

# Eton Park Junior School

Masefield Crescent, Burton-on-Trent, DE14 2SG

**Inspection dates** 4–5 December 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. Boys make outstanding progress in mathematics.
- Pupils are taught well. Teachers usually plan very effectively to ensure that pupils make good progress and to maintain pupils' interest in their learning. There is some outstanding practice in teaching in Year 6.
- Data on pupils' progress is analysed rigorously to identify pupils who need extra support to succeed. Actions taken are carefully considered, implemented swiftly and monitored thoroughly to ensure that these pupils keep up with their classmates.
- Pupils behave well and feel safe in school. They mature quickly as they move through the school. By Year 6, they develop into confident, self-aware young people.
- The school's strong systems for caring for its pupils ensure that no-one is left out. Staff work successfully to foster pupils' aspirations and sense of self-worth. Pupils' attendance has risen sharply and is now average.
- Senior leaders, including governors, work successfully to improve the school. Reviews, training and partnerships have been used well to support teaching and to raise pupils' achievement.

### It is not yet an outstanding school because

- Leaders have not yet secured outstanding teaching throughout the school. In a few lessons, some minor weaknesses in teaching slow pupils' progress.
- Teachers sometimes do not provide pupils in Years 3 to 5 with enough resources, such as pictures, photographs and dictionaries, to help them to improve the descriptive content of their writing.

## Information about this inspection

- Inspectors observed teaching in 17 lessons taught by nine teachers or teaching assistants. Five of these lessons were observed together with the headteacher or deputy headteacher.
- Samples of pupils' work in writing were analysed. An inspector listened to some pupils in Years 3 and 6 reading and discussed their favourite books with them.
- Meetings were held with school staff, a group of pupils and three governors. The lead inspector spoke to a representative from the local authority about the school.
- Inspectors took account of the 31 questionnaires completed by staff. There were insufficient replies to the Ofsted online questionnaire, Parent View, for the responses to be made available to inspectors. However, the very recent surveys of parents' and pupils' views carried out by the school were considered.
- Inspectors looked at a range of evidence, including: the work in pupils' books; monitoring records; improvement plans; the school's own data on pupils' attainment and progress; consultants' reports; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Judith Tulloch

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most primary schools.
- Half of the pupils are from Pakistani backgrounds and most other pupils are of White British backgrounds. There are very few pupils at an early stage of learning English as an additional language.
- There are considerably more boys than girls in most year groups. Pupils are taught in ability groupings across the school in English and similarly, within the year group, for mathematics.
- The proportion of pupils supported by the pupil premium, which is additional funding for certain groups such as those known to be eligible for free school meals, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school is a founder member of the Burton Co-operative Learning Trust (BCLT), which was formed in November 2011. Through this trust, the school has partnerships with local schools, a few other educational institutions and Burton Albion Football Club.
- The school runs a breakfast club, which is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Make more teaching outstanding and help pupils to make fast progress in all lessons by ensuring that all teachers:
  - provide all groups of pupils with ample time to apply what they have learnt and to develop their skills independently
  - review learning regularly to check the understanding of all groups of pupils and to help them to develop their ideas.
- Improve achievement in writing in Years 3 to 5 by ensuring that teachers provide lower- and middle-attaining pupils with a wide range of useful resources, including pictures, photographs and dictionaries, to help them to improve the descriptive content of their writing.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment in reading, writing and mathematics at the start of Year 3 is usually below average. Often, a large proportion of girls have low levels of attainment and very few girls are working at the higher Level 3 when they join the school.
- Attainment by the end of Year 6 rose after the previous inspection. It matches national averages at both Level 4 and Level 5. An above-average proportion of boys attain the higher Level 5 in mathematics.
- Across the school, all groups of pupils, including those pupils of White British and Pakistani backgrounds, make good progress. The very few pupils at an early stage of learning English who arrive from overseas settle in quickly and also do well.
- In 2013, the attainment of pupils known to be eligible for the pupil premium was lower than that of other pupils in the year group, being about two terms behind in English and one term behind in mathematics. However, from their starting points, these pupils made similar progress to that of other pupils. This gap in attainment is closing steadily for pupils in all year groups.
- Disabled pupils and those pupils who have special educational needs make good progress. They are identified early through the use of a wide range of screening tests and monitored constantly by staff so that they receive just the right type of support they need to do well.
- An above-average proportion of pupils in 2013 met or exceeded the progress expected of them in reading, writing and mathematics. Girls make good progress, especially in reading. While nearly all girls achieve the nationally expected Level 4, the gap in attainment in favour of boys is only partially closed because more-able boys make outstanding progress in mathematics.
- Most pupils read accurately and can identify the main features of stories and their plotlines. More-able girls in Year 6 are familiar with complex language and demonstrate a competent understanding of the themes of their favourite books.
- Pupils in the current Year 6 classes are continuing to do well in reading and mathematics. Their attainment in writing is lower and, across the school, pupils' progress in this skill is less consistent, particularly in the younger years.

### The quality of teaching is good

- Teaching is typically good, with some outstanding practice in Year 6. In the best lessons, teachers time activities precisely and make expert use of questioning, discussion between pupils, and on-going assessment to enable pupils to think hard and to support and develop their own and each other's learning. More-able pupils make particularly good use of these opportunities for review and reflection to think deeply and to refine their ideas.
- Teachers know their subjects well and have good expectations for pupils' progress. They base their planning securely on pupils' prior learning. Nearly all lessons are pitched at suitable levels of difficulty to ensure that all groups of pupils are engaged and interested in their work.
- Teachers provide pupils with ample opportunities, either in pairs or independently, to help them

reflect on how well they are doing and how they can improve their work. 'Steps to success' instructions and 'learning trees' provide pupils with useful guidance for editing and structuring their work in writing. Scoring tables encourage pupils to seek to do better in their next piece of work.

- Mathematical skills are taught well. Boys in Years 5 and 6 apply their knowledge of formulae confidently to work out and to compare the areas of different shapes.
- A valuable contribution is made by teaching assistants with specialist training in supporting pupils who have weaknesses in their literacy and numeracy skills. Their sensitive questioning enables pupils to think hard, to conjure up from memory descriptive adjectives to provide 'colour' to their written accounts and to work their way successfully through mathematical problems.
- In a few lessons, pupils' progress slows. This happens when teachers do not step in quickly enough to check how well all pupils are grasping or practising a new idea or to sharpen their thinking. On a few occasions, groups of pupils have to listen to explanations and/or instructions which are not relevant to them, and this reduces the time they have to apply their new learning and to develop their skills.
- While most pupils are capable of working independently, teachers sometimes do not provide lower- and middle-attaining pupils in Years 3 to 5 with enough resources, such as pictures, photographs and dictionaries, to help them to adapt extracts from novels well enough to improve the descriptive content of their writing.

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

- Pupils report that they like coming to school because teachers make lessons interesting, everyone gets on well with each other and there is always lots to do, including at lunchtime through the activities run by the local football club.
- The activities provided in the school's breakfast club have been reorganised to include educational computer games which challenge pupils to test out and to improve their reading and numeracy skills. These activities, and the carefully planned play-based activities in the 'Early Birds Club' (EBC), prepare pupils well for their learning and social interactions in the day ahead.
- Pupils behave sensibly in public areas inside school. They are aware of the consequences of any poor behaviour. Pupils of different backgrounds mix with each other well. They are polite and friendly to each other, and listen to and respect each other's views. Staff expect Year 6 pupils to act as role models for younger pupils, and they do not disappoint.
- Behaviour in lessons is nearly always good. Pupils are responsive to their teachers' ready encouragement and they persevere. Teachers' appropriate use of praise instils confidence in pupils. Pupils mature progressively as they move through the school. They understand how positive behaviour contributes to successful learning and to relationships with each other. More-able Year 6 pupils are very reflective about what they are learning.
- Pupils and their parents have few concerns about pupils' behaviour and safety in school. The number of fixed-term exclusions and internal detentions have declined considerably in the last two years. The school's robust systems, and innovative measures such as the Early Birds Club, ensure that the small proportion of pupils who have difficulty managing their behaviour feel well cared for in school and behave responsibly.

- Pupils say that bullying rarely occurs and any incidents are dealt with promptly by staff. They believe that they are well equipped to stay safe, for example when using the internet, due to the school's stringent computer filter systems and the clear guidance they receive for working securely online.
- Staff plan carefully to develop pupils' aspirations and sense of self-worth; for example, through careers fairs and achievement assemblies. Pupils report that they enjoy these assemblies because 'everyone gets the chance to share their learning'.
- Pupils value the many, varied opportunities which help them develop a mature sense of responsibility and useful teamwork skills; for example, as school councillors, playground buddies and house captains.
- Punctuality has improved considerably. Pupils' attendance has risen substantially and is now average.

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

- Senior leaders say that nothing but the best will do for pupils, and they work relentlessly to achieve this aim. They make excellent use of data to review pupils' progress. They step in quickly to tackle any underachievement and to ensure that all groups of pupils reach suitably challenging targets.
- Senior leaders are making increasingly good use of resources within the BCLT and further afield to try out and to apply innovative solutions in order to accelerate pupils' achievement and to check the quality of the school's assessment practice. Programmes introduced last year, and backed up by suitable training, have had a marked impact on improving the speaking and reading skills of targeted pupils.
- Senior leaders analyse the school's effectiveness thoroughly. They use this information purposefully and plan systematically and creatively for its future improvement. For example, they have reorganised classes flexibly to enable teaching to be matched more closely to pupils' levels of attainment.
- Management systems are well organised and thorough. Staff know exactly what is expected of them and key leaders are held fully accountable for the progress of potentially vulnerable groups. Staff follow whole-school policies and procedures consistently well; for example, for safeguarding pupils and for managing their behaviour.
- The school spends pupil premium funding carefully to ensure value for money and to provide all eligible pupils with equal chances to succeed. This support, including booster classes for more-able Year 6 pupils and single-sex classes for girls in mathematics, has contributed significantly to pupils' much-improved achievement.
- Teachers regularly identify in their lesson planning opportunities for pupils to reflect on spiritual, moral, social and cultural issues. For example, Year 6 pupils have recently weighed up the arguments for and against primary-aged pupils being allowed to use the internet. Teachers are effective role models of tolerance and respect, as they ensure that each pupil's opinion is carefully considered and valued.
- The local authority has a secure overview of the school's work and rightly judges that the school

has now developed the capacity to drive improvements on its own initiative.

- Some dislocation of staffing at middle leadership level in recent years has meant that senior leaders have often been largely responsible for overseeing and developing key areas of the school's work. Nonetheless, the quality of subject and other leadership has improved since the previous inspection, as shown, for example, in pupils' rising achievement in mathematics. The school has ensured that new appointments to middle leadership posts receive the training they need to carry out their roles effectively.
- Leaders have used training and regular, rigorous feedback in lesson observations well to improve the overall quality of teaching. Nonetheless, some minor inconsistencies in teaching remain as elements of outstanding practice are only to be found in Year 6.
- Suitable plans have been drawn up to spend recent funding intended for the development of physical education to increase pupils' participation in competitive sport, to improve pupils' fitness and to enhance their team-building skills.

■ **The governance of the school:**

- Governors ensure that national requirements for safeguarding are met fully.
- They know the local community extremely well. They work to ensure that the school meets pupils' pastoral needs and tackles any weaknesses which are apparent in their skills. They understand clearly why staff take particular actions and how well these have succeeded.
- They ensure that senior leaders take account of their views and challenge them to justify the decisions they propose.
- They have an accurate understanding of how well pupils in different year groups are progressing and know how well pupils are attaining compared to national averages.
- They have a secure overview of the quality of teaching and where best practice is located.
- They ensure that teachers' salaries are clearly linked to the extra responsibilities they undertake, the quality of their teaching and the progress their pupils make. They review closely the headteacher's effectiveness.
- Governors know how and why pupil premium funding is spent in particular ways and check with senior leaders its impact on the achievement of eligible pupils.

## 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>	124051
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	426989

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

<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ron Clarke
<b>Headteacher</b>	Julie Green
<b>Date of previous school inspection</b>	17 October 2011
<b>Telephone number</b>	01283 239450
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