

Eastwood Primary School & Nursery

Rayleigh Road, Leigh-on-Sea, SS9 5UT

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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' attainment at Key Stage 1 overall has improved consistently over the last two years.
- Pupils do exceptionally well in their Year 1 national screening checks on their understanding of letters and sounds.
- Pupils' progress at Key Stage 2 is improving, so it is now good and sometimes outstanding.
- Teaching is good and some is outstanding. Pupils benefit from the expert support of teaching assistants working in partnership with teachers.
- Marking is very helpful. Pupils are clear what they have done well, and what they need to do to improve.
- Pupils' behaviour is good both around the school and in lessons. They automatically help each other out, if they are stuck.
- Pupils respect and look after each other. They feel very strongly that the school is a caring place.
- The senior leadership team has successfully challenged weak teaching, so that teaching has improved rapidly.
- Leaders at all levels have helped to bring about recent improvements in progress, particularly at Key Stage 2, by identifying and addressing areas of weakness quickly.
- The governing body is now effective, following a recent re-organisation. They have the skills and expertise to challenge the school to improve further.

It is not yet an outstanding school because

- Sometimes, when teachers plan together, they do not adapt the activities in the light of the progress their individual class needs to make.
- The outstanding progress of some pupils is a relatively recent development and has not been sustained over time.

Information about this inspection

- Inspectors observed 29 lessons or part lessons. Thirteen lessons or part lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with groups of pupils, governors, staff, and with a representative from the local authority.
- Inspectors looked at a range of evidence, including the school's self-evaluation and safeguarding arrangements. They observed the school's work, looked at pupils' books and the tracking system used to monitor pupils' progress.
- Inspectors took into consideration the 31 responses to the online Parent View questionnaire and the 33 responses from the staff questionnaire.

Inspection team

Miranda Perry, Lead inspector	Additional Inspector
David Wolfson	Additional Inspector
Fatiha Maitland	Additional Inspector

Full report

Information about this school

- Eastwood is larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average. The proportion of those at school action plus or who have a statement of special educational needs is also above average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is above average. In this school, the pupil premium provides funding for pupils known to be eligible for free school meals and those in care.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The number of pupils who join or leave partway through the year is higher than in primary schools nationally.
- The school has a nursery.
- Previously, there has been a high staff turnover, but staffing is now stable.
- The majority of the senior leadership team were new to post in September 2013.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - developing teachers' joint planning of lessons so that activities are more closely linked to the progress pupils in each class are making.
- Raise pupils' achievements further by continuing to put in place the ambitious school improvement plans so that more pupils make outstanding progress.

Inspection judgements

The achievement of pupils is good

- Most children arrive at Nursery with skills and knowledge below those typical for that age. They make good progress in the Early Years Foundation Stage and Key Stage 1 and as a result their attainment is improving. Staff have consistently high expectations of children.
- In reading, the proportion of pupils making the nationally expected rate of progress or better at Key Stage 2 was above average in 2013 but below average in mathematics and writing. The progress of pupils who attended the school from Year 2 to Year 6 was above the nationally expected rate of progress or better in mathematics, reading and writing.
- Pupils are now making good, and sometimes outstanding, progress at Key Stage 2. Progress and attainment has improved, particularly in writing and mathematics. Pupils are now given more opportunities in lessons to write at length. Pupils are also given the chance to apply mathematics to real life situations which helps their understanding.
- Pupils who have a disability or who have special educational needs make good progress. In class, adults supporting them know how to break down the activities so pupils can easily understand what they have to do.
- Pupils currently in Year 6 make outstanding progress in English and mathematics. They are regularly taught in small groups so the teacher can focus on their specific areas for improvement. Pupils take their learning seriously and are very eager to improve.
- The progress of the most able pupils has improved, and they are now making good or better progress, particularly in mathematics. They have been taught by an additional specialist mathematics teacher, who has helped them develop higher level skills in mathematical calculations.
- Children make good progress in the Early Years Foundation Stage. They learn to read well because the teachers and other adults are highly skilled in teaching understanding of letters and sounds.
- In the national tests at Key Stage 2 in 2013, pupils eligible for pupil premium funding were one term behind other pupils in mathematics and reading and two terms behind in writing. Their attainment has since improved, and they now making better progress. Twenty per cent of the current pupils arrived at the school after September 2013, and the majority of these pupils are eligible for pupil premium funding. The gaps between their achievement and their peers are narrowing. The school has used some of the funding to employ two learning mentors and a therapist who support pupils to settle in and make progress very quickly.
- Occasionally, pupils' progress slows, when lessons have been planned for more than one class, and not enough consideration has been given to what each class needs to learn.

The quality of teaching is good

- Teaching is good and sometimes outstanding. Pupils experience lessons in attractive and inspiring classrooms.

- Both the teacher and the supporting adult in the lesson know how to motivate pupils. In a Year 2 mathematics class, boys were excited about using painting to work out sums. One boy said, 'Look at this minus sum I've painted. I've never done such a hard sum.'
- Teaching time is organised so that the school makes the most of pupils' love of learning. There is an 'early learning time' for all pupils before lessons start. Pupils rush in to share what they have learnt for homework, and to see what teachers have written in their books. One pupil said to an inspector, 'I've found out about this dinosaur. I need to show you the book that will tell me what it's called.'
- Marking is exemplary. Pupils are very clear how the marking in different colours helps them learn. They are given a purple pen to improve their work, and this really motivates them. 'My purple pen means I only do capitals in the right place now,' one Year 3 pupil said.
- Teaching in the Early Years Foundation Stage is good. Children are confident and can make decisions about how to improve their learning. A group of children went into a tent to experiment with light from torches. When the torches did not work, they automatically replaced the batteries without any adult assistance.
- Pupils learn well because they think that lessons are exciting. In a Year 5 history lesson on rationing, pupils were given the rationed ingredients for food. One boy said, 'I couldn't believe that they were allowed hardly any butter. There is no way you could make a decent cake.'
- Pupils with special educational needs are taught well. They are given resources that help them to work things out, if they are stuck. In a Year 3 lesson on extending vocabulary, pupils found that using laptops to look up similar words was really helpful.
- Sometimes lesson plans are not adapted enough for a specific class. In this case, pupils do activities which they enjoy but which do not necessarily help them to reach their potential.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In lessons, they automatically help one another without being prompted by the teacher.
- Lots of pupils love their learning. They constantly want to share what they have learnt with their friends and adults. They are tremendously proud of their work.
- Pupils around the school are friendly, caring and welcoming. If another pupil drops a hat or scarf, someone will automatically pick it up and give it to them. Pupils ask visiting adults how they are and if they are enjoying their visit.
- The school's work to keep pupils safe and secure is good. Parents questioned thought the school kept their children safe. Pupils are very confident about how to keep themselves and their friends safe. Pupils have a good awareness of how their behaviour impacts on others.
- Pupils think that bullying is rare and dealt with well by the school. They are able to discuss why pupils bully, how to stop it, and the difference between bullying and name calling.
- The pupils comment on how effectively the therapist and the mentors help them to manage their

behaviour successfully. They feel they are listened to, and their problems are understood. One boy said, 'Now, if I feel angry, they've taught me how to stop it. It's good to feel happier.'

- During the inspection the whole school enjoyed a performance from a theatre group. The behaviour of pupils was exemplary. They listened, sat respectfully and came to thank the headteacher for giving them the opportunity of seeing the production.
- Attendance rates have improved and are now at the national average. Some pupils come long distances to school. If their attendance improves rapidly, the school helps pay for their bus passes.
- Pupils are generally enthusiastic, but lessons are not always planned so that pupils can demonstrate their thirst for learning. Pupils are not always given the chance to reach their potential.

The leadership and management are good

- The senior leadership team have established themselves as a very effective team, over a short period of time. The ethos they have established is one of 'no excuses,' and high expectations and has been overwhelmingly embraced by the staff.
- Senior leaders have been highly successful in bringing about rapid improvements in teaching. Any teacher whose teaching is at risk of requiring improvement is immediately given an improvement plan with a clear focus.
- Senior leaders do not expect any teacher to achieve anything they cannot achieve themselves. They model outstanding teaching, provide training, and work in partnership with teaching colleagues to help them improve their teaching skills.
- Subject leaders bring about improvements because they have strong subject knowledge. They make sure by checking books, that any gaps in pupils' subject knowledge are quickly addressed.
- The leadership and management of the Early Years Foundation Stage is good. There is a very clear understanding of what progress children are making over both the long and short term.
- The management of pupils who have a disability or special educational needs, the most able pupils and pupils who are eligible for pupil premium is good. The leader of this area develops very positive and effective relationships with staff, pupils and parents, so that they work together to improve pupils' progress.
- The performance of staff is managed so that teachers are held responsible for the progress of pupils throughout the school, not just in their own class. The focus is on getting pupils who might be at risk of underachievement to reach their potential, for example those pupils eligible for pupil premium funding. Pay increases are only awarded to staff who make a positive contribution to pupils' progress.
- Leaders and managers make the most of partnerships to bring about improvement. The school works closely with other schools to make sure its own measurements of pupil progress are accurate. The local authority has supported the school well and recently carried out a review of the school. The school ensured that its recommendations were acted upon immediately.

- The school focuses on providing a curriculum that gives pupils opportunities otherwise unavailable to them. They are given roles and responsibilities which supports their good social, moral, spiritual and cultural development. Pupils love school trips, and the children in the Nursery look forward to their regular shopping outings. Pupils were delighted with the theatre performance. 'It's been a lucky day,' one boy said, 'that we get to see that.'
- As a result of primary school sports funding, pupils celebrate healthy lifestyles. The school has recently extended the range of out-of-school sports clubs which has resulted in a lot more pupils participating in sports. The school has a visiting sports coach who has worked with teaching staff to make physical education lessons more exciting, and the pupils appreciate this.
- As members of the senior management team are relatively recently in post, they have not had sufficient time to ensure outstanding achievement for all pupils.
- **The governance of the school:**
 - The recent re-organisation of the governing body means its members are now very clear what the school has done to improve teaching and what it needs to do to bring about further improvement. They now ask the right questions to challenge the effectiveness of the school's school improvement plan. Governors have the skills to interpret the information about pupils' progress and attainment, and they have particular expertise in appreciating how well the school is doing in the local context. They have high expectations in their management of the headteacher's performance, and support the school's policy of linking financial reward to pupils' achievement. They are diligent in holding the school to account for the impact of pupil premium funding.

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	134860
Local authority	Southend-on-Sea
Inspection number	430586

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair	Carole Roast
Headteacher	Rebecca Perman
Date of previous school inspection	12 March 2012
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