

Eaton Bray Academy

School Lane, Eaton Bray, Dunstable, Bedfordshire LU6 2DT

Inspection dates

23–24 May 2019

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

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, the leadership team has been restructured. Leaders have been relentless in their actions to address weaknesses in provision that were previously identified.
- Leaders, including governors, correctly recognise the school's strengths. They demonstrate capacity to continue improving the quality of education the school offers.
- Pupils' attitudes to school and learning are extremely positive. Pupils are unflinchingly proud of their school.
- Leaders have built relationships with parents and carers. As a result, parents are increasingly aware of the importance of pupils attending school regularly. Pupils' attendance has significantly improved since last year.
- Current pupils make good progress in reading, writing and mathematics. Many make very strong progress.
- The proportion of current pupils reaching age-related expectations and greater depth or higher standards in reading, writing and mathematics is increasing throughout the school.
- The impact of the sport premium is not evaluated in a way that allows all leaders, including governors, to analyse it.
- Disadvantaged pupils who attend school regularly are making very strong progress as a result of well-planned use of the pupil premium grant.
- Leaders do not fully use systems available to them to analyse pupils' progress from their different starting points across the curriculum.
- Pupils with special educational needs and/or disabilities (SEND) make effective progress because the leader has a strong understanding of pupils' individual needs and their barriers to learning.
- Leaders of mathematics, science, reading and writing monitor their subjects particularly well. They offer teachers guidance and resources that enable pupils to make good progress.
- Music, modern foreign languages and humanities are not led and taught well enough to ensure pupils have sufficient opportunities to make the progress they should.
- Staff in Nursery do not use their knowledge of children's abilities to set challenges for the most able children so that they make strong progress.
- The school's website does not meet statutory requirements because curriculum information and the impact of the pupil premium grant are not available.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management, by ensuring that:
 - music, modern foreign languages and humanities subjects are led and taught as well as reading, writing, mathematics and science are
 - leaders accurately analyse pupils' progress from different starting points, in all subjects
 - all leaders, including governors, understand the impact the physical education (PE) and sport premium is having on pupils
 - the website fully meets statutory requirements.
- Improve the quality of teaching, learning and assessment in early years, by planning activities and asking questions to challenge the most able children in Nursery.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have high expectations of pupils and staff. Their actions have ensured that the quality of education is good and improving. Weaknesses identified at the previous inspection have been addressed and, in most cases, are now strengths.
- Since the previous inspection, the structure of the leadership team has been re-organised. The roles of middle and senior leaders are clearly defined, and everybody knows what is expected of them.
- Leaders, including governors, correctly judge the effectiveness of their provision. They know what needs to be done to improve it further.
- Leaders have sought and taken advice from the local authority and a teaching school. Through using this support, leaders have taken swift action because they are determined to do whatever is required to ensure that pupils do well at their school.
- Leaders are proud of the relationships they build with families so that pupils can succeed. On Parent View, Ofsted's online questionnaire for parents, one parent wrote, 'As a Traveller parent, I always feel included and welcome in the school and wouldn't consider sending my children anywhere else.' The majority of parents speak very positively about the school, also describing it as 'fantastic' and that 'the enrichment is brilliant'.
- Teachers respond well to leaders' high expectations. Leaders ensure that staff have opportunities for training that support whole-school priorities for improvement and individuals' development needs. Staff are very appreciative of these opportunities. The quality of teaching, learning and assessment is securely good and supports many pupils in making strong progress as a result of leaders' actions.
- Leaders are developing systems that measure pupils' attainment across computing, science, history and geography.
- Recently introduced systems for analysing assessments are not fully embedded. They do, however, enable leaders to give teachers and governors current information about the progress groups of pupils make for reading, writing, mathematics, science and computing. Assessment is most effective in these subjects.
- Leaders have not found effective ways to use information about key stage 2 pupils' progress from their attainment at the end of key stage 1. Consequently, leaders cannot prioritise support for pupils who are not making enough progress over time as they are not using all the information available to them.
- Subject leaders are learning to monitor teaching, learning and assessment in their subjects. They use information they gather to offer guidance, training and resources to their colleagues. Subject leaders are becoming aware of how to reduce the impact of barriers to learning in their subjects for vulnerable pupils. The impact of this work is not yet consistent across all subjects.
- Leaders have produced curriculum plans that show the intended coverage of every subject in each year group. Some details are not on the school's website.
- Leaders have not identified, however, that some subjects, such as music and modern

foreign languages, are rarely taught as plans dictate. In humanities subjects, skills are not well developed. Progress in these subjects is not as evident in pupils' books as it is in reading, writing, mathematics and science work.

- The PE and sport premium is used to develop pupils' games skills and to increase access to sporting events. The leader has also ensured funding has led to greater success in local sporting events and that pupils are trained as junior sports leaders. He has captured and presented evidence for assessment by the local sports partnership. Consequently, the school has earned the Gold Award for sport. Staff have benefited from the fund being used to train them in PE teaching. The leader knows how the impact of the fund is offering sustainable provision to the school.
- The leader reports to governors annually about facilities the PE and sport premium provides. However, the impact and the sustainability of provision, as a result of the fund's impact, are not reported verbally nor online. As a result, other leaders, including governors, cannot analyse the impact of the PE and sport premium and check that it is being used as it should be.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is well provided for. Pupils learn about other cultures and beliefs in religious education and throughout the curriculum. Pupils learn about making healthy and safe choices and reflect on how they are prepared as citizens in modern Britain.
- Leaders make sure that the needs of pupils with SEND are accurately identified and supported. The special educational needs coordinator (SENCo) helps teachers to identify whether pupils need support because of their special educational needs or because they are disadvantaged. Support is tailored to meet individuals' needs.
- Leaders accurately identify disadvantaged pupils' barriers to learning and all staff know what these are. Leaders ensure that disadvantaged pupils are supported with learning, extra-curricular activities and time to discuss emotional problems, using the pupil premium grant.

Governance of the school

- Governors have developed their skills and ability to challenge school leaders since the previous inspection. They complete training that is needed to help them fill gaps in their knowledge. New governors have been recruited to add to the expertise and experience of the governing body. As a result, the governing body is now better informed. Governors know the school's strengths and the difficulties it faces.
- Governors check and challenge the work of leaders and the quality of education provided. They ensure that additional funding for disadvantaged pupils and pupils with SEND is used appropriately and that it is making a difference to pupils' learning, achievement and experience of school. They do not receive full information about the impact of the PE and sport premium.
- Governors have a clear understanding of the duties that they are required to carry out. They ensure that school policies and procedures are revised within agreed timescales and that these reflect the most recent guidance and legal requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- Keeping pupils safe is always a priority for leaders' and teachers' work. Pupils told inspectors that they feel safe in school. All staff, and almost all parents who responded to Parent View, echoed this opinion.
- Pupils described the school as a caring and fun environment. They learn how to stay safe in a variety of situations through lessons and assemblies from visitors. Pupils explained how they learn what to do to stay safe when working online in school and at home. They showed an excellent understanding of e-safety.
- Leaders check that adults are suitable to work in school. The record of these checks is accurately maintained and regularly monitored.
- Governors know their responsibilities to keep pupils safe from harm. Governors undertake safeguarding training. Leaders and governors ensure that child protection and safeguarding policies are updated at least annually and reflect the latest published guidance and requirements.
- Leaders ensure that staff have annual safeguarding training and regular updates so that they can recognise the signs and risks of harm. This includes risks of extremism and radicalisation. Consequently, adults are confident in referring concerns that they may have to senior leaders who make up the safeguarding team.
- The headteacher maintains accurate records of concerns and the actions taken. She records when advice and help have been sought from external agencies. She challenges agencies that do not act promptly, so that pupils and their families receive help that they need as soon as possible.

Quality of teaching, learning and assessment

Good

- Teaching over time is effective. Teachers and teaching assistants have very good subject knowledge. This enables them to use questioning with pupils to challenge their thinking, develop their curiosity and deepen their understanding. Pupils use this modelled language to ask questions about their learning, referencing prior learning.
- Teaching assistants have responded very positively to the training they have received since the previous inspection. They support learning and pupils' emotional needs very effectively so that their partnerships with teachers enable pupils to make strong progress.
- Teachers have high expectations of pupils and pupils respond to these admirably. They follow established routines with very little prompting from staff. Pupils enjoy challenges set for them and work effectively with adults and other pupils.
- Pupils develop as confident learners. Consequently, classrooms are pleasant and orderly environments that support learning well. Pupils enjoy their learning and almost always complete work to the best of their ability, making strong progress as a result.
- In mathematics, teachers ensure that pupils practise and develop their understanding in different contexts. Teachers enable pupils to develop their fluency with number and problem-solving skills. Teachers provide regular opportunities for pupils to edit their work so that it improves.
- Pupils learn to write for a variety of purposes. Pupils are taught the technical aspects of

grammar, punctuation and spelling and use these skills to write for different audiences. Pupils enjoy editing the writing and told inspectors of the pride they have in their completed work. In the lower school, there are occasions when pupils are not given the opportunity to write in other subjects as well as they do in English lessons. This is particularly the case when resources, such as worksheets, restrict the amount that is written.

- Teachers help pupils to develop a love of reading. Pupils enjoy the attractive library and the quality of reading material that is provided for them in classrooms. Pupils read with enthusiasm and expression appropriate to the subject matter of the text. Staff model how to read effectively.
- Leaders identified that pupils were not achieving as well as they should in reading by the end of key stage 2. Teachers now focus clearly on supporting pupils to develop reading skills and, as a result, current pupils' progress has improved.
- Reading, writing, mathematics, science and computing leaders have provided staff with assessment statements used to record what pupils know. Teachers use language for assessment particularly well in reading, writing, mathematics and science to plan clear sequences of learning. This is evident in pupils' work and lessons where learning objectives are used effectively to develop pupils' skills and knowledge.
- Where assessment systems are not fully established for history, geography and religious education (RE), teaching and learning are not as focused as they are in the best cases. Consequently, progress in developing skills is not as evident in pupils' work either.
- Teachers consistently give feedback to pupils in line with the school's policy.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to learning are impressive. They are proud of their school and all that it offers them. One pupil referred to it as 'inspiring', while another commented how teachers 'make learning fun'. They know they are genuinely cared for.
- Pupils demonstrate an excellent understanding of how to care for each other and respect the beliefs and cultures of others. Pupils discuss topics such as health and well-being in ways that are appropriate for their age. In lessons, they are encouraged to share their views and opinions and ask questions. They confidently do so from Nursery through to Year 6.
- Staff have an in-depth understanding of pupils and their needs. Pupils know they can talk about any problems or concerns that they have and that they will receive help. Staff provide emotional help for pupils so that they are ready to learn each day.
- Pupils model mature manners towards each other, staff and visitors without needing adult reminders.
- Pupils learn about, and participate in, democratic processes through selecting senior positions for Year 6 pupils. Pupils take on positions of responsibility in which they

champion an area of learning, such as being e-cadets, librarians and 'super science ambassadors'. Pupils are proud of these positions and the part they play in the school's success.

- A wide range of extra-curricular clubs, trips and visitors allows pupils to pursue their personal interests and prepare them for the life of work. There are many well-attended activities, and school teams have been successful in competitions. Pupils learn about the importance of physical activity and healthy lifestyles. They learn how to work in the world of business through their enterprise activities. They participate in community events in the school's locality.
- Pupils have a thorough understanding of what bullying is and why it is wrong. Pupils say that bullying does not occur, and school records confirm it is extremely rare. No parents who responded to the Parent View questionnaire disagreed with this.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and display positive attitudes at playtime. Conduct around the school is excellent. Pupils play and socialise together sensibly. They have confidence that peer support often resolves small playground disagreements, without the need for adult intervention. Pupils make good use of the high-quality play equipment that leaders have provided for them.
- Overall attendance in the school is in line with the national average, which is a significant improvement since last year. There is still a high proportion of pupils who are persistently absent, but this is also improving.
- Leaders monitor attendance and punctuality closely and follow up concerns rigorously. However, the attendance of some pupils is not as high as for other pupils. This is because a few pupils are absent too frequently. Leaders' actions have improved attendance considerably, but some pupils are still not attending as regularly as they need to.

Outcomes for pupils

Good

- Owing to effective teaching that is well matched to pupils' abilities, most pupils currently in the school, including disadvantaged pupils, are making good progress, especially in reading, writing and mathematics.
- In 2018, improved attainment in writing meant that more pupils reached the combined standard expected at the end of key stage 2 in reading, writing and mathematics over a three-year period.
- The proportion of pupils attaining the expected standard in reading, writing and mathematics at the end of key stage 1 was slightly below the national average last year. This still demonstrated effective progress from the start of Year 1 or from the point at which the pupils joined the school.
- The proportion of pupils currently on roll working at the standards expected for their age or better is increasing in all classes. This is as a result of securely good teaching,

learning and assessment.

- In 2018, pupils' progress in reading by the end of key stage 2 declined and was below the national average for all pupils. Leaders' swift and carefully planned actions are leading to improved and strong progress in reading for most current pupils. This progress is now comparable with the progress of pupils in writing and mathematics.
- Pupils use and apply their reading skills confidently in other subjects. Pupils enjoy reading and do so with confidence, expression and appropriate levels of understanding. Teachers make sure that texts are matched to pupils' current attainment in reading, so that pupils do not find them too easy or too hard.
- Phonics teaching is effective. Pupils use and apply their phonic skills correctly to read unfamiliar words and help with spelling. The majority of pupils meet the threshold in the Year 1 phonics screening check.
- Current pupils with SEND make good progress, often from low starting points. This is an improvement since the published data in 2018, when they made slightly less progress than their peers at the end of key stage 2.
- The SENCo has a good understanding of barriers that prevent some pupils with SEND from making progress. She works very well with parents and staff to remove these barriers where possible, enabling pupils to start to catch up with their classmates.
- Disadvantaged pupils currently in the school typically make progress that is stronger than that of other pupils with similar starting points. Progress is less consistent for a small number of disadvantaged pupils when they are absent from school too often.
- Since the previous inspection, the most able pupils have not always made the progress that they should by the end of key stage 2. Activities that are well matched to pupils' abilities help current most-able pupils to make good progress. Occasionally, teachers in key stage 1 use resources for writing that limit challenge for the most able.

Early years provision

Good

- The early years leader has high expectations and aspirations for children in Reception. This is evident in the quality of education that is provided. She has not had the same opportunities to support practitioners in Nursery.
- Nursery practitioners ask children questions and engage them in conversation, modelling correct language. They know their children well, but do not use their knowledge to challenge the most able children with deeper questioning or harder activities that would facilitate greater progress.
- Adults in early years use their knowledge to plan learning activities that support all aspects of children's development. The recently developed outdoor area for Reception children is a significant resource that develops all aspects of the early years curriculum.
- The proportion of children who attain a good level of development is broadly in line with the national average by the end of early years. Children with SEND and disadvantaged children make sustained progress because adults know the children's individual barriers to learning and adapt teaching accordingly.
- The teaching of early reading is very effective. Children are encouraged to link their knowledge of sounds and letters to their reading and writing. Children discuss reading

with enthusiasm and compare authors. For example, an inspector heard children discussing Roald Dahl and William Shakespeare. This is far in excess of expectations of children in early years.

- Adults support children’s personal, social and emotional development well. They model how they expect children to speak to one another and how to treat others with respect. As a result, children quickly form strong relationships with adults and their classmates. Their behaviour develops very quickly so that they have effective attitudes to school and learning by the start of Year 1.
- The arrangements for safeguarding children are effective. Leaders make sure that all statutory requirements are met.

School details

Unique reference number	136539
Local authority	Central Bedfordshire
Inspection number	10088672

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

Type of school	Primary
School category	Academy
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The board of trustees
Chair	Amrish Ganatra
Headteacher	Susan Hounslow
Telephone number	01525 220468
Website	www.eatonbrayacademy.co.uk
Email address	admin@eba.ec
Date of previous inspection	30 November 2016

Information about this school

- Eaton Bray Academy became an academy in April 2011. Its predecessor school was a lower school providing education for pupils aged two to nine.
- The school expanded into a full primary school in September 2013, offering education for pupils up to age 11. The school is now an average-sized primary school.
- Almost all pupils are White British. The majority of pupils speak English as their first language.
- The proportion of disadvantaged pupils is below average.
- In early years, some children have part-time education in Nursery, with some attending full time. Children in Reception attend full time.
- The school is not compliant with requirements for the publication of specified information on its website, including full curriculum information, the impact of the PE and sport premium and the pupil premium grant.

- The school is supported by advisers from the local authority and through a teaching school.
- Since the previous inspection, leadership within the school has been restructured.

Information about this inspection

- Inspectors observed learning in all classes and in assembly.
- Inspectors held meetings with the headteacher, deputy headteacher and other school leaders and teachers.
- The lead inspector met with two governors together and then another later, from the governing body. She also met with a representative of the local authority, spoke to another on the telephone and met with a member of the teaching school.
- Inspectors looked at a wide range of pupils' work in books and around school.
- Inspectors spoke informally to pupils in lessons, around school and at playtime. An inspector met with a group of key stage 2 pupils who gave their opinions about what the school does well and what it can improve. Some pupils in Year 1, Year 2 and Year 3 read to inspectors.
- Inspectors scrutinised a range of documentation relating to safeguarding, pupils' achievements, leadership and governance.
- Inspectors spoke to parents on the playground at the start of the first day of the inspection and considered 59 responses to the online Parent View questionnaire.
- Inspectors considered 12 responses to the online staff questionnaire.

Inspection team

Paula Masters, lead inspector

Ofsted Inspector

Lesley Stevens

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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