. Data shows standards in writing skills are rising, but school leaders are well aware there is more to do to secure and accelerate this upward trend. Pupils use imaginative vocabulary but can be careless with spellings, punctuation, handwriting and the presentation of their work.
- Leaders' rapid actions have successfully reversed a dip in mathematics, and in 2012 more pupils attained the higher level. Pupils currently in Year 2 and Year 6 are on track to attain challenging targets at both the expected and higher levels in reading, writing and mathematics.
- Younger pupils enjoy learning letters and the sounds they make in small groups every day and know how to tackle new words. Reading is taught well, ensuring pupils gain the skills that equip them well for learning in all subjects and for the future.
- Careful use of pupil-premium funds provides additional support for the very small number of pupils entitled to a free school meal. These pupils benefit from learning in small groups and often progress faster than their classmates. This can result in their progress being up to a term ahead of their classmates.
- Well led and organised provision, very closely matched to the individual needs of pupils with special educational needs, ensures these pupils progress as well their classmates.

The quality of teaching is good

- The majority of parents agree that pupils are taught well. Rigorous use of systems to check the quality of teaching mean that most is good. Inspection evidence and school monitoring records support this but a small proportion still requires improvement.
- Good relationships between pupils and staff were seen in all lessons. Pupils say, 'Teachers are very helpful, and they provide interesting work.' Behaviour in lessons is almost always good and some examples of excellent behaviour were seen where pupils were particularly inspired and learning progressed rapidly. For example, during an outstanding lesson when Year 1 pupils investigated a collection of old telephones.
- Classrooms are well organised with attractive displays of pupils' work and prompts to help them, such as the 'writing mountain'. Typically, lessons feature varied activities and often link subjects such as literacy and information and communication technology. Most move along briskly and keep pupils busily learning, but sometimes the pace is slower so pupils do not progress as fast. Occasionally, teachers do not check that every pupil participates during whole-class activities, allowing a few to 'sit back' and let others do the work.

- Skilled teaching assistants are well deployed and make a strong contribution to pupils' good progress. They provide particularly good care and support for pupils with special educational needs, ensuring they can participate in all activities.
- Good quality systems track and monitor pupil progress very clearly and provide clear information for staff to plan tasks and intervene if any fall behind. However, this information is not always used to match work to individual pupils' needs, and in particular to stretch the more-able pupils to attain even higher standards.
- Workbooks show some good quality feedback and clear guidance, with evidence of pupils putting this into practice, particularly in Year 6. Pupils sometimes self-assess how well they think they have done and understand the agreed 'pink and green' marking system but this is not used all the time. Most know their learning targets in English and mathematics, but targets are not always up-to-date or are too vague to be helpful.

The behaviour and safety of pupils are good

- Pupils say they feel safe in school and the great majority of parents agree. Pupils work and play happily together, are unfailingly polite and friendly and show consideration and care for each other. This makes a strong contribution to their learning, progress and their spiritual, moral, social and cultural development.
- A small minority of parents think bullying is not effectively dealt with but pupils say it is not an issue. They know bullying can happen in different ways, such as verbal, physical or cyber bullying and know how to keep themselves safe, for example around water, on the road and when using the internet.
- Clear procedures for managing behaviour are used consistently. Pupils know the school rules, say they are fair and are very keen to earn rewards.
- Pupils can tell staff of any problems in confidence through the 'Worry Box', although they are pleased to report, 'We don't have many problems.' They trust the staff and say any incidents are dealt with well. There have been no exclusions. The work of the family liaison mentor is valued by vulnerable pupils and their families because they are offered sensitive support, for example, help with behaviour management.
- Pupils are keen to represent their classmates as members of the Rights and Responsibilities or Eco groups and school councillors say they aim to 'help make the school better'.
- Attendance is above average and pupils arrive in good time each day. The school swiftly follows up any absences and the before- and after-school club provides a healthy start and enjoyable activities.

The leadership and management are good

- Plans to drive the school forward clearly show school leaders' determination to make the school even more successful. They demonstrate a secure understanding of the school's strengths and areas to improve, such as pupils' writing and further raising attainment.
- Leaders carry out regular reviews of staff performance and hold them to account for pupils' progress. The outcomes form the basis of professional training and development, and staff are keen to extend their skills. Rigorous checks on how well teaching is helping pupils to learn result in ambitious targets for achievement.
- The school reaches out to parents, for example, appointing a member of staff to work with pupils and their families and providing courses in 'The Qube' to help parents support their child's learning at home.
- The rich curriculum provides the skills pupils need for further learning and builds on their interests so they want to learn more, shown by the rising trend in attainment. It is carefully planned to meet the needs of those with special educational needs and those covered by pupil-premium funding, but not always to sufficiently meet the needs of other pupils, particularly the

more able.

- Literacy and mathematical skills are applied and developed in many subjects. For example, creating charts in science and writing about the life of a Roman soldier in history.
- Pupils' spiritual, moral, social and cultural development is promoted well. For example, learning a foreign language or musical instrument and taking on responsibilities within school. Varied visits out of school enrich and extend what is studied in class, such as dressing in Roman armour at Leeds Museum or participating in the Year 6 residential experience.
- The local authority provides light touch support for this good school. It has been effective in helping to establish the new leadership team, and promoting partnership links with local schools to share good practice.
- Arrangements for pupils' safeguarding meet all statutory requirements. Staff have all undertaken safeguarding training and the school site is well maintained.
- **The governance of the school:**
 - Governors place the highest priority on inclusion to ensure every pupil is welcome and offered equal opportunities, regardless of ability or background, so they experience and benefit from everything the school offers. Training and responsibility for different aspects of school provision enables them, 'to question, not just to accept'. They challenge rigorously and hold school leaders to account by using assessment data to compare the school's performance with that of others. Governors ensure the outcomes of staff performance reviews are used to improve teaching and develop the skills of leaders at all levels. They manage finances carefully, check how effectively pupil-premium funds are used to overcome any barriers to learning and have a good grasp of the strengths of the school and what is needed to ensure further improvement.

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

Unique reference number	107274
Local authority	Bradford
Inspection number	403036

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Steve Ding
Headteacher	Jan Elliott
Date of previous school inspection	19 November 2007
Telephone number	01535 653293
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