

Eatock Primary School

St. George's Avenue, Daisy Hill, Westhoughton, Bolton, Lancashire BL5 2ER

Inspection dates

21–22 June 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Eatock is an inspiring place for pupils to learn and lives up to its school motto of, 'Giving children wings to fly.'
- The exceptional leadership of the headteacher, ably assisted by the deputy and governing body, has set a culture of high expectations and insistence on nothing but the best for every pupil.
- Parents have nothing but praise for the school. They consider they are fortunate to be part of a school that has their children at the 'heart of everything they do' and typically describe it as 'amazing' and 'wonderful'.
- Teachers' excellent assessment of pupils' learning needs means that pupils make outstanding progress.
- Strong leadership and provision for pupils who have special educational needs or disability ensure that these pupils flourish.
- The professional development of staff is outstanding. They grow into highly skilled practitioners and go on to be experts in teaching, learning and leadership.
- Pupils rise to teachers' high expectations and benefit from the outstanding teaching they receive throughout the school.
- The 'magical' woodland and outdoor provision contribute enormously to the way pupils understand and enjoy their learning.
- Behaviour is exemplary and pupils conduct themselves impeccably around the school. They are extremely caring and considerate towards each other and those within the wider community.
- Pupils think school is 'awesome' and feel very safe; parents agree.
- The leadership and teaching in the early years are excellent and, as a result, children make outstanding progress and grow in confidence in a safe and stimulating environment.
- Although outcomes are outstanding overall, there is still a need to embed the improvements made in reading so that a higher proportion make better than expected progress.

Full report

What does the school need to do to improve further?

- Increase the proportion of pupils making more than expected progress in reading so that it at least matches the high proportions in mathematics and writing, by:
 - enabling pupils to interpret and understand different texts and consider what the author intends by their use of words and punctuation
 - enabling pupils to think more deeply and explain in more detail about characters' motives, feelings and intentions.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The inspirational leadership of the headteacher and her unwavering determination to provide the very best for all pupils have resulted in Eatock being outstanding in all areas. The outstanding leadership of senior leaders and governors has ensured an ambitious focus and vision for the school. This has enthused staff and led the way so that together, they provide excellent opportunities for pupils to be the best they can be.
- Leaders' promotion of equality and diversity has resulted in pupils who are caring, considerate, respectful and tolerant of each other and the wider community.
- Leaders command the upmost respect and commitment from staff, parents and pupils. This contributes to the very positive motivation of all staff for continual improvement. Relationships between staff are very strong. Teachers are unanimous in the pride they feel working at Eatock. They feel very well supported and consider that the school is extremely well led and managed.
- Leaders rightly believe that having strong, positive relationships with parents underpins the success and happiness of their pupils. Parents spoken to in the playground and those who contributed to Parent View, Ofsted's online questionnaire, typically comment that the school is a very happy place where staff work tirelessly to ensure that their children are well supported and make progress in their learning.
- Senior leaders know their school very well. The strengths of the school and areas for improvement are clearly identified in their self-evaluation, which is accurate and honest. The monitoring of teaching and learning is thorough and contributes greatly to the outstanding practice of teachers and excellent outcomes for pupils.
- Senior leaders are adept at fostering the skills and talents of staff. A strength of the school is the range of opportunities provided by senior leaders to grow and develop staff professionally. For example, inexperienced teachers are mentored exceptionally well. They are nurtured, thrive and then, over time, take on important senior positions within school and further afield.
- The leadership team regularly checks that agreed strategies to secure improvement are being applied by everyone. This has led to a consistency of approach in classrooms, for example in the drive to improve handwriting, using the outdoor environment and the development of pupils' deeper thinking, reasoning and problem-solving skills.
- Pupil premium funding is used very effectively to reduce any barriers to learning that may be experienced by disadvantaged pupils. The rapid progress of pupils supported by this funding is monitored rigorously. The impact of pupil premium funding is carefully evaluated by the headteacher and governors. This enables disadvantaged pupils to be successful and be part of everything the school has to offer.
- The primary school physical education (PE) and sports funding is also used well. Teachers have had additional training and pupils have benefited from opportunities to be involved in a wide range of sporting activities both within the school day and after school.
- The leadership and organisation of special educational needs provision are excellent. The training of all staff has increased confidence and knowledge about how to support pupils effectively within the classroom. Teachers identify pupils' needs swiftly. They use high-quality resources, ensuring that pupils who have special educational needs or disability thrive in their learning and their personal and social development. Pupils who have special educational needs or disability participate fully in all that the school has to offer.
- The school offers an excellent broad and balanced curriculum that really excites pupils and contributes to their enjoyment of learning. It is extremely engaging and is often led by pupils' own interests. As a result, pupils feel greatly valued, especially when whole classroom displays are dedicated to the interests they have shared.
- Staff pride themselves in teaching all subjects to a high standard and believe that bringing learning 'alive' and into the classroom is crucial to creating successful learners. Teachers make extensive and constant use of a fabulous woodland area, where pupils have the opportunity to learn about many things, such as mini-beasts, measuring angles within the shapes of branches, lying in the long grass to find inspiration for a poem or going on a 'letters and sounds hunt'. There are many opportunities to perform, such as in productions, assemblies, in the choir and in the school band.

- The excellent promotion of spiritual, moral, social and cultural development means the school is a calm and very considerate environment where pupils mix happily together. Pupils are actively involved in the school community, which contributes to developing and promoting the school values. Leaders value highly the importance of broadening pupils' experiences of the world. As a result, pupils have the opportunity to sing and perform in local events, enter competitions and make visits to places such as the Houses of Parliament in London.
- Through assemblies and the curriculum, pupils learn about the wider community, respecting people from different backgrounds and with different characteristics. They raise funds for charities and learn about tolerance, democracy and the rule of law. Older pupils are encouraged to participate in debates and discussions on diverse areas such as slavery and the European Union referendum. There are numerous displays around school that celebrate other faiths, cultures and how to be a good citizen. Pupils are very well prepared for life in modern Britain, and understand its values.
- The support from the local authority is appropriate and helpful. They rightly consider the school to be self-sufficient and needing very little involvement from them. The school's excellent practice in teaching and learning is valued highly by the local authority and, as a result, the school is often asked to share its expertise with other schools. The school plays a full part within a network of schools. They support each other in a range of areas, for example working together to develop practice and checks with regard to assessment.
- **The governance of the school**
 - Governors know their school extremely well and are confident and skilled to ask challenging questions. The attributes of the governing body have been utilised very well to ensure that their expertise benefits the school. Governors are confident to be involved in all aspects of the school's development and monitoring of improvement. As a result, they have made an important contribution to raising standards in the school.
 - Governors have a good understanding of performance management procedures and, as well as holding teachers and leaders to account, they ensure the management of teachers' pay is effective. Alongside the headteacher, they have made strong appointments to the school that are having a very positive effect on the learning and progress of pupils.
 - Governors are conscientious and take part in all relevant training on good governance practice and understanding of school assessment. As a result, governors have good levels of understanding about the progress pupils are making. They make sure that the pupil premium and the PE and sports grants are spent effectively and make a difference to pupils.
- The arrangements for safeguarding are very effective. Robust systems are in place, which are understood by staff. Regular and appropriate training for staff is undertaken and safeguarding has a high priority in school. There are frequent updates on related issues as they arise. Advice and information on safeguarding procedures are prominently displayed around school. Leaders are persistent in cases where the school is concerned for a pupil's welfare. Effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching and learning across the whole school is of a consistently high quality. This has led to pupils making outstanding progress.
- The teaching at Eatock is characterised by friendly, warm relationships between staff and pupils and extremely well-organised lessons. The learning environment is inspiring, highly stimulating and purposeful. Staff have high expectations of pupils in both their learning and their behaviour. Pupils rise to this by working hard and taking an active, responsible role in their learning. Pupils enjoy their learning enormously and say it is fun and exciting.
- The subject knowledge of teachers is outstanding. There is a sense of pace in lessons and a 'buzz' about learning. For example, adults ask just the right questions to aid pupils' thinking, draw out learning, and help them move on. Mistakes are seen by staff and pupils as another opportunity to learn. As one pupil said, 'We like hard questions; it shows that teachers are challenging us'.

- Teachers and leaders check on pupils' learning regularly. The whole staff team are very confident to use their new assessment system and use it to great effect. This makes an important contribution to the often rapid progress pupils make in their learning. For example, teaching is focused precisely on what pupils need to learn and provides opportunities for them to practise their skills so that they are confident to use them in different situations. They are self-assured to think through their learning, drawing on what they already know that can help them solve a problem and create new solutions. No chance is missed to extend and challenge all pupils, including the most able.
- Where pupils struggle with their learning, a very effective range of learning opportunities helps them catch up. As a result, pupils make outstanding progress.
- Teaching assistants across key stages 1 and 2 are deployed effectively. They are knowledgeable and skilled and make a good contribution to the progress of the pupils with whom they work.
- For those pupils who have special educational needs or disability, the support they are offered is broad, clearly targeted and of an excellent quality. Teachers plan additional support very well, resulting in these pupils making often outstanding progress in lessons.
- Teachers mark pupils' work regularly, in line with the school's policy. They make clear to pupils what they have done well and offer appropriate guidance to help them improve their work further. Pupils are keen to receive this feedback and visibly act on comments to improve their own work. Older pupils are taught how to assess their own and peers' work against challenging targets. As a result of pupils having a thorough understanding of their learning, they are able to offer an impressive and valuable level of comment and advice to peers and are highly motivated to challenge themselves.
- The development of reading, writing, grammar and mathematical skills is a high priority in school. Texts are used very effectively in each class to create a range of interesting and stimulating activities that help pupils to deepen their learning and practise these skills. The use of the outdoors also makes a powerful contribution to pupils' learning. It was evident, in lesson observations and in talking to pupils, that they were highly motivated and absorbed by their experiences. For example, in a quiet wooded area, pupils were encouraged to role play and reflect on what it was like to be a slave. Other pupils used sticks, string and their problem-solving and mathematical skills to build the equipment needed for an ancient Greek Olympic stadium.
- All parents who responded to Parent View or spoke to inspectors in the playground felt that their children were well taught. They felt that the quality of information given to them about their children's learning was valuable and of a good quality. Many praised the frequency of information available and how adults would 'go the extra mile' to support their children in their learning.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The importance placed on pupils' personal development and welfare is central and very visible in school. Staff and governors are conscientious in their responsibility to ensure that the school provides a safe, nurturing environment in which pupils can flourish and succeed.
- Staff treat pupils with consideration and ensure that the school makes everyone feel welcome and valued. Adults constantly model respectful and caring behaviour in lessons, around school and in the way they engage with pupils. As a result, pupils are thoughtful and compassionate citizens. For example, Eatock pupils, attending a recent choral event for local schools, spontaneously applauded and gave a standing ovation to another local school, in appreciation of their contribution to the concert.
- All parents spoken to by inspectors and those that responded to Parent View expressed overwhelming praise for the school and the work of the staff. All parents felt that their children were happy and well looked after. A number of parents mentioned how their child had low confidence prior to joining the school or through family circumstances, but now they were flourishing. They put this down to the staff's skills at nurturing and building confidence in children, but also the consideration and care that the school gave to them as parents.

- The vast majority of pupils, throughout key stages 1 and 2, are confident learners and are happy to talk about their learning. Pupils told inspectors how proud they were of their school and how they felt safe and well looked after by adults. They also talked with pride about helping each other in their learning and looking after each other in the playground. For example, they spoke of the 'buddy bench' where pupils go if they are sad or have no one to play with. Pupils explained that if anyone is sitting there 'we go over and make friends to make them feel better'.
- Pupils spoken to during the inspection were very clear about what bullying was and said that incidents were very rare. They were confident that teachers dealt with any unkind or negative language towards pupils quickly. Pupils were unanimous in their view that they felt safe in school and pupils of all ages knew how to keep themselves safe, personally and online. The vast majority of parents who responded to Parent View felt that the school deals appropriately with bullying or that they were not aware of any bullying towards their child.
- Pupils are encouraged to take up a range of responsibilities within school, from becoming reading or playground buddies to being members of the school council. Pupils' views are highly valued by adults and, as a result, pupils make an active contribution to school life. For example, the school council is given a responsibility to review annually the school's anti-bullying and behaviour policies. They were also instrumental in changing the school rules to include respect, tolerance and acceptance.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves impeccably around school. They are extremely polite and well mannered. Staff and pupils know each other well and are friendly and supportive. As a result, school is a calm, orderly and purposeful place to learn.
- Pupils from Reception to Year 6 take pride in their work. As a result, the presentation of work in pupils' books is of a consistently high standard across the school and in all subjects. Teachers place importance on offering pupils a range of experiences celebrating aspects of spiritual, moral, social and cultural development, and work related to developing British values.
- There is a very productive atmosphere in the classrooms. Pupils are encouraged and confident to work without the constant attention of an adult. Pupils are attentive and eager to participate in lessons. They see learning as being very important to them, while visibly enjoying their lessons and activities. As a result, pupils have an excellent attitude to learning.
- Pupils are fully aware of how to behave and the consequences of poor behaviour. They say incidents of inappropriate behaviour are very rare, dealt with quickly by teachers and responded to by pupils appropriately. Pupils are responsive and highly respectful to adults.
- Pupils' enjoyment of school is demonstrated by their high level of attendance, currently running at above that of other pupils nationally. The systems for monitoring absence are meticulous and effective. Good attendance is rewarded and has a high profile in school. The occasional pupil that is persistently absent is picked up quickly and appropriate support ensures they are soon back on track.

Outcomes for pupils

are outstanding

- Senior leaders and governors are determined that standards should be the highest possible for pupils. As a result, pupils' overall achievement across the school has improved and outcomes are now outstanding.
- Pupils start school with skills, knowledge and understanding below those typical of children of this age. By the end of key stage 2, all pupils make at least expected progress in reading, writing and mathematics and the large majority make more than expected progress in writing and mathematics. This has resulted in pupils now achieving above pupils nationally in these subjects. The school's in-year tracking of progress and the work in pupils' books confirm the proportion of pupils making more than expected progress in reading is rapidly catching up to the very high achievement in the other two subjects.
- At the end of key stage 2 in 2015, pupils' attainment in reading, writing and mathematics had been consistently high for the last three years. The very large majority of pupils attain the expected level, which places them above similar pupils nationally. The most marked improvement has been in pupils' attainment at the higher levels in writing and, particularly, mathematics. Reading in 2015 was not quite as strong, but the school's assessment records show that pupils have now caught up in this subject. As a result, the predicted results for the 2016 end-of-key-stage-2 tests, in all subjects and at all levels, are on track to be above pupils nationally. Inspection evidence from lesson observations, and looking at pupils' books, indicates that the school's expectations are realistic.

- At the end of key stage 1 in 2015, attainment was comparable to pupils nationally at the level expected in reading, writing and mathematics and indicates a marked improvement compared to previous years. There are clear improvements at higher levels, with more pupils achieving these levels in 2015. As a result, standards in reading, writing and mathematics are above those expected of pupils of a similar age nationally. All subjects are on track for results to be sustained in the 2016 end-of-key-stage-1 tests and, again, inspection evidence indicates that the school's expectations are realistic.
- The proportion of pupils who reach the expected standard in the national screening check for phonics (letters and the sounds they represent) at the end of Year 1 is well above average.
- Pupils enjoy reading and talk excitedly about books. Pupils that struggle with reading have excellent support to practise skills and rapidly catch up. Pupils are very proud of the progress they make.
- Pupil premium funding is used very effectively to support disadvantaged pupils. As a result, they make outstanding progress by the end of key stage 2. Disadvantaged pupils' attainment is similar to other pupils in school and above other pupils nationally. This is because the school effectively and regularly monitors the progress of these pupils and ensures that they are supported well to improve.
- Pupils who have special educational needs or disability make outstanding progress from their starting points. The excellent support offered by teachers and teaching assistants is very effective and ensures that pupils succeed in their learning.
- Overall, in 2015, the most able pupils made at least the progress expected in reading, writing and mathematics. Many of them made more than expected progress, particularly in writing and mathematics.
- This year, leaders, through unrelenting expectations and diligence, have had great success improving the number of pupils making more than expected progress in reading across the whole school. They need to continue this work, particularly encouraging pupils to think more deeply about characters' feelings and intentions and enabling them to interpret the meaning in different texts.

Early years provision

is outstanding

- Children start school with skills and knowledge below those typical for their age but, by the time they leave the early years, they are making at least good progress and often better. They benefit from a vibrant and stimulating environment in which to learn. This is coupled with high expectations by adults to make sure that children thrive and enjoy a very positive start to school life.
- The proportion of children who reach a good level of development at the end of Reception has rapidly improved over the last three years. In 2015, it was above average and this is expected to be maintained in 2016. This ensures that they are well prepared and confident to start in Year 1.
- The early years is extremely well led. Self-evaluation is sharp and precise. Leaders have a clear view about the strengths and how to successfully improve provision and children's learning. These improvements have been instrumental in raising outcomes and are based on a thorough understanding of children's development, and ambition for them.
- Safeguarding is of the same high standard as throughout the rest of the school. Risk assessments are appropriate and the classrooms, inside and out, are a very safe environment, while still allowing children to try out new experiences and take appropriate risks.
- Teachers' assessment and the tracking of children's learning are of an extremely high quality. This information is used very effectively to plan a curriculum for children that is both interesting and relevant. As a result, adults know, and respond to, the learning needs of children to great effect, including the most able and children that are disadvantaged.
- Provision is very well organised to create a rich and varied learning environment for all children both inside and outdoors. Displays are colourful and celebrate children's learning and interests. Activities are fun, regularly led by the interests of the children, capture their imagination and allow them to practise their skills.
- The encouragement of children's speech and communication is a considerable focus in all teaching throughout the early years and, as a result, children also make rapid progress in their confidence and well-being. They are keen and self-assured to talk to adults and with each other. They are excited about their learning and confident in their abilities.

- The quality of teaching is outstanding. Adults demonstrate excellent subject knowledge and are highly skilled at asking questions to draw out children's understanding. The importance placed on reading, writing and mathematical skills is very evident, with regular chances for children to write, practise their letters and sounds, and use numbers. For example, children outside building a 'zombie cafe' were also writing menus and short sentences about what 'zombies' might eat and drink.
- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children. Children play and learn together well and have an excellent attitude to learning. As a result, children's behaviour is of a very high standard.
- There are extremely positive relationships between parents and staff. Leaders consider that taking opportunities to share and involve parents in their child's learning is central to success. In turn, parents are highly appreciative of the way their children thrive and grow in a stimulating and happy environment.
- Transition arrangements are very effective. New parents are invited to an evening meeting and are kept well informed prior to starting school. The early years team and key stage 1 have an excellent relationship and parents and children are given activities and ideas at the end of the summer term to support children's' smooth move from Reception to Year 1.

School details

Unique reference number	105202
Local authority	Bolton
Inspection number	10003643

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Linda Thomas
Headteacher	Ann Flannery
Telephone number	01942 634672
Website	www.eatock.bolton.sch.uk
Email address	head@eatock.bolton.sch.uk
Date of previous inspection	3–4 November 2010

Information about this school

- The school is an average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported by pupil premium is in line with the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is in line with the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets the requirements for publishing information on its website.

Information about this inspection

- Inspectors observed teaching in all classes, including joint observations with the headteacher and deputy headteacher.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of social, moral, spiritual and cultural development. Inspectors observed pupils in the playground and during lunchtimes.
- Inspectors looked at the work in pupils' books and in the learning journals of children in the early years.
- An inspector listened to a number of pupils read.
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator, early years leader and curriculum leaders.
- An inspector met with the chair of the governing body and four other governors. A meeting was also held with two representatives of the local authority.
- A group of pupils discussed their opinions about the school and their learning with an inspector, and inspectors also spoke informally with pupils in the playground and around school.
- The inspectors took account of 23 staff questionnaires.
- Inspectors considered the 43 responses from the online Ofsted questionnaire, Parent View. Inspectors also talked briefly to parents before school.
- Inspectors observed the school's work and looked at a number of documents, including: minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

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