

Eastbrook Primary Academy

Manor Hall Road, Southwick, Brighton, BN42 4NF

Inspection dates 1–2 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- Leadership at all levels is of high quality. Governors, staff and parents praise the ambition and drive of the headteacher in securing rapid improvement in pupils' achievement.
- Good and outstanding teaching in English and mathematics ensures that pupils make outstanding progress. Teachers' expectations are high; consequently, pupils of all abilities and backgrounds achieve well.
- The school provides a wide range of activities and opportunities for learning. The range of sporting and cultural activities is extensive and all pupils are encouraged to participate.
- Achievement is outstanding. From starting points well below those typical for their age, pupils' attainment exceeds national averages by the time they leave the school in Year 6. Current school data indicate that these levels of achievement are likely to be sustained.
- From the time they apply to enter the school, parents are fully involved in their children's education. This has been particularly helpful in raising the reading standards of younger children.
- Pupils' behaviour is outstanding. Pupils, parents and teachers report that standards of behaviour have improved significantly over the last two years. Pupils work and play together harmoniously and have positive attitudes to learning.
- Provision in the early years is good. Pupils respond enthusiastically to good teaching. Their reading, writing and calculation skills develop well. School assessments show that most pupils are making good progress, reaching national standards by the end of the Reception Year.
- A high priority is accorded to safety and pupils are safe and well looked after at all times. Pupils who have difficulties or problems are cared for exceptionally well.
- Governors have played an effective role in supporting the leadership team in consolidating the school onto one site and in developing a strong ethos of achievement.

Information about this inspection

- Inspectors observed pupils’ learning in 21 lessons, two attended jointly with the senior staff. They also saw pupils working in small groups and individually with teaching assistants and other adults.
- Discussions took place with the headteacher, senior leaders, a group of governors, the executive principal from the academy trust, middle leaders, teachers and support staff.
- Inspectors took account of 41 responses to the online Parent View questionnaire. They also had informal discussions with parents and took account of staff questionnaires.
- The school website and a range of policies and documents were reviewed, including the school’s improvement plans, governors’ records, and safeguarding policies and procedures. Attendance and progress records were also examined.
- Inspectors looked at pupils’ work in lessons and discussed it with them. Groups of pupils met inspectors and talked about their work and their experience of school. Samples of books from different groups of pupils were considered. Pupils in Years 1, 3 and 6 read to inspectors and talked about their reading.

Inspection team

John Worgan, Lead inspector	Additional Inspector
Chris Dowsett	Additional Inspector
Sarah O'Donnell	Additional Inspector

Full report

Information about this school

- Eastbrook is an above-average-sized primary school, catering for children from age four to 11, which converted to academy status in 2013.
- The school is a member of the Reach2 Academy Trust, a multi-academy trust, offering each other support and sharing expertise.
- In the early years, children are taught in two full-time Reception classes.
- The proportion of pupils supported by the pupil premium is above average. This is additional funding provided by the government to support pupils who are eligible for school meals and those who are looked after.
- Most pupils come from White British backgrounds. The remainder of the pupils come from a wide range of ethnic groups. Few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special needs is above average.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of children's learning in the early years by:
 - ensuring that they are offered a range of experiences that allows boys and girls of all abilities and backgrounds to progress rapidly from their different starting points
 - improving the indoor and outdoor environment so that children's learning is enriched and stimulated.

Inspection judgements

The leadership and management are outstanding

- The leadership of the headteacher is outstanding. Parents, staff, governors and pupils recognise this. As one parent said: 'The headteacher is inspiring and commands so much respect. She is approachable and friendly with parents, has a clear authority with the children and they like her.'
- Much has been achieved in the two years the headteacher has been in post. This is recognised by the academy trust to which the school belongs. The trust provided significant support in the school's early days as an academy and although it will continue to provide guidance as the leadership continues to develop, the school has now developed the capacity to improve independently.
- The headteacher is ably supported by her deputy, and middle leadership has been developed through high quality training and support from senior staff. The leadership team has a strong ethos of encouraging and celebrating achievement. Raising achievement and high quality teaching are a priority for all staff and this is reflected in the high quality of work and the positive attitudes of pupils.
- The leaders' awareness of strengths and weaknesses, based on thorough checks on standards of teaching and accurate information on pupils' achievement, leads to effective planning. An example of this is the identification of weaknesses in the teaching of phonics, (letters and their sounds) resulting in a reorganisation of groups and a review of teaching methods that have improved achievement. While progress in early years is good, the school is aware of some inconsistencies which it is working diligently to address.
- Information on pupils' achievement is collected regularly and is checked and reviewed by senior leaders. This ensures that individuals or groups who fall behind are identified and well supported so that they catch up quickly. Parents are well informed of their children's progress and are encouraged to support their learning. During the inspection, inspectors joined a group of parents whose children were due to join the Reception class next year. These parents were informed of how their children would be taught to read using phonics and were shown how to help them with letter formation.
- Teachers' performance is checked regularly and the head and governors ensure that progress through the pay scales is closely linked to pupils' progress and the quality of teaching. Teachers say that they value the quality of support and training that they receive, which have clearly raised standards of teaching.
- Middle leadership is effective. Although some middle leaders are new to their posts, they show a high level of commitment and expertise and they work with staff enthusiastically to raise standards of teaching.
- A clear and well-understood policy has produced much improved behaviour. The school has an ethos of respect and consideration for others, and pupils who have difficulty managing their behaviour are given appropriate support so that they can focus on learning.
- Pupils who receive the pupil premium are well supported. Funding is used to enhance their learning through employing extra teachers and providing extra support from teaching assistants; this ensures that they have the same opportunities as other pupils.
- The sports premium is used effectively. Employing an extra specialist member of staff and developing links with a local secondary school mean that a wide range of sports, including swimming, is available to all pupils. The school has been very successful in inter-school competitions and ensures that all pupils have the opportunity to participate in sporting activities.
- The curriculum is broad and balanced. Pupils are well prepared for life in modern Britain because they have good numeracy and literacy skills, and a clear understanding of democratic principles. In topic lessons, they develop an understanding of British values and culture. Visits from police and the fire service have enhanced their understanding of safety and their local community. They have a range of opportunities to develop their cultural interests; music is a particular strength. During the inspection, Year 6 pupils were preparing enthusiastically for their end-of-term musical production.
- All pupils have equal opportunities, and discrimination of any kind is not tolerated. Pupils are introduced to a range of views and faiths and are encouraged to respect them.
- Since becoming an academy, the school has been well supported by the Reach2 Academy Trust. This has provided valuable support to the school and has fostered cooperation between schools, moderating standards and sharing experience. An executive principal provides effective leadership support and a training programme of high quality benefits all staff.
- Parents are supportive of the school and say that it is well led. Almost all the parents who responded to the Parent View questionnaire were positive in their views and would recommend the school to others.
- Safeguarding policies are exemplary. Procedures are very effective. Safer recruitment practice is followed diligently and all staff are well trained in safety matters.
- **The governance of the school:**

- The governing body has played a key role in supporting the leadership as the school moved to one site and became an academy. These changes have been managed efficiently with minimal disruption and positive benefits for pupils. The governors work effectively and harmoniously with the academy trust and this relationship has evolved as the school has developed its capacity to improve.
- Governors have a wide range of skills and expertise, which ensures that they support the school effectively.
- Governors have a good understanding of the strengths and weaknesses of the school and are fully involved in the self-evaluation process. They have a good understanding of performance data and the ways in which it is used to monitor achievement. They are aware of the target setting process, the performance management arrangements for teachers and other staff, and the information on which it is based. They ensure that there is a clear link between the quality of teaching and teachers' progress on the pay scales.
- Governors consult parents regularly, through questionnaires and through formal and informal meetings..
- Governors ensure that all current statutory safeguarding regulations are fully met.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding because pupils are unfailingly polite and considerate to each other and to adults in the school.
- Parents, pupils and teachers report that behaviour has improved significantly since the school became an academy. As one parent said, 'The headteacher has turned the school around. There are great relationships between teachers and pupils.'
- In the early years, developing positive attitudes to learning has a high priority. Pupils who enter the school with limited social skills are well supported so that they can concentrate on their learning and develop good relationships.
- Pupils work well together, in pairs and in groups. They develop good speaking and listening skills and grow in confidence so that by Year 6, they are able to discuss issues confidently, respecting others' views.
- Pupils behave well in lessons and have very positive attitudes to learning. This has a significant impact on their outstanding progress. The occasional minor incidents of misbehaviour are dealt with swiftly and effectively. Pupils spoke positively of the school's behaviour management and rewards system, saying that it is fair and consistent and has resulted in improved behaviour.
- Outside lessons, behaviour is excellent. Pupils play together considerately and are courteous to each other and to the adults who supervise them.
- Pupils attend regularly. The school monitors attendance carefully and any patterns of attendance that give cause for concern are picked up quickly and followed up so that appropriate support can be offered.
- Pupils say that staff listen to them and take account of their views. They are confident that they can talk to staff when they have problems and that staff will help and support them when they have difficulties.
- Through Parent View and in discussion with inspectors, parents were highly positive about behaviour and the ways in which their children are supported.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- All staff are trained in safeguarding procedures and apply them diligently, ensuring that children are safe at all times. Safer recruitment procedures are followed meticulously.
- Policies relating to safety are clear and are available for parents. The school meets all statutory requirements relating to safeguarding.
- Bullying is extremely rare. Occasional minor disputes are dealt with swiftly and effectively. Pupils have a good understanding of different forms of bullying and are aware of how to keep themselves safe when using the internet. Pupils are aware of how to keep themselves safe and behave safely in and out of the classroom, showing care and consideration for others and respect for the school environment. They are proud of their school and were keen to talk about ways in which the environment had improved, keenly showing inspectors displays to which they had contributed.
- During the inspection, two year groups attended a regional sports event, travelling by train and minibus. These events were managed safely and efficiently, with positive comments by outsiders on the pupils' behaviour.

The quality of teaching is outstanding

- Pupils make outstanding progress because good and outstanding teaching ensures that they achieve well. Teachers have high expectations and they plan carefully to ensure that the needs of pupils of different skills and abilities are met.
- Pupils' work is of consistently high quality because teaching over time has been outstanding. Inspectors saw clear evidence in pupils' books and other work that they had made outstanding progress in the last year and this was confirmed by the school's detailed and effective assessment data.
- Pupils' writing is of a high standard. From the early years, teachers encourage pupils to write well. Inspectors saw examples of high quality extended writing by older pupils in a variety of contexts, using a wide vocabulary.
- The teaching of phonics (the sounds that letters make) has been a weakness in the past but is now improving due to changes in the organisation of groups and in the programme of study that pupils follow. Inspectors saw a session for new parents, who were being shown the basics of phonics and were being encouraged to help their children to learn to read.
- The teaching of mathematics is outstanding and is a strength of the school. Teachers encourage pupils to develop problem-solving skills. In a Year 6 lesson, pupils who had recently completed the Level 6 SATs (national tests) were enthusiastically using their algebraic skills to design a game. Teaching is related to practical numeracy skills. In Year 1, pupils were developing their calculation skills by working out combinations of coins required to buy different items.
- Pupils' work is marked thoroughly and pupils are given clear guidance on how to improve their work. Spelling errors are corrected, but not always followed up; consequently, pupils sometimes repeat errors.
- Homework is set regularly and checked carefully. Reading records are thorough and show that parents listen to children read and record comments conscientiously.
- Teaching assistants work effectively with individuals and small groups, helping children to make outstanding progress. They are involved in planning activities. They are skilled in adapting questions and explanations to reshape the pupils' learning where pupils do not fully understand the work. They play a key role in helping younger children to develop their social skills and encouraging positive attitudes to learning.
- Disabled pupils and those with special needs are taught well so that they make similar progress to other pupils in English and mathematics. Pupils who have difficulty in managing their behaviour are well supported, both in the classroom and through a 'nurture group', which supports pupils with significant behaviour problems.

The achievement of pupils is outstanding

- Overall, pupils' achievement is outstanding. They enter the school with attainment that is below that which is typical for their age especially in-speaking and listening. They make outstanding progress in reading, writing and mathematics, exceeding national average standards by the time they leave the school.
- Results in the national phonics check have been below the national average in the past but standards are improving rapidly.
- At the end of Key Stage 1, 2014 assessments matched national standards in reading, writing and mathematics. Progress data for the current year show that a very high proportion of pupils are making better than expected progress in Years 1 and 2, which represents outstanding progress from a relatively low starting point.
- Test results of Year 6 pupils in 2014 exceeded national standards in mathematics, writing and English spelling, punctuation and grammar and matched them in reading. Assessment data for the current year show that these results are likely to be bettered in 2015.
- Progress data for all year groups show that the majority of pupils are making above expected progress. The school sets challenging yet realistic targets, and teachers and pupils are responding positively; consequently, standards of achievement are rising rapidly.
- Standards of reading are high. Results in 2014 were slightly below those in writing and mathematics but the school has made the development of reading skills, especially comprehension, a priority. Assessment information for the current year indicates that standards have improved significantly. Pupils read very well to inspectors and reading records show that they read regularly, progressing quickly in the level of books that they read.
- Standards of writing are high. In the early years, an emphasis is placed on developing writing skills. This

strong progress continues in Years 1 and 2, and by the end of Key Stage 1 in 2014 they matched, national standards. School data for 2015 shows outstanding progress. By the end of Key Stage 2, standards are above the national average. Inspectors' scrutiny of pupils' books confirmed that progress in writing is outstanding.

- Pupils' achievement in mathematics is outstanding. Results were well above the national average in 2014 and school assessment data indicate that they will be even better in 2015. Current school data indicate that pupils in all years make well above expected progress. Outstanding teaching, carefully matched to pupils' ability levels, ensures that all pupils achieve well, Pupils with a particular aptitude for mathematics are stimulated and challenged and are encouraged to achieve the highest standards.
- Overall, the most able pupils are progressing well. A high proportion have taken the Level 6 paper in mathematics and current school data indicates that they are likely to have succeeded. In some lessons, however, able pupils progress less quickly because they do not start from their previous level of achievement.
- Pupils with special needs are achieving well, making similar progress to other pupils because their needs are identified and appropriate support is given.
- At the end of Key Stage 2 in 2014, the gap between disadvantaged pupils and other pupils nationally was one year in reading and two terms in writing, but in mathematics, they matched national standards. The gap with others in the school was one year in reading and writing, with no gap in mathematics. The school's current progress data show that gaps between disadvantaged and other pupils are narrowing rapidly in all year groups. Disadvantaged pupils are now making good progress by comparison with other pupils nationally from their differing starting points.
- There were no significant gaps in achievement between the different groups in the school. Girls now achieve as well as boys and managers monitor the progress of different groups and take swift action if any individual or group gives cause for concern.
- The small number of pupils with English as an additional language achieve well. Those who are at an early stage of learning English are well supported. They catch up quickly and achieve well.

The early years provision

is good

- When they start the school in the Reception classes, the knowledge and skills of children are below those expected for their age. From their different starting points, most children make good progress because their needs are identified and activities are planned which develop their skills and engage their interest.
- During the Reception Year because teaching is good, the majority of children make good progress reaching national standards and demonstrating a good level of development by the end of the year. They are well prepared to continue to succeed in their education in Year 1.
- Progress data show variation in the performance of different groups, however. Boys, especially the younger ones in the year, are making slower progress than girls and older children. The school is aware of these variations and is supporting these children effectively through extra help to enable them to catch up.
- Children have a range of opportunities to develop their reading and writing. They make good progress and standards match those expected for their age by the end of the Reception Year.
- Children enjoy learning and take a pride in their achievements. Basic skills are well developed; in one lesson, inspectors saw pupils enthusiastically learning to count, enjoying counting backwards, then in tens, making good progress and enjoying the activity.
- From the time they enter the school, children are encouraged to play and work together considerably. Some children need support in learning to co-operate; teaching assistants play a key role in helping children to concentrate and to focus on their learning. Assessment data show that children's communication skills develop well during the Reception Year.
- The indoor and outdoor areas, although safe and adequate, lack features and equipment to stimulate children's learning. The school is aware of this and has made the improvement of these areas a priority in its development plans.
- Clear routines ensure that children are safe and secure. They ask adults for help when they have problems. Teaching assistants play a key role in helping children of different abilities to make good progress.
- Children enjoy working and playing together with their friends. They behave well and co-operate enthusiastically when working in pairs and groups.
- Provision is well managed and leadership is strong. Teachers assess children carefully and ensure that

assessment data is used to plan activities so that children make good progress. Pupils who have difficulties in specific areas are well supported so that they catch up quickly.

- Links with parents are strong. Before their children start school, parents are encouraged to come into the school and courses are provided for them that help them to support their children's learning. These strong links are maintained in the Reception class and children's reading is particularly well supported.

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	139674
Local authority	West Sussex
Inspection number	450224

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair	Louise Askew
Headteacher	Julia Sherlock
Date of previous school inspection	Not previously inspected.
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