

Eastoft Church of England Primary School

Yorkshireside, Eastoft, Scunthorpe, Lincolnshire, DN17 4PG

Inspection dates 27–28 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's strong leadership has ensured that the good quality of teaching has been sustained following staff changes and that pupils continue to achieve well.
- Pupils make good progress across the school. Standards in reading, writing and mathematics are above average by the time pupils leave at the end of Year 6 because teaching is good.
- Disadvantaged pupils and those who are disabled or who have special educational needs make good progress from their starting points.
- Children in the early years make a strong start to their learning and make good progress. They are well prepared for Year 1.
- Pupils who join the school part way through their schooling are supported well and if they are in the school for long enough, they too achieve well.
- Pupils attend regularly and enjoy school. They are safe and well looked after. They behave well in lessons and at all times during the day. There are very positive relationships between staff and pupils.
- The school promotes pupils' spiritual, moral, social and cultural development well and links with the local community and the church are strong.
- Pupils enjoy good opportunities to take part in trips, residential visits, sport, music, art and to learn about other faiths and cultures. The school ensures that pupils develop a healthy respect for other communities and the diversity in Britain today.
- The governing body is well informed and effective in holding leaders to account for the achievement and safety of pupils. They are rigorous in their monitoring of the school's performance and provide effective support for the headteacher.

It is not yet an outstanding school because

- The most-able pupils are not always challenged sufficiently and so too few attain the higher levels of which they are capable, particularly in writing.
- Subject leaders are not sufficiently involved in monitoring teaching in the subjects they are responsible for and in making sure that pupils make the best progress possible in all lessons.
- Teachers' marking does not always give pupils clear guidance about how they can improve their work. Teachers do not check rigorously that pupils respond to any feedback they do receive to improve subsequent work and that they always do their best work in all subjects.

Information about this inspection

- The inspector observed teaching throughout the school including numerous shared observations with the headteacher. In addition, the inspector scrutinised pupils' workbooks and listened to them read.
- Meetings were held with pupils, the Chair of the Governing Body and four other governors, the headteacher, senior leaders and subject leaders. The inspector also had a meeting with a representative from the local authority and with the lead officer for education from the diocese.
- The inspector observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, current data on pupils' progress, planning and monitoring documentation. Financial management was reviewed, including the spending of funding for disadvantaged pupils and primary school sport funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding were also taken into consideration.
- The inspector reviewed 14 responses to the online questionnaire (Parent View) and also took account of the school's own survey of parents' views. The views of the two parents the inspector spoke with during the inspection were also considered.
- The inspector also took account of the ten responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- Children in the Nursery attend part time until they enter the Reception class.
- All of the pupils are of White British heritage. The school has a very small number of pupils from the travelling community.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals or those children in the care of the local authority).
- The school has had a number of staff changes in the last year.
- A significant number of pupils join the school at times other than in the early years.
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to result in pupil achievement that is always good or better by ensuring that:
 - all pupils, but especially the most able, are challenged sufficiently in all classes
 - pupils apply their writing skills accurately so that more attain at the higher levels at both key stages
 - marking in all subjects gives pupils clear guidance on how to improve their work and that pupils respond to this marking promptly and so always produce their best work.
- Strengthen the role of subject leaders by ensuring that they check on the quality of teaching and pupils' progress in the subjects they are responsible for and that pupils of all abilities make the best progress they can.

Inspection judgements

The leadership and management are good

- The strong leadership of the headteacher and the governing body provides a clear direction for school improvement. Aspirations to make the school even better are high. Strong team work is evident throughout the school and pupils benefit from this positive climate for learning in which they feel valued. Against a backcloth of a number of staff changes since its previous inspection, the school has maintained its good performance and pupils continue to achieve well. The school has the capacity to improve further.
- Staff and governors have sought extensive support and training so that school development is effective. Provision for mathematics, highlighted as an area for improvement in the previous inspection, is now good and pupils are achieving well. The school's checks on its performance are accurate and the development plan identifies correctly the priorities the school needs to work on, for example, to raise achievement in writing.
- The school's systems for managing staff performance are robust and expectations of staff are high to deliver consistently good teaching throughout the school. Leaders, including governors, review pupils' progress regularly and make sure pupils achieve well. Particular attention is given to support pupils who join the school part way through their education, so that they too achieve well.
- All staff are held to account for the progress their pupils make, including support staff. Performance management is used effectively to set challenging targets that are focused on the school's priorities to raise standards. Staff are clear that pay awards are linked to their achieving the targets they have agreed.
- Staff are wholly positive about the school and the support they receive to help them improve their practice. Systems to check pupils' progress are robust; staff have clear information about where pupils are at risk of falling behind and additional support is organised promptly to prevent this from happening. A number of parents are choosing this school because it is particularly effective in supporting disadvantaged pupils and those who are disabled or have special education needs. This is a strong testament of the school's caring approaches to supporting its pupils and confirms its commitment to ensuring that every pupil is given an equal opportunity.
- The curriculum is well planned with themes and topics that enrich pupils' experiences and extend their basic skills in literacy and numeracy effectively through other subjects, such as science, history and art. While pupils have opportunities to write in English lessons and other subjects, teachers do not ensure that pupils write enough or that literacy skills are applied accurately in other subjects. Pupils have many visits and visitors, including members of the local clergy and others from the public services, to enrich their learning.
- There is a strong focus too on the teaching of religious education and exploring other faiths and cultures. Through assemblies and regular attendance at church, for example, services for Harvest Festival, Remembrance Day and Christmas and Easter, pupils develop a strong sense of faith. They also have opportunities to visit other communities and different places of worship so that their spiritual, moral, social and cultural development is promoted well.
- The school has extensive training planned to support teachers now that National Curriculum levels are no longer used and the initial indications are that teachers are implementing new assessment procedures effectively.
- While the headteacher is rigorous in her monitoring of teaching and learning, subject leaders, many of whom are relatively new to their roles, are not yet sufficiently involved in checking that teaching is of the highest quality in the subjects they manage and that all pupils, but especially the most able are challenged at all times.
- The provision for early years is good, and this gives children a flying start to their schooling.
- The school uses its primary school sport funding effectively to introduce a wider range of sporting activities in the school and more opportunities for staff to extend their skills and for pupils to engage in competitive events with other schools. The specialist sports co-ordinator has been instrumental in expanding provision to include activities such as dance, orienteering and other outdoor pursuits.
- Similarly, the budget for supporting disadvantaged pupils has been used to develop staff expertise and thus improve provision for these pupils. As a result, they make consistently good progress.
- The local authority has provided good support to the school, for example to help improve provision for mathematics. It has also provided support and training to help governors fulfil their responsibilities more effectively and to hold staff to account for pupils' progress.
- **The governance of the school:**
 - Governors want the school to be outstanding and want to secure good achievement for all pupils. Recent training has given them the information they need to question pupil progress data and to hold

staff to account for pupils' achievements. Many governors are regularly in school to see for themselves if improvements are having the expected impact on raising standards and ask questions when they feel things are not yet good enough. Governors know that the pupil premium spending is used to good effect to close the gap between the achievement of disadvantaged pupils and that of others. They know that these pupils are achieving as well as their classmates do. Governors have supported the headteacher in making new appointments and in taking tough decisions to secure good teaching. They ensure that pay awards are linked to teachers' performance. Governors also ensure that parents are kept fully informed on school matters, for example revisions to the curriculum and staffing changes and their views are sought through regular parent surveys.

- Governors check that arrangements to keep pupils safe meet current requirements.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils say that they enjoy school and like being there because it is small and friendly. Those who have joined from other schools are particularly positive, because 'everybody knows everybody and everyone makes friends'.
- Pupils' attitudes to learning are good. They settle to work promptly and listen attentively to teachers and each other because they want to learn. There are occasional lapses when teaching is not so engaging, and while not disruptive, a few pupils sometimes become passive and restless, so do not achieve their best.
- Pupils generally take pride in their work, particularly when working on projects such as designing fairground models and art and design work, because they want to achieve well. Occasionally, a few fail to take heed of feedback in marking to improve their work or check for errors as they complete work.
- Pupils understand the school's behaviour code and say that getting a 'red card is really serious' because, 'your parents get to know'. However, they say the behaviour of most pupils is good.
- Older pupils enjoy a range of responsibilities, such as sports ambassadors at lunchtimes. They ensure that pupils play safely and have activities to occupy them. Reception-age children befriend those who start in the Nursery and act as good role models for work and play. Pupils who join the school from other schools settle quickly because they make friends immediately.
- Pupils are polite, friendly, and courteous. They are kind to others and are aware that even if people are different from you, you must show kindness and tolerance. For example, one pupil said, 'it is really unkind to call people names because of the colour of their skin or to call people 'gay'. It is okay to be gay- it's your choice'. Many pupils show high levels of maturity as they progress through the school.

Safety

- The school's work to keep pupils safe and secure is good. Care arrangements are very good and pupils new to the school are particularly positive about how they feel well cared for and are keen to be there.
- Pupils have a good understanding of different types of bullying, including the dangers posed by social media sites, cyber-bullying and prejudice-based bullying, such as homophobia. Lessons and assemblies regularly reiterate the importance of treating others with respect. Pupils say that there is no bullying in school and that they would not be frightened of telling staff if anything did happen, as they are confident that teachers would sort it out immediately. As one pupil said, 'You should tell someone you trust straightaway before it gets out of hand. I would tell my mum and she could tell the school'.
- Parents are mostly very supportive of pupils' views about good behaviour and the school's work to keep their children safe, both in school and outside.
- The school continues to work hard with parents to improve attendance. Most pupils attend regularly, because they know school is important. The school acts promptly if attendance becomes an issue and other agencies are involved, where appropriate. Punctuality is generally good, even for those who travel to the school from a fair distance.

The quality of teaching

is good

- Teaching is typically good across the school and so pupils make good progress, irrespective of their ability and starting points. Pupils have confidence in the adults that work with them and say learning is good fun.
- In most lessons, staff have high expectations of pupils for their behaviour and learning. As result, there is generally a very calm, productive atmosphere in most lessons as pupils settle to their work, wanting to

learn. They particularly enjoy activities that encourage them to think about their learning and where questions deepen their understanding. For example, pupils in the Years 5/6 class enjoyed calculating modes, means, and averages and were keen to explain their calculations, spotting errors immediately. However, where the level of challenge is not sufficiently high and questioning not as effective, a few pupils make insufficient progress and so achievement is not as high as it could be.

- The teaching of literacy and numeracy is good and pupils apply their skills effectively in other subjects, particularly in Key Stage 2, for example, to look at temperatures and rainfall levels in other countries and to write accounts of cave dwelling in the Stone Age. However, pupils are not challenged sufficiently, at both key stages, to apply, for example, their spelling and grammar skills accurately in their writing or to make sure they set their calculations out carefully so errors are minimised. However, teachers provide pupils with a good range of activities to promote their reading skills so that they speak and read more confidently and so write with greater independence from an early age. For example, children in the early years sounded out words enthusiastically so they could write postcards to their toys and pupils in the Years 3/4 class wrote graphic accounts of the story from Red Riding Hood's perspective.
- The teaching of mathematics is now good, particularly at Key Stage 2, where pupils are confident in their number skills, working more methodically and more quickly when carrying out multi-step problems.
- Much of the work pupils do is matched accurately to their ability and so they make good gains in their learning. However, at times this is not the case and the most able are not challenged sufficiently and so, although they complete given tasks, they do not always move on to work that extends their skills further.
- Relationships are a real strength and give pupils the confidence to try hard without fear of failure. Teachers and teaching assistants have good subject knowledge and expertise that they use effectively to plan work that is usually well matched to pupils' abilities.
- Disadvantaged pupils and those with special educational needs are identified early and receive good support to help them achieve well. Their progress is checked closely and carefully planned activities ensure that these pupils make up any lost ground quickly and so keep pace with their classmates.
- Pupils enjoy opportunities to work on their topics at school and at home and many work confidently under their own initiative, for example, carrying out research that they use to support their learning at school.
- There is high quality marking in some classes and specifically in literacy, but practice is not yet consistent across the school and in all subjects. Occasionally, marking does not give sufficient advice to pupils as to how effectively they have met their targets or how to improve their work further. Even when the advice is given, not all pupils take note of this, and so subsequent work does not improve significantly.

The achievement of pupils is good

- Pupils make good progress, achieve well throughout the school and are well prepared for the next step of their education by the time they leave at the end of Year 6. An increasing number of pupils join the school part way through their primary education and while they also make good progress, if they join late in Key Stage 2, they do not always have sufficient time to make up lost ground from previous learning.
- Standards at the end of Key Stage 1 are above average overall, in reading, writing and mathematics. The number of pupils attaining at the higher Level 3 in writing is not as high as found in mathematics and reading, because pupils are not always challenged sufficiently.
- Overall standards in reading, writing and mathematics are also above average at the end of Year 6. Almost all pupils make the progress expected of them in Key Stage 2. The results of national assessments show a rising number exceeding the level expected for their age in reading and mathematics, but less so for writing, where expectations of pupils are not always sufficiently high to write at length and to write accurately.
- Although overall the progress of the most-able pupils is good by time they leave school, as can be seen by the numbers reaching the higher Level 5 particularly in mathematics and reading, school data shows that their progress is not consistently high in every class. This is because the work that is set for them is not always hard enough to ensure that they always make as much progress as possible. The most able are not always challenged sufficiently to achieve as well as they could, especially in writing at both key stages.
- Attainment in reading is strong throughout the school, because the teaching of reading is good. The good focus on the teaching of phonics (the letters and their sounds) in the early years and Key Stage 1 has resulted in a higher than average number of pupils reaching the expected standard in the national Year 1 screening assessment check in 2014. Pupils enjoy reading and do so regularly at home and school and so achieve well. Pupils apply their reading skills well, for example to support their learning in other subjects. They apply their phonics confidently to help them read new words and extend their skills. Less confident readers read to an adult at school regularly and this helps them to gain confidence and so achieve well.

- Standards in writing, while above average, are not consistently as high as those in reading and mathematics at the end of both key stages. Pupils have a good grasp of the basic literacy skills of grammar, spelling and punctuation and understand how to write in different styles. While most apply these skills accurately in their writing in English and in other subjects, a few continue to make careless errors that go unchecked and this detracts from them achieving more.
- In mathematics, there is a steady development of key number skills from the early years onwards. Basic numeracy skills are generally secure for most pupils, but occasionally expectations are not high enough of the most-able pupils who could achieve more, especially at Key Stage 1. By the end of Year 6, pupils are confidently applying their skills to solve multi-step problems, for example, and so more are attaining the higher levels.
- Pupils in the school from traveller families are supported well. Their individual needs are identified quickly when they join the school and personalised learning plans ensure that they make good progress.
- Disabled pupils and those who have special educational needs achieve well, because provision for them is good and they are challenged appropriately. Where appropriate, the school involves external specialists to help pupils make the best progress they can.
- Disadvantaged pupils make good progress. The numbers of pupils in each year group are very low to make any accurate comparisons but overall, because the school targets individual support so effectively, the attainment of disadvantaged pupils is two terms ahead of other pupils nationally in reading and mathematics and at the same level as pupils nationally in writing. Similarly, these pupils are in line with their classmates in reading, writing and mathematics. Gaps are closed effectively throughout the school.

The early years provision

is good

- As year groups are so small, it is hard to generalise, but most children start in the Nursery at skill levels typical for their age; a considerable number are higher. At the end of the Reception Year in 2014, the number of children reaching a good level of development was above average and many exceeded these levels.
- Children make good progress in the early years because provision for them is good. Links with home and school are good and parents are encouraged to be involved in their children's learning through regular meetings with staff and through information about what their child is learning at school. The early years practitioner, who is new to the school this term, has assessed each child's starting point carefully and continued assessments inform the planning of learning for each child.
- Disadvantaged children and those with special educational needs are identified early. Parents are involved appropriately so that planning to support their needs is effective. They participate in everything their friends enjoy and make rapid progress in their personal development as well as their learning. Children who join after Nursery in the Reception class also receive this good attention so that irrespective of when they start, all children make equally good progress.
- Arrangements to introduce children to school life before they start formally are good. Frequent visits into the Nursery help children settle quickly and because all children are in the same class, Reception age children help any new arrivals adjust to class routines quickly. Children form trusting relationships with staff and quickly accept that they must share toys and equipment with others. A few initially are reticent, but careful nurturing results in a happy, safe environment where children feel safe and behave well.
- Teaching is good and so children learn well. The younger ones follow the example of their older classmates and enjoy the challenges, for example, of learning phonics and writing their names accurately. They explore new activities confidently and sustain concentration well because they want to learn. Their communication skills, which are often good when they start school, help them achieve well in other areas.
- Children particularly enjoy activities that extend their basic literacy and numeracy skills and 'read' stories to each other because they like to re-tell stories they have heard and they count accurately how many children want which fruit for a snack. Children quickly adopt high levels of independence when they choose what they are going to do and talk about what they are doing confidently. Careful assessments, recorded in their learning diaries, indicate what children have achieved and ensure that children progress well in all areas. For example, although children were eager to find the toys hidden outside, they worked hard to write postcards to their toys and explained that 'you need to spell the name right so the postman knows who it's for'.

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	118043
Local authority	North Lincolnshire
Inspection number	448811

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Trevor Barker
Headteacher	Angela Hewson
Date of previous school inspection	10 December 2009
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