

# Inspection of Eastborough Junior Infant and Nursery School

Rockley Street, Dewsbury, West Yorkshire WF13 1NS

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Inspection dates: 28 and 29 September 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils are very keen to show how they are being kind, being fair and working hard. They talk about the ways they respect everyone. Leaders understand the needs of their pupils. There is a breakfast club attended by a large number of pupils each day. During this time, some pupils get extra support by doing 'early bird reading' with staff they know.

Pupils understand how to behave well. They do this in lessons and in the playground. There are opportunities for pupils to care for younger pupils as 'dinner dudes'. The school encourages pupils to understand democracy. Pupils vote for school councillors from each class. They are proud of being leaders in school.

Staff help pupils to make and keep friendships. As a result, bullying is rare. Pupils are confident about the way staff help them when they have a concern. Parents are very positive about the school. They talk about the ways the staff help their children. They know their children are happy and kept safe. New pupils settle well into the school. Parents often encourage other parents to send their children to this school.

## **What does the school do well and what does it need to do better?**

Pupils access a wide curriculum. In some subjects, such as mathematics, there is a clear sequence of subject knowledge and skills which are to be taught. Leaders in history and religious education are knowledgeable and provide strong support to staff. Learning here is well planned. It matches the needs of all pupils, including those with special educational needs and/or disabilities (SEND).

There are some subjects which are less well developed, where the new curriculum has not yet been implemented. When this is the case, such as in music, planned actions have not been fast enough. Staff have not had the training they need to be able to deliver the curriculum. In design technology, leaders are unsure of the impact of their actions or improvements they have made.

There is a whole-school focus on pupils' reading. Leaders have invested in the teaching of phonics and early reading. Despite this, some pupils do not recognise familiar words. They are unable to use their phonics knowledge to attempt new words. Leaders are passionate about ensuring that parents know how pupils learn to read. Parents attend workshops on how to help their children at home with their reading.

The mathematics curriculum is well sequenced. Pupils are often able to recall what they have learned and draw on it when taking on new work. In some cases, however, pupils are unable at times to recognise the meaning of mathematical vocabulary. This prevents them from completing some tasks as well as they should.

Pupils conduct themselves well in lessons and around school. They fully understand the school's expectations and enjoy being recognised when they do the right thing. They are polite and courteous towards peers, staff and visitors.

Pupils keep themselves healthy and active. They have opportunities to take part in a variety of sports and represent their school. Some pupils are 'playleaders'. They help their peers in the playground to get involved in physical games.

Pupils are enthusiastic about the visits they have made, for example to the Yorkshire Wildlife Park. They know about different faiths and cultures. Visitors to school help pupils to learn about different careers open to them in the future. As a result, pupils aspire to careers such as dentistry, or in the fire and police services.

Leaders have a number of strategies in place to encourage good attendance. They have developed a carefully staged process, to monitor pupil attendance and check that improvements are sustained. There has been success in a number of individual cases. However, some pupils do not attend school often enough. In some cases, this is due to extended leave out of the country. This means that they miss a lot of learning and struggle to catch up.

Staff are very positive about the way leaders are mindful of their well-being. Staff say their workload is manageable. Leaders are approachable and give the support staff need.

The early years provision is a strength of the school. Staff have been well trained and are up to date with recent changes to the early years curriculum. Children develop their language and communication through songs, rhymes and playing games. There is a focus on early literacy and language in all areas of development. Staff respond well to the needs of the children. Parents remark how their children have developed new skills since joining the provision. They are well informed due to the information they receive about their child.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff receive training to notice when a pupil may be at risk of different types of harm. They take swift action to make sure all pupils remain safe. Governors support leaders well. They ensure all adults who work with pupils have undergone thorough checks. Records are well kept.

Pupils learn how to keep themselves safe online. As a result, they are confident about the actions they must take when they notice something is wrong. They tell adults straight away.

## **What does the school need to do to improve?**

**(Information for the school and appropriate authority)**

- Recent development of the curriculum does not cover all subjects, such as music and design technology. In some cases, leaders are not aware of the quality and impact of changes made to the curriculum. Leaders must ensure the planned improvement to the curriculum is implemented urgently. In addition, subject leaders need to offer appropriate support and challenge to subject leaders to help them introduce the necessary improvements.
- In mathematics, some pupils do not have an understanding of the subject-specific vocabulary they need to know, to help them to access the curriculum. This results in some pupils being unable to keep up and make the progress they should. Leaders need to find ways to strengthen practice, so pupils become more secure in their learning.
- Some pupils are unable to recognise familiar words when they are learning to read. This means they are unable to read fluently and confidently. Leaders need to ensure that their phonics strategies are implemented effectively to help pupils to read well.
- Absence and persistent absence are high. Leaders have developed bespoke strategies which have had some success with some pupils and families so far. Leaders know there is more to do and need to continue this strong focus on improving attendance.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107602
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10200654
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stuart Robertshaw
<b>Headteacher</b>	Tracy Mahmood
<b>Website</b>	<a href="http://www.eastboroughjin.co.uk">www.eastboroughjin.co.uk</a>
<b>Date of previous inspection</b>	6 and 7 December 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is smaller than the average-sized primary school.
- Many pupils joining the school are in the early stages of learning to speak and communicate in English.
- The school runs a breakfast club.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors held discussions with members of the governing body, the headteacher, deputy headteacher, curriculum leaders and the SEND leader.

- The lead inspector spoke to the local authority officer who provides support for the school.
- The lead inspector spoke to the school business manager to check the single central record and vetting records about staff employed at the school. Safeguarding training records for staff were also looked at. There was a meeting with the headteacher, who is the designated safeguarding leader, to consider the effectiveness of child protection and safeguarding procedures.
- Inspectors spoke to parents to seek their view of the school and considered the nine results of Ofsted's questionnaire for parents, Parent View.
- Inspectors analysed 12 results of Ofsted's staff questionnaire and spoke to staff who perform different roles across the school, including teachers, support staff and office staff.
- Inspectors considered the 14 results of Ofsted's pupil questionnaire, and spoke to pupils in breakfast club, in lessons, at break time and in small groups. Inspectors asked them how safe they feel in school.
- Inspectors focused on the early years, reading and phonics, mathematics, history and music. They also considered aspects of design technology, religious education and science. Inspectors visited parts of lessons with curriculum leaders. They looked at examples of pupils' work and heard pupils read. Inspectors looked at examples of the school's work to provide opportunities for pupils with regard to their personal development.
- Inspectors considered school documentation, including leaders' evaluation of the school's effectiveness, the school improvement plan, governors' minutes of meetings, and external plans and reports from school improvement partners.

## **Inspection team**

Louise Greatrex, lead inspector

Ofsted Inspector

Peter Heaton

Ofsted Inspector

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