

# Inspection of a good school: Eastington Primary School

Portington Road, Eastington, Goole DN14 7QE

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Inspection dates:

14 October 2021

## Outcome

Eastington Primary School continues to be a good school.

## What is it like to attend this school?

Pupils feel safe and happy in this village school. Staff know every pupil by their name. They know families well. Parents and carers told inspectors that members of staff are approachable. They listen to any concerns that parents raise.

Teachers have high expectations of pupils' learning and behaviour. Pupils rise to their challenge. They almost always behave well in lessons. There is hardly any bullying. The school was recently awarded a national anti-bullying award that recognised this. Some Year 6 pupils have been appointed as anti-bullying ambassadors. They enjoy this responsibility.

Parents value the standard of education and care. This parent's description of the school was typical of many: 'A wonderful school where my children have flourished. The teaching staff really care about each child and my children have always felt safe here.'

Leaders have made sure that even the youngest children can join after-school clubs. Some clubs, for example rugby club, are open to older pupils in key stage 2. The choir club is open to younger pupils, including children in the Reception Year.

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

Leaders have carefully designed an ambitious curriculum. They have identified the most important knowledge that pupils need to learn across the curriculum. Teachers take pupils on visits to bring the curriculum to life.

The headteacher has been awarded advanced skills teacher status. She has supported other schools nationally to improve the teaching of languages in primary schools. At Eastington Primary School, key stage 2 pupils benefit from her expert knowledge and experience.

In French lessons, the headteacher gives written and spoken instructions in French. Pupils enjoy the challenge of keeping up without translation. Teaching assistants give pupils with special educational needs and/or disabilities (SEND) the extra help they need. Leaders use technology well to help pupils with practical communication. For example, pupils replay sound files to listen again to correct pronunciation. Pupils remember key vocabulary and speak in full sentences. The standard of fluency that Year 6 pupils achieve ensures that they are well prepared for the key stage 3 languages curriculum.

Leaders train all subject leaders well. Curriculum plans include extra guidance for staff who are not subject specialists. Curriculum plans include outdoor study and educational visits. For example, pupils practise using and applying their geography fieldwork skills at a local nature reserve.

Teaching assistants repeat new learning for pupils with SEND in smaller groups. Parents of pupils with SEND appreciate the many adaptations teachers make to the curriculum that meet their children's needs. Parents say that leaders 'really listen' to parents' and pupils' views when they are reviewing pupils' education, health and care plans.

Leaders have reduced the frequency of assessments to reduce teachers' workload. Teachers analyse these assessments skilfully. They give helpful feedback to pupils to help them improve their work.

Teachers begin teaching phonics as soon as children start school. Children in the Reception Year have already learned the sounds for lots of letters of the alphabet. Children show good listening and attention skills. They know how to take turns. Teachers make sure that children know how they should behave in the early years. This helps children to feel happy and safe.

Most pupils achieve well in phonics, but a few pupils struggle to learn to read. In September 2021, leaders introduced a new phonics scheme. They arranged phonics training for all staff. However, leaders have identified that some of the reading books in Year 1 do not match pupils' phonics knowledge. Leaders know that this is holding some less-able pupils back and have plans to address it.

Pupils behave very well in lessons. Leaders say that a small minority of pupils found the disruption to schools caused by the COVID-19 pandemic very difficult to cope with. They say these pupils are still settling back into school life.

The curriculum for pupils' personal development is effective. Leaders consulted parents on the new policy for relationships education. Pupils are taught to respect each other. Leaders recently invested in new key stage 1 picture books that include a wide representation of couples and cultures. When pupils in Years 1 and 2 visit church next week for a mock Christening, teachers intend to talk to pupils about families with two mummies or two daddies. This is helping to prepare pupils well for life.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand how to identify, help and manage safeguarding concerns. They follow up on safeguarding referrals to ensure that pupils get the help they need quickly.

Leaders ensure that all the necessary recruitment checks are made when staff are appointed. Governors check these records. Governors have effective oversight of the life and work of the school, including safeguarding.

All staff have had recent safeguarding training. They recognise when a pupil might be at risk of harm. Leaders make sure that new staff receive safeguarding training as a priority during their induction.

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

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

- Reading books are not well matched to pupils' phonics knowledge in Year 1 consistently. As a result, some pupils cannot read these books fluently. The sense is lost as pupils falter, so their reading comprehension suffers. Some pupils' inability to read these reading books knocks their confidence. Leaders should ensure that reading books are well matched to pupils' phonics knowledge and skills.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 8 June 2016.

## **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>	117841
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10199815
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alvin Fernandes
<b>Headteacher</b>	Heidi Gallagher
<b>Website</b>	<a href="http://www.eastringtonprimaryschool.co.uk">www.eastringtonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	8 June 2016, under section 8 of the Education Act 2005

## Information about this school

- This school is much smaller than the average primary school.
- This school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Meetings were held with the headteacher, the deputy headteacher and several subject leaders.
- An online meeting was held with five governors, including the chair of the governing body.
- Inspectors met a school improvement adviser from East Riding of Yorkshire local authority.
- Inspectors carried out deep dives in these subjects: early reading and phonics, science and languages. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Senior designated safeguarding leads, the school business manager and the administration officer met inspectors to discuss recruitment and safeguarding records.
- Inspectors reviewed the 63 Ofsted Parent View responses, 18 staff and 66 pupil responses to our surveys. Inspectors also spoke to six parents and carers during the inspection.

### **Inspection team**

Tracey Ralph, lead inspector

Her Majesty's Inspector

Mike Smit

Ofsted Inspector

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