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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
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Mrs Heidi Gallagher
Headteacher
Eastrington Primary School
Portington Road
Eastrington
Goole
DN14 7QE

Dear Mrs Gallagher

Short inspection of Eastrington Primary School

Following my visit to the school on 8 June 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in April 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You have successfully preserved the warm, cheerful ethos of this small school at the heart of its community, despite some testing staffing circumstances since the previous inspection. Staff feel very well supported by you and are proud to be members of the strong team you have created. Pupils are exceptionally positive about their experiences in school, describing lessons as 'fun but challenging', staff as 'fantastic' and behaviour as 'good'. Most parents agree with these affirmative perceptions of the environment and culture that you have established since your appointment in September 2011.

At the previous inspection, the school was challenged to raise attainment in English. Leaders and governors have aptly prioritised this in their improvement planning and have taken steps to deal with those issues identified by inspectors. Pupils' books now demonstrate heightened expectations of the quality of pupils' writing as well as improved consistency in teachers' feedback and marking. As a result, standards of reading and writing have steadily improved, most particularly in key stage 2. Reading, particularly for most-able pupils and those in the early years, remains an area that you have accurately identified for further improvement.

You have been thorough in addressing the effectiveness of safeguarding, which was also identified as an area for improvement. Documentation has been updated to reflect the most recent guidance and is translated into stringent practices. Regular, ongoing safeguarding and child protection training ensures that staff and governors are kept well informed, adhere to statutory responsibilities and remain vigilant. For instance, all are highly aware of their responsibilities regarding the 'Prevent' duty.

Safeguarding is effective.

Senior leaders and managers ensure that safeguarding arrangements are at the forefront of their thinking. Prioritised in whole-school improvement planning, practices are frequently reviewed to check that staff are knowledgeable, vigilant and understand precisely what constitutes risk. Records are detailed, well maintained and used to identify potential or actual concerns. For example, absences and punctuality are monitored closely and prompt action is taken where necessary. Consequently, attendance for all groups of pupils has improved and is now in line with national averages.

Pupils say they feel safe and the vast majority of parents agree. Pupils talk knowledgeably about the risks as well as benefits posed by online technology. They feel informed by the e-safety games and resources provided, and protected by the checks and filters put in place by the school. Pupils understand how to report concerns whether online or elsewhere, and they are confident that adults will listen if there is anything worrying them. The majority of parents agree that their child feels safe and is well looked after.

The overwhelming majority of pupils say bullying is not a problem in their school. They feel that behaviour is good and any incidents of poorer behaviour will be dealt with fairly and promptly by staff. Prefects and playground monitors are respected by their peers, and their presence during informal breaks contributes well to the caring, happy playtime environment. A small number of parents raised concerns about bullying. However, inspection evidence shows that behaviour and incidents are monitored and managed effectively.

Inspection findings

- You have an accurate and honest view of the school's strengths and weaknesses. You communicate these effectively to others, in order to create a shared vision for improvement. Aspirations for the school's future are high. Despite some turbulence in staffing, you have diligently focused on the needs of pupils to ensure that any potential for negative impact has been minimised. You do not accept poor practice, and manage the performance of staff with a thoroughness that affords both challenge and support. This means that outcomes for early years children have improved steadily. Standards in key stages 1 and 2 have also been maintained in line with national averages.

- The quality of teaching is generally of a high standard. The teaching of writing and linking sounds and letters has led to significant improvements in the proportions of pupils meeting the national standards in the Year 1 phonics test in the last two years. Pupils' books demonstrate that pupils now take more pride in presenting their written work. Teachers' demonstrations and concise explanations support pupils to acquire new skills and knowledge. They use questioning skilfully to allow pupils to think deeply about new concepts, and use the support of teaching assistants effectively to promote further learning. Pupils in all key stages are articulate, expressing their opinions, thinking and ideas in a practised and confident manner.
- Over time, pupils meet national standards in both English and mathematics across key stages. However, you astutely identified that the proportions of pupils exceeding national standards needed to increase to better reflect the capabilities of your most-able pupils. You and other senior leaders are actively addressing this. You observe teaching and learning regularly, and meet frequently with teachers to discuss pupils' progress. You look closely and frequently at the work in pupils' books and put targeted support in place for pupils who are falling behind, where appropriate. As a result of your actions, the proportions of pupils reaching the higher levels of attainment in key stage 2 in reading, writing and mathematics, in 2015, were significantly above national averages. The proportion of key stage 1 pupils reaching the higher standards in mathematics was slightly better than that found nationally.
- In terms of outcomes for pupils, you are aware that challenge for the most-able pupils in the early years and in key stage 1 needs to be more consistent. Currently, too few reach the higher standards of which they are capable, particularly in reading. This remains a focus on your radar for improvement.
- Since the previous inspection, you have appointed leaders of mathematics and English and have equipped them with the skills needed to monitor and improve their subjects effectively. These leaders work well together and in partnership with the local authority's improvement services to ensure that best practices are becoming firmly established. They have, for example, monitored teaching and learning closely to insist that the school's feedback and marking policy is implemented with consistency. Consequently, pupils have a better understanding of what they need to do to develop and improve their work across both subject areas.
- A small number of pupils who have special educational needs or disability do not yet make the progress that should be expected of them across all subjects. Very poor attendance in 2015 was seen as a significant contributory factor. In your work to address this issue, attendance has improved dramatically this year, meaning that this group are now better placed to make expected progress. However, the tracking and assessment of individuals who have special educational needs or disability need to be refined. This will ensure that you can pinpoint more precisely the extent to which each pupil is making progress across subjects.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- assessment procedures are refined to ensure that the progress of all pupils who have special educational needs or disability can be monitored and evaluated more accurately
- the most able pupils in the early years and key stage 1 are consistently challenged to reach the standards of which they are capable, particularly with regards to reading.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Fiona Manuel
Her Majesty's Inspector

Information about the inspection

During this inspection, I spent time with you and your deputy headteacher discussing the effectiveness of the school and its leadership and management. We jointly observed teaching, learning and assessment in all classes across the school. I scrutinised work in pupils' books to consider the progress being made by pupils currently in all year groups. I reviewed school documentation and information, including policies, assessment information, monitoring files and your school improvement plans. I met with governors, including the vice-chair of the governing body, the early years leader with additional responsibility for special educational needs, and the English and mathematics leaders. I also held discussions with a representative from the local authority and a group of pupils. I took account of staff, pupils' and parents' responses in the online questionnaires. I took communications directly from parents and considered the school's own surveys.