

Inspection of Easterside Academy

Erith Grove, Easterside, Middlesbrough, TS4 3RG

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils blossom during their time at Easterside Academy. Leaders are determined that all pupils will succeed. Pupils are motivated by staff to do their best. Pupils enjoy the challenging curriculum work, particularly in mathematics.

Pupils thrive with the high level of support given to them. Relationships between pupils and staff are very positive. Pupils feel safe. The 'Care Team', made up of specialist support staff, help pupils express their feelings. Pupils trust the adults and share their concerns with them. This means they can focus more fully on their learning. Bullying rarely happens and pupils are certain it would be dealt with if it did.

The learning environment is purposeful, attractive and well looked after, especially in early years. Children love playing in the outdoor area, which has a wide range of high-quality learning resources.

Pupils relish taking responsibility and actively apply for the many leadership roles available, such as 'Sports Crew'. They learn key communication skills in the selection process, meeting with leaders to explain why they should be chosen. Pupils are proud of the jobs they do to help others. There is an extensive range of after-school clubs based on pupils' interests and talents.

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

Leaders ensure a well-structured, ambitious curriculum is in place. The approach leaders take is designed to make learning more meaningful. Personal, social and careers education are woven through the curriculum. Pupils deepen their understanding of themselves and the world around them. Pupils gain a lot from educational visits. Visiting a chocolate factory helped them understand more about the manufacturing process. Pupils talk confidently about their learning in history and make links with other subjects. However, in some curriculum areas, such as design technology, end points for each year group are not made clear. There are fewer opportunities to recap on learning and some pupils struggle to recall key knowledge.

Leaders prioritise reading. A structured phonics programme is in place, but there are inconsistencies in its delivery. By the end of early years, some children are not ready for the key stage 1 curriculum because they have gaps in their phonics knowledge. The new phonics tracker is helping staff identify these gaps. Some pupils have additional catch-up sessions in phonics. Throughout school, teachers introduce pupils to a rich variety of books. These reflect different cultures and viewpoints. Pupils explore the texts in detail. This has improved pupils' vocabulary choices in written work.

In mathematics, staff have strong subject knowledge. They know pupils well and adapt the curriculum to build on their prior learning. Pupils confidently recall learning from previous topics. The mathematics curriculum, from early years onwards,

prepares pupils well for the next year group. Teachers regularly check what pupils know and correct any misconceptions.

Pupils show positive attitudes towards learning. They listen well to staff and each other. Staff help pupils develop self-awareness. Pupils know their actions can affect others. Leaders do all that they can to promote good attendance. Attendance is improving.

There is an impressive personal development programme. Leaders promote positive mental health. Therapeutic support is available for pupils from school staff. Pupils have an excellent understanding of protected characteristics and fundamental British values. Leaders ensure after-school clubs build on pupils' unique talents. Some represent sports at a regional level. Pupils are active citizens in the wider community. They meet with councillors and visit the local residential home. Pupils are proud of their various leadership roles. Mentoring from business leaders inspires pupils to do well in school.

Adults model language well to children in early years in structured teaching sessions. However, at other times adult interactions vary. They miss some opportunities to build on key learning with children. Some children struggle to concentrate and complete tasks in their independent time. Staff regularly meet parents at the stay-and-play sessions. This strengthens the home-school link.

Teachers identify pupils with special educational needs and/or disabilities (SEND) early in school. Staff adjust learning activities to make sure all pupils can take part. Pupils in the high needs base have tailored learning programmes and they access a broad curriculum that is adapted to meet their needs.

Staff access a range of development opportunities to extend their expertise. Subject leaders are knowledgeable and supportive of staff. They monitor and check curriculum delivery. Trust officers work alongside senior leaders and hold them to account. The governing body has a good understanding of their role. They have a high profile in school and actively challenge senior leaders on issues, such as pupils' attendance.

Safeguarding

The arrangements for safeguarding are effective.

The school is quick to respond to any pupil who is at risk of harm. The 'Care Team' is highly supportive of pupils and families. Parents and pupils are confident in reporting any concerns to them. Leaders challenge external partners to ensure that the safeguarding needs of the pupils are met without delay.

Safeguarding is expertly woven through the curriculum. Pupils learn how to assess risk and to keep themselves safe. This includes online and real-life situations reflecting the dangers faced locally.

Leaders prioritise safeguarding when recruiting staff. They ensure staff are well trained.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are differences in how rapidly pupils are learning phonics within certain cohorts. The difference in what pupils know and remember is quite stark between peers. Leaders should further develop their phonics strategies to ensure pupils who need to catch up quickly with their peers do so.
- In the majority of subjects, leaders have identified the knowledge they want pupils to learn and when. In some subjects, this is not as clear. Teachers do not know precisely what should be taught. Leaders should ensure that teachers know the exact content leaders want pupils to learn in each year group.

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

Unique reference number	140714
Local authority	Middlesbrough
Inspection number	10227138
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	Board of trustees
Chair of trust	Jack Harrison
Principal	Delyth Linacre
Website	http://www.eastersideacademy.co.uk
Date of previous inspection	7 – 8 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Enquire Learning Trust.
- The school does not use any alternative education providers.
- There is a high needs SEND base for pupils aged four to seven years old.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the principal, vice principal SEND coordinator and the early years leader.
- The inspectors carried out deep dives in four subjects: reading, mathematics, history and design technology. To do this they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum documentation.

- To inspect safeguarding, the lead inspector scrutinised the single central record, reviewed safeguarding paperwork and systems. The inspector spoke to leaders, teachers, support staff, governors and pupils. The lead inspector met representatives of the local governing body.
- The lead inspector met with the trust representatives, including the chief executive officer.
- Responses to the pupil, parent and staff surveys were also taken into consideration.

Inspection team

Mary Cook, lead inspector

His Majesty's Inspector

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