

# Inspection of Eastlands Junior School (Welbeck Federation of Schools)

Netherfield Lane, Meden Vale, Mansfield, Nottinghamshire NG20 9PA

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Inspection dates:

13 and 14 September 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Requires improvement

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

Eastlands Junior School is a caring and friendly school. Pupils understand the WELBECK (wonder, enjoyment, love of language, belonging, empathy, courage and kindness) values. Pupils said that their teachers are supportive, kind and encouraging.

Pupils enjoy their learning and are proud of their school. They know that staff care for them and listen to them, and they feel safe because of this. Relationships between staff and pupils are positive. Pupils behave well and the atmosphere in school is orderly and calm. Pupils are polite and respectful. They play happily together during their breaktimes. Pupils know that bullying is not tolerated, and they know that staff are quick to deal with any concerns.

Pupils can benefit from experiences such as being sports leaders and members of the school council. Pupils spoke about how these opportunities will enable them to help other children at the school and give them confidence and a sense of responsibility.

Leaders want all pupils to achieve well. This includes pupils with special educational needs and/or disabilities (SEND). In some subjects, though, the curriculum is not consistently well planned and taught. This means that some pupils do not learn as well as they could.

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

Leaders are working hard to improve the quality of education. The curriculum focuses clearly on every child being able to communicate well, to be independent and resilient, and to understand the wider world.

Leaders have ensured that there is a sequenced curriculum in place. However, the important knowledge that pupils need to learn is not identified specifically enough. This means that teachers do not ensure that pupils routinely build on what they have learned before. Pupils can miss out on connecting new knowledge to their prior learning.

Teachers use end-of-unit tests and a range of activities in lessons to check what pupils have learned. However, some assessments do not identify gaps in pupils' knowledge. The use of assessment does not help teachers to plan future learning effectively.

Leaders ensure that reading is a high priority. Pupils enjoy reading and read regularly. Pupils have access to a wide range of books to stimulate their interest in, and enjoyment of, reading. The teaching of phonics is well organised and effective. Pupils who are at an early stage of learning to read receive support through intervention sessions. These pupils are well supported to catch up.

Leaders identify and understand the additional needs of pupils with special educational needs and/or disabilities (SEND). 'Pupil profiles' provide teachers with the information they need to support pupils to access the full curriculum. However, teachers do not consistently support pupils with SEND well enough in lessons, which can result in pupils falling further behind.

Behaviour and attitudes to learning are positive. Pupils benefit from clear structures and routines. Children respond well to questions and are polite and courteous.

Pupils' personal development is a priority for leaders and staff. Pupils learn to be caring and responsible citizens. Pupils have a wide range of experiences and opportunities to promote their wider personal development. The curriculum develops pupils' character. Pupils respect differences between people. They commented that 'it is nice to be different' and that 'all are welcome'. Leaders promote British values, although pupils do not have a secure knowledge of these. Leaders are reviewing their plans to ensure that pupils develop a deeper understanding of this aspect of the curriculum.

Governors have a broad range of skills and experience. They support and challenge leaders effectively. Leaders engage well with staff and consider staff well-being and workload. Staff said that they are proud to work at Eastlands Junior School.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the pupils well. They use these close relationships to identify any emerging concerns quickly. All staff receive safeguarding training and regular updates on how to keep pupils safe. They are knowledgeable about the local issues that may affect their pupils.

Leaders keep accurate records. They are quick to act when they are aware of a concern, involving other agencies when necessary. Those responsible for checking the safeguarding arrangements do so rigorously.

Pupils learn how to understand and manage risks they may face, including when online.

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

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

- Curriculum planning is not yet detailed enough in some subjects. This means that the important knowledge that pupils need to learn is not clearly identified to ensure that pupils build on what they have learned before. Leaders should ensure that planning is completed swiftly so that teachers are confident they know what should be taught at each stage and are clear about how this builds on what pupils have learned previously.

- The use of assessment and feedback is inconsistent. Checks made do not always show staff what pupils have learned and remembered. Leaders should ensure that assessment methods are effective and pinpoint where gaps in pupils' knowledge and skills lie, so that these can be addressed.
- Some pupils with SEND are not supported well enough by staff in lessons. This means that these pupils are unable to progress through the curriculum as well as they should. Leaders should ensure that teachers use the information about pupils with SEND to adapt how they deliver curriculum content.

## 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.

## 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>	122497
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10241083
<b>Type of school</b>	Junior
<b>School category</b>	Community school
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joanne Rush
<b>Headteacher</b>	Julie Rischer
<b>Website</b>	<a href="http://www.thewelbeckfederation.org">www.thewelbeckfederation.org</a>
<b>Date of previous inspection</b>	9 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative educational providers.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives into the following subjects: early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.

- Inspectors met with governors and spoke to a representative of the local authority. They spoke with parents and carers at the beginning and end of the school day and took account of views expressed through Ofsted Parent View, Ofsted's online survey.
- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff.

### **Inspection team**

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Kate Mann

Ofsted Inspector

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