

Inspection of Eastburn Junior and Infant School

Green Close, Eastburn, Keighley, West Yorkshire BD20 8UX

Inspection dates: 5 and 6 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

The quality of education at Eastburn requires improvement. Some subjects are not well planned or taught, including personal, social, health and economic education (PSHE). Some pupils do not have the right support to help them to focus well in class. Leaders are aware of these needs. The new leadership team is increasingly ambitious for pupils. Nonetheless, leaders' ambitions for the most vulnerable learners are not being realised. Some pupils with special educational needs and/or disabilities (SEND) do not achieve as well as they could. This is because the curriculum is not adapted appropriately to meet their needs.

Children have a positive start to school life at Eastburn. Leaders in the early years plan an ambitious curriculum that meets the needs of children in this part of the school. The reception class is a calm and positive place to learn. Children concentrate and interact together well.

Throughout school, pupils like the praise and appreciate the rewards they receive for their positive attitudes and good behaviour. They know that if they make the wrong choices, an adult will help them understand their feelings and the consequences of their actions. Pupils told inspectors that bullying does happen. They are confident in knowing who to report incidents to and that staff will deal with them.

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

Leaders' actions are in their early stages. However, it is clear that they are bringing rapid improvement to the school. Leaders have a clear understanding of the areas they need to work on. They know this change needs to happen at pace. Governors are supporting leaders through this period of transition. Staff are positive about the care and consideration they receive from leaders. Staff say that leaders are supporting their workload and well-being well.

Leaders have placed a sharp focus on the teaching of reading. Teachers of early reading use a consistent approach to teaching phonics in the early years and key stage 1. Pupils benefit from books that help them practise the sounds they know. This means that the majority of pupils quickly gain the knowledge and skills that they need to become confident and fluent readers. Gaps caused by missed learning due to the COVID-19 pandemic mean that some pupils need additional support so they can catch up and keep up. Leaders ensure that these pupils receive this support.

The wider curriculum, currently being delivered, does not develop pupils' knowledge as well as it might. Over time, pupils have not learned all that they should. This hinders their ability to make progress through the curriculum. Subject leaders are enthusiastic and keen to improve the curriculum. They have now mapped out the knowledge they want pupils to know and remember. These plans will identify the knowledge, skills and vocabulary that pupils need to know from reception to Year 6.

Children in the early years receive a strong and carefully considered curriculum. Leaders in this phase of school understand how to provide well sequenced, ambitious learning experiences for all children. There is a focus on using stories to develop children's vocabulary. Children are able to talk articulately about what they know and remember as well as what they can do. Teachers choose activities and resources to enhance and support learning especially in early reading and mathematics. Children identified as being at risk of not being fully ready for Year 1 receive extra support to keep up with their peers. This support is focused and effective.

The special educational needs and/or disabilities coordinator (SENCo) identifies the needs of pupils with SEND well. However, on a day-to-day basis, pupils with SEND have not been supported well enough. Until recently, groups of pupils were taught in isolation from their classmates which prevented them from accessing a curriculum offer that was of equal ambition to their peers. Historically, these pupils have relied too heavily on adult support. They have been engaged in unambitious learning activities which has not supported them in remembering, knowing and being able to do more. These factors have contributed to some pupils with SEND not achieving as well as they could. Leaders have recognised this and are now working to ensure that all pupils benefit from the challenge of a broad and balanced curriculum.

Leaders have recently introduced a robust, well-considered behaviour strategy. This approach, while still being relatively new in school, is used well by adults. This is working for most pupils. However, a small number of pupils require a bespoke behavioural approach. At the beginning of the academic year, leaders sought additional help in supporting a number of pupils to regulate their behaviour and to subsequently avoid repeated suspensions. Leaders have been proactive in seeking this advice, and external partners continue to support the school in making the best choices for all pupils.

Leaders have prioritised pupils' well-being following the disruptions caused by the COVID-19 pandemic. Specific roles allow pupils to take on responsibilities. Pupils enjoy these opportunities. However, pupils experience an inconsistent PSHE curriculum. Similarly, pupils experience of relationships and sex education (RSE) is mixed. As such, the curriculum does not prepare pupils well enough for life in modern Britain.

The local governing body is relatively new. Despite this, governors understand their responsibilities and show commitment to moving the school forward.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident about recording and reporting all concerns. Leaders use this information to help them to identify pupils who might be at risk and to provide early help. Leaders provide a programme of regular safeguarding training for staff. This

training ensures that staff are regularly updated on important safeguarding updates and issues. Leaders make sure that all staff undergo detailed employment checks. Governors regularly check the well-organised single central record.

Pupils learn how to stay safe as part of the curriculum. This includes learning how to cross the road safely and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all subjects set out the important knowledge that pupils must learn and the order in which they must learn it. This does not help teachers to build securely on what pupils have learned in the past and pupils do not gain a secure knowledge of the subject. Leaders must ensure that the curriculum plans in all subjects set out what all pupils must learn and the order in which they should learn it.
- The curriculum is not sufficiently planned to meet the needs of some pupils with SEND. This means that pupils with SEND do not learn as well as they could. Leaders need to support teachers as they develop their curriculum planning. Leaders need to ensure that this is accessible by all pupils and that all staff understand how they can further adapt the curriculum appropriately to meet the needs of all pupils with SEND.
- Leaders have not thought carefully about the content that they want pupils to know and remember in PSHE and RSE. Pupils experience an inconsistent and disjointed curriculum in these areas. As a result, they are not as well prepared for life in modern Britain as they could be. Leaders should ensure that the curriculum develops pupils' understanding, respect and knowledge of diversity and protected groups so that they are well prepared for life in British society.

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

Unique reference number	107274
Local authority	Bradford
Inspection number	10232609
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Ann Moralee
Headteacher	David Wilson
Website	www.eastburn.bradford.sch.uk
Date of previous inspection	5 and 6 June 2019, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, the headteacher and the deputy headteacher are new in post.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the SENCo, members of the staff team and the chair of governors. The lead inspector spoke to a representative from the local authority on the telephone.
- Inspectors carried out deep dives in early reading, computing, mathematics and music. 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.

- Inspectors checked the procedures for keeping pupils safe. They spoke to groups of pupils, staff and governors. Inspectors also checked recruitment processes.
- Inspectors met with groups of pupils to find out what is it like to be part of the school. Inspectors met with parents at the start of the school day. The lead inspector spoke with parents on the telephone.
- Inspectors looked at the schools plans for improvement, monitoring documents, reports to the governing body and the minutes of governing body meetings.

Inspection team

Marcus Newby, lead inspector

Her Majesty's Inspector

Eleanor Belfield

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Her Majesty's Inspector

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