

Eaton Primary School

Lower Lane, Eaton, Tarporley, Cheshire, CW6 9AN

Inspection dates 12–13 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leaders, including the governing body, unfailingly set the highest expectations for staff and pupils and have successfully raised the school's performance since the previous inspection.
- Children in the Reception class get off to an excellent start and make rapid progress during their first year in school.
- Pupils' attainment is consistently well above average in English and mathematics at the end of Year 6.
- The quality of teaching is usually outstanding and never less than good.
- The curriculum drives consistently well-above-average attainment in English and mathematics at the end of Year 6 and provides exciting opportunities for pupils to develop interests and skills in other subjects.
- The curriculum provides exciting opportunities for pupils to learn and brings the best out of them, especially in art and musical performances.
- Pupils really enjoy school and speak highly of their teachers. Their attendance is above average. Attitudes to work, and their behaviour, are outstanding and pupils always feel safe in school.

Information about this inspection

- The inspector observed nine lessons and parts of lessons.
- Meetings were held with teaching staff, pupils and members of the governing body. There was some discussion with a representative from the local authority.
- Also taken into account were 23 responses via the online questionnaire, Parent View.
- The inspector observed the school's work and looked at a wide range of documentation including: national assessment data and the school's assessments; the school's evaluation of its work; local authority reports; samples of pupils' work; curriculum information and safeguarding documents.

Inspection team

Kevin Johnson, Lead inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school in which almost all pupils are White British.
- The proportion of pupils known to be eligible for free school meals, and therefore supported by pupil premium funding, is well below average.
- The proportion of pupils supported by school action is broadly average.
- A very low proportion is supported by school action plus or has a statement of special educational needs.
- A breakfast and after-school club is provided by the school during term time.
- The school has retained the Artsmark Gold award for the past three years
- The school meets current floor standards which are the government's minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Improve attainment in writing at the end of Year 2, focusing particularly on boys, by:
 - giving pupils lots of opportunities and encouragement to write at length
 - always expecting the most from pupils, especially those capable of reaching level 3, when planning writing.

Inspection judgements

The achievement of pupils is outstanding

- Children in Reception make excellent progress from starting points that are broadly typical generally, although slightly lower than expected in some aspects of their personal development and their language and communication skills. Provision for both their welfare and their learning is outstanding. Exciting activities are planned for them and there are lots of opportunities for children to choose activities to explore on their own. As a result, their language, mathematical understanding and personal skills develop exceptionally well and they are fully ready to face the challenges of Year 1, in all areas of learning, when the time comes.
- The pace of progress continues throughout Years 1 and 2 where high-quality teaching has brought about a rising trend over the past two years that looks set to continue. Attainment in reading and mathematics was above average in 2012 and writing was average. The school has identified this as an aspect to improve further, especially with regard to planning exciting opportunities, especially for boys, to write at length and test their skills to the full.
- In Years 3 to 6 the picture of progress is the same. Pupils build quickly on their earlier learning, year on year, with all pupils making at least, and for many better than, expected progress. Consequently, attainment in English and mathematics in Year 6 is well above the national average and has been consistently so for the past four years. School assessments and current standards achieved by pupils indicate that well-above-average attainment is on track to continue.
- Reading in Year 6 is well above average. Pupils have a very good knowledge of books and authors, past and present. They read widely at home, choosing from different kinds of reading material, and have the skills and resourcefulness they need to find information to help their work in school. Pupils read accurately and fluently and are very confident when reading aloud.
- Disabled pupils and those with special educational needs make similar progress to others. Their learning is tailored closely to their particular needs and very effective extra help means that all of them achieve at least, and sometimes better than, the levels expected for their age, from their varying starting points.
- Pupils supported by the pupil premium (that is, the group of pupils known to be eligible for free school meals) make excellent progress. In 2012 their attainment in both English and mathematics was similar to others' in the school, with no significant gaps, and well above the national average for that group.

The quality of teaching is outstanding

- The quality of teaching throughout the school is outstanding.
- Pupils feel very confident about their learning and progress and say it is because of 'the way that teachers explain things to us and let us do things'. The involvement of pupils in their own assessment and the chances they have to choose how they want to learn are outstanding features of lessons.
- In a mathematics lesson, for example, after a very sharply focused explanation and demonstration by the teacher, pupils turned to laptops, logged on to the required program and chose for themselves the level of work they felt most comfortable with, increasingly challenging themselves as they met each step.
- There was equally outstanding teaching in an English lesson in which pupils learned the best way to question someone in order gain information. They rehearsed questions with the teacher, who adopted the role of *The Lion King*, and followed this up by polishing their skills with each other before writing their 'news reports'. Again, pupils were able to make choices and use initiative without always relying on the teacher. Learning for these pupils was meaningful and enjoyable and they made excellent progress in both speaking and writing skills a result.
- Technology is used successfully and routinely by pupils in most lessons to help them to learn. In

addition, teachers are very skilled in their use of electronic whiteboards to help keep pupils on their toes.

- Lessons begin promptly. Teachers plan lessons very well and group pupils thoughtfully to make sure that all abilities are accounted for and, sometimes, to help each other. They maintain very high expectations overall and manage pupils exceptionally well. A relative weakness, however, is that some planning for writing in Key Stage 1 is not clear enough about how much more is expected of more-able pupils, so that they do not always make their very best progress in writing sessions. The school recognises this as an area for improvement.
- Nevertheless, literacy and numeracy are taught extremely well overall and this accounts for pupils' exceptional attainment by Year 6. Outstanding teaching of phonics (letters and sounds) in Reception and Key Stage 1 gives pupils the early confidence they need. There are ample opportunities for pupils, as they move through the school, to build up literacy skills, read and write for different purposes and to apply mathematics skills to problem solving in and outside of the classroom.
- Relationships in lessons are excellent and account for pupils' confidence and keenness to do their best. Teaching assistants, who work extremely well alongside teachers, contribute to the quality of relationships in the way that they gain the trust and respect of pupils, manage their particular needs sensitively and help pupils to learn as well as they do.

The behaviour and safety of pupils are outstanding

- Pupils' outstanding spiritual, moral, social and cultural development is a reflection of the aims and expectations of the school.
- Attitudes to learning are excellent. Pupils enjoy lessons, work extremely well in groups or with partners and have a very clear understanding of their own learning and progress. They are very enthusiastic about the chances they have to work creatively, for example, in art and music.
- Behaviour in lessons is outstanding. They show excellent manners in the dining hall and are typically quiet and respectful during assemblies. Pupils get on exceptionally well with one another whatever their background or beliefs. They show the greatest respect for adults in the school.
- Pupils enjoy playtimes and say that they feel entirely safe in school. Parents express full agreement with the view that children are cared for extremely well. They also appreciate the additional care provided daily through the breakfast and after-school club.
- Pupils know the different forms that bullying can take, including misuse of the internet, and know how to keep themselves safe from possible dangers. They are adamant that there is no bullying in the school. Records kept by the school confirm that any incidents of unacceptable behaviour are extremely rare.
- The school has worked hard and successfully to raise attendance. At the end of the last academic year it had risen to above average. The improvement has continued and is showing equally positive results for the current year so far.
- Pupils contribute a great deal to the life of the school. The school council makes sure that every pupil has a say in school matters. Pupils very willingly take on roles such as play leaders, lunch-time helpers and road safety officers. Plans are well underway to introduce the school's 'helping hands' scheme which will further increase the opportunities for pupils to be involved in the smooth day-to-day running of the school.

The leadership and management are outstanding

- All school leaders, including governors, are highly ambitious for every pupil in the school and consistently set the highest standards. The local authority recognises the school's achievement and considers leadership to be self-supporting.
- Leaders are fully supported by an equally ambitious staff team whose constant aim is to improve

the quality of their work and enable pupils to achieve the best that they can. They constantly review their work and, with the head teacher, reach an accurate view of the school's performance.

- The headteacher and staff have driven up and consolidated high attainment at Key Stage 2 since the previous inspection. All teachers know how they are accountable for progress throughout the school.
- The headteacher's determined approach to improved teaching shows highly positive results throughout the school. With support from governors, previously ineffective teaching has been dealt with. Through excellent management of teachers' strengths and their performance in the classroom, judged against the teachers' 'Standards' document, leaders have established outstanding teaching. Very rigorous checking of teaching quality, accurate assessment and well-planned training for teachers to keep skills up to date ensure that standards are maintained.
- The curriculum engages pupils exceptionally well and enables their excellent all-round achievement. Pupils' enthusiasm for learning in and outside of lesson time, and especially their impressive artwork and keenness for music and performance, justify their Artsmark. Clubs after school and residential visits give pupils additional chances to foster skills and interests and develop their personal qualities.
- **The governance of the school:**
 - The governing body leaves no stone unturned in checking the school's performance and holding leaders to account. Relevant training enables governors to measure the school's success against national standards. They keep a close watch on the achievement of all groups to ensure equality of opportunity. A notable example is their monitoring of pupils who are currently in Year 4 and who were in danger of falling behind as a result of earlier ineffective teaching in Key Stage 1. Governors' supportive action to strengthen teaching means that many of that group are now making better than expected progress. Purposeful work with the school staff and detailed reports from the headteacher give governors excellent insight into well how the school works. Statutory responsibilities regarding finances, policy reviews and performance management of the headteacher are carried out efficiently. Governors know how teachers' performance is linked to their salary progression. Pupil premium spending is checked to make sure it is used effectively. Arrangements for safeguarding are thorough. They are discussed at each meeting of the governing body and fully meet all government requirements.

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	111047
Local authority	Cheshire West and Chester
Inspection number	403134

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	104
Appropriate authority	The governing body
Chair	Ian Kay
Headteacher	Paul Mitchell
Date of previous school inspection	2 October 2007
Telephone number	01829 732731
Fax number	Not applicable
Email address	head@eaton.cheshire.sch.uk

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