

Eastcote Primary Academy

Eastcote Road, Welling, Kent DA16 2ST

Inspection dates

19–20 March 2019

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	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Leigh Academies Trust and governors provide exceptional support to and oversight of the school. Their wide-ranging expertise provides very effective guidance to staff, leading to a high quality of education.
- The principal and senior leaders provide calm and reflective leadership. They have an accurate understanding of the school and are highly committed to all pupils achieving their best.
- Middle leadership is a strength of the school. Leaders have a very strong oversight of their subject areas and know about their priorities with great accuracy.
- Parents and carers are highly appreciative of the great care and support that staff provide. They rightly praise the 'family feel' of the school.
- Staff morale is very high. They receive many opportunities for professional development and value working at the school.
- Pupils with special educational needs and/or disabilities (SEND) receive great care and guidance. Leaders know these pupils extremely well.
- The school's values, including resilience and collaboration, promote pupils' spiritual, moral, social and cultural development very positively. Pupils are extremely respectful of each other and of differences among themselves.
- Pupils' behaviour is impeccable. Pupils are immensely caring of each other and have extremely positive attitudes to their learning.
- Pupils' personal development and welfare are promoted extremely well through the school's ethos. Pupils are highly confident.
- Children in the early years make excellent progress because of very strong leadership and high expectations.
- Teachers are highly skilled in supporting pupils to make very strong progress. However, sometimes, teachers, including in the early years, do not move pupils on in their work when they are ready.

Full report

What does the school need to do to improve further?

- Ensure that teachers, including in the early years, move pupils on quickly in their work when they are ready.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leigh Academies Trust, governors and leaders are highly committed to all pupils achieving their very best. Together, they have developed a culture of high expectations and a nurturing environment in which staff and pupils thrive.
- Senior leaders provide calm and reflective leadership. They work together extremely purposefully and fulfil their responsibilities with the utmost integrity. Leaders have an accurate understanding of the school's strengths and work to continually improve it further.
- Leaders are highly effective at putting the school's ethos at the heart of all that happens. They help to develop an inclusive school which meets the needs of all pupils exceptionally well. Teamwork among leaders is very effective in maintaining a high standard of education. Staff value the support that they receive.
- Middle leaders are a strength of the school. They fulfil their responsibilities extremely positively through regular monitoring and working closely with senior leaders and experts from the trust. As a result, the quality of teaching in different subjects is highly consistent.
- Funding for pupils with SEND is used very effectively. Leaders understand the needs of these pupils extremely well. Adults provide high levels of personalised support to pupils with SEND, including those with complex needs. This helps these pupils make very strong progress.
- Additional funding for a small number of disadvantaged pupils is used very effectively. Disadvantaged pupils have bespoke support because leaders have a very good understanding of their individual needs. These pupils benefit from carefully planned provision, including additional tuition and a range of clubs.
- The sport premium is used very purposefully. Leaders analyse pupils' views about different sports and use this information to target the funding. As a result, leaders increased the number of pupils taking part in competitive sports and inter-house competitions.
- Pupils' spiritual, moral, social and cultural understanding is developed very positively through the school's inclusive ethos. Pupils learn from wide-ranging experiences, including trips, workshops, competitions and themed days, which they value highly. They are very respectful of those from different backgrounds and learn to appreciate differences through trips to places of worship, including a gurdwara.
- Parents are very happy with the school. In particular, parents who spoke to inspectors said that they like the high levels of care and support that staff provide. One parent, whose views were shared by many others, said, 'Everyone gels together well as there is a lovely atmosphere.'

Governance of the school

- The academy trust and governors have an insightful understanding of the school. The school benefits a great deal from expert support and guidance from the members of the trust, who are highly aspirational. Together, they have been fundamental to the significant improvements of the school since becoming an academy.
- The trust provides very strong support and direction to leaders, including through professional development opportunities. Members of the trust, the academy board and governors work in collaboration to maintain high levels of accountability. Leaders are challenged and supported through regular peer reviews from very knowledgeable trust specialists. As a result, the standard of education is high.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders demonstrate a very good understanding of the latest safeguarding guidance. They work closely with many external agencies, for example the police and social workers, to learn about potential risks in the local area. Leaders use this deep knowledge to train staff very well on specific safeguarding areas.
- The caring ethos and excellent relationships that exist across the school are central to helping keep pupils safe. Leaders put pupils' well-being at the centre of their work. For example, pupil surveys are used to gain a deeper understanding of pupils' views. These are analysed carefully. Staff know pupils extremely well and respond to any concerns quickly.
- The curriculum is used purposefully to develop pupils' understanding of keeping themselves safe. For example, pupils learn about the risks of gangs and knife crime through workshops with the police. Parents who spoke with inspectors were highly appreciative that their pupils were kept safe in the school.

Quality of teaching, learning and assessment

Outstanding

- Teachers use their knowledge of pupils' abilities and their interests extremely well to provide exciting learning experiences. As a result, pupils greatly enjoy their learning at the school.
- Classrooms are vibrant and exciting places to be. Adults and pupils have very strong working relationships, underpinned by mutual respect. Adults' nurture and guidance are a very strong feature in all classrooms. Pupils shared with inspectors that teachers were very good listeners and learning was 'fun'.
- Teachers and teaching assistants have strong subject knowledge. They use this to guide and support pupils very effectively through focusing on areas where pupils need additional help. For example, adults used assessment information very precisely to give Year 6 pupils bespoke support on how to improve their calculation methods.
- Teachers' concise questioning helps to deepen pupils' understanding. For example, Year 3 pupils were asked to think about the importance of using alliteration and descriptive writing in their adverts. This helped pupils to focus their thinking on which

types of language to use to make their writing purposeful.

- Adults develop pupils' speaking and listening skills consistently. Pupils are encouraged to discuss and share their learning. They collaborate very well with each other and classrooms are a bustle of purposeful activity. Pupils support each other extremely well in their learning.
- Adults are very quick to address pupils' misconceptions. They know individual pupils very well and check on their understanding regularly. For example, during a Year 1 phonics intervention, lower-ability pupils received quick support to help them write their letters correctly.
- In mathematics, pupils are very well directed to build on previous learning. Adults use probing questioning and give pupils many opportunities to practise and consolidate their understanding. Teachers' high expectations are demonstrated clearly in pupils' work.
- Pupils with SEND are supported extremely well. Adults provide very strong care and guidance and encourage these pupils to build on their independence. It is very common to see pupils with SEND being positively supported by adults and other pupils. For example, 'buddies' helped pupils with specific needs to touch-type by carefully helping them to stretch their fingers and providing positive moral support.
- Sometimes, adults do not ensure that pupils are quickly moved on when they are ready for the next stages in their learning. This limits the best progress that pupils can make.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's values, including collaboration and resilience, underpin exceptional support for pupils' well-being. Pupils speak proudly about these virtues and demonstrate great focus during their learning. The exceptionally respectful interactions between adults and pupils are a striking feature of the school. Pupils feel safe. Those that spoke to inspectors said unanimously that bullying did not take place at their school.
- Pupils are encouraged to take on additional responsibilities. For example, key stage 2 pupils proudly talk about their roles in different committees, including those related to arts, the environment and safety. Pupils take leadership roles within these committees, including as chair, vice-chair and secretaries. This helps to develop pupils' high levels of self-confidence.
- The school's rich curriculum helps to promote pupils' welfare positively. Pupils speak highly of 'enterprise days' where they take on the roles of young entrepreneurs. During 'spiritual days', they reflect on how to make the world a better place. Themes related to looking after one another are discussed regularly during assemblies and in lessons. For example, during a personal, social and health education lesson, pupils learned about aspiring to achieve the best they could be through learning about the successes of Paralympic athletes. One pupil shared a commonly held view, 'We treat others as we want to be treated.'

- Pupils learn to keep safe and have a very good understanding of online safety, including the potential risks of online gaming. They learn about the potential risks of knife crime and gangs. Pupils told inspectors that they strongly valued how well they are listened to by adults.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave extremely well. They listen attentively to adults and each other and focus with utmost respect during lessons. Pupils are very courteous to each other. For example, pupils share items with each other and older pupils are caring towards younger ones. Incidents of poor behaviour are exceptionally rare.
- Pupils walk around the school and in the transition between lessons very sensibly. Classrooms and corridors are calm and exceptionally well ordered. During lunch and playtimes, pupils are very positively supported by adults and play with their peers safely.
- Pupils' attendance is high and they are punctual to lessons. They highly value their education and rich experiences in school so that they do not miss school.
- Parents shared that a key feature of the school was the high standard of behaviour that was promoted by 'caring staff'.

Outcomes for pupils

Outstanding

- Pupils' outcomes are outstanding because, across a wide range of subjects, pupils make very sustained progress in their learning. Pupils' work is of a very high standard, demonstrating a strong level of pride in their learning.
- In 2018, the attainment of Year 1 pupils in the phonics screening check was well above the national average. Pupils' phonics knowledge is very strong and they are encouraged to apply this to their reading and writing. Adults demonstrate deep subject knowledge and use this to provide precise support for pupils' early reading. As a result, all pupils, including those of lower ability, read with fluency and expression, with strong comprehension skills.
- In 2018, the proportions of Year 6 pupils who attained at least the expected standards in reading, writing and mathematics were above the national averages. Over the last three years, the proportions of pupils attaining the higher standard in these subjects have risen to above the national averages.
- Pupils of different abilities, including pupils with SEND, are supported well to make excellent progress in their learning. A striking feature is the high level of personalised support for all pupils, including the most able pupils, to achieve highly.
- In mathematics, adults support pupils' calculation skills very well. Pupils are highly confident at using mental and written methods. Adults systematically develop pupils' reasoning and problem-solving skills through discussion and challenging work, particularly for the most able.
- Pupils write fluently, with good use of punctuation and complex vocabulary. Across the

school, pupils' standards of writing are typically above age-related expectations. Pupils' handwriting is neat and legible and many opportunities to write at length help to develop very good writing stamina.

- In history, pupils learn about key periods of history and have strong knowledge and understanding of historical chronology. Pupils can speak confidently about the impact of historical events on modern Britain. For example, Year 6 pupils highlighted the changes in religion during the Tudor period.
- Pupils achieve well in the wider curriculum. For example, in art, they use different media to create good pieces of work. In music, pupils learn to play different musical instruments and recognise specific terminology while reading musical notes, including, for example, quavers and crotchets.

Early years provision

Outstanding

- Excellent leadership in the early years, underpinned by high expectations, leads to children's very strong progress over time. Leaders have an insightful understanding of individual children and use this to meet all pupils' needs extremely positively.
- Children are supported exceptionally well by kind and caring staff who provide very strong guidance and support. The early years is a bright and vibrant place where children learn and play in a very safe and nurturing environment.
- Adults plan exciting learning activities that reflect children's interests. For example, adults used an outdoor boat theme which reflected children's experiences outside school. This helps to engage and motivate children to participate in role-play activities positively.
- Children's early reading is taught extremely well. Adults demonstrate very strong subject knowledge while teaching phonics. They check children's understanding carefully and practise previously learned sounds. As a result, children attempt to read challenging words.
- Adults develop children's writing very effectively. Children have many opportunities to apply their phonics skills. They write with well-developed pencil grips and they write neatly. They are challenged to write complex words, which they respond to very purposefully. In the outdoor area, children were writing boarding passes, linked to their story of 'Mr Gumpy'.
- In the Nursery, children are supported very positively by adults using themed learning opportunities. Children learn about growing cress and use it to make sandwiches. All the while, adults provide careful guidance and support, including the importance of not overwatering plants.
- Children's behaviour is excellent. They learn and play together very positively, taking turns and looking after one another. Adults maintain very clear routines, which children follow without any fuss. A purposeful and focused atmosphere helps children to thrive.
- Children access all areas of learning extremely positively. They paint and use water and sand trays and wider resources with confidence. Children learn to be respectful to those from different backgrounds, including through listening to parents share the festivals of various cultures. Parents are highly appreciative of staff's engagement and

support for their children.

- Children leave the early years with skills above those found nationally. The proportion of children attaining a good level of development is above the national average. They are very well prepared for Year 1.

School details

Unique reference number	142586
Local authority	Bexley
Inspection number	10067815

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	Board of trustees
Chair	Mr R Findlay
Principal	David Ball
Telephone number	020 8856 1346
Website	www.eastcoteprimaryacademy.org.uk
Email address	shirley.smith@eastcoteprimaryacademy.org.uk
Date of previous inspection	26 June 2018

Information about this school

- Eastcote Primary Academy joined the Leigh Academies Trust in February 2016. The predecessor school was inspected in March 2012, when it was judged to be good. It is a one-form entry school, teaching pupils from Nursery to Year 6.
- The majority of pupils come from White British families.
- The proportion of pupils who are eligible for free school meals is below the national average.
- The proportion of pupils with SEND is below the national average.

Information about this inspection

- The inspection was carried out with one day's notice. It followed a section 8 inspection in June 2018, when the school was judged to be making marked improvements.
- Inspectors met with the chief executive officer, the regional cluster director, members of the academy board and governors. Inspectors also met with senior leaders, the trust director of improvement, middle leaders and staff.
- Inspectors observed learning in all year groups at least three times and scrutinised pupils' work. Most lesson observations were undertaken jointly with senior leaders.
- Inspectors considered a range of documentation, including those relating to safeguarding, attendance and behaviour.
- Inspectors spoke to pupils about their learning and listened to some pupils read. Inspectors spoke to a group of pupils to find out their views of the school.
- Inspectors took account of 125 responses to Ofsted's online questionnaire, Parent View. Inspectors also took account of parents' views through meeting them at the end of the school day. Inspectors considered 15 responses from staff.

Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

Ellie Whilby

Ofsted Inspector

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