

Inspection of a good school: Eagle Community Primary School

Scarle Lane, Eagle, Lincoln, Lincolnshire LN6 9EJ

Inspection date:

25 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils consider it a privilege to belong to 'Team Eagle'. One pupil, whose comments were typical of many, said, 'It is one big family. [It is] a community.' Most pupils work and play alongside each other harmoniously. The school values are well understood and lived out by pupils, including those with special educational needs and/or disabilities (SEND).

Pupils take their roles and responsibilities in school very seriously. They know that their voices and opinions count in this school. Bullying is not commonplace here. Pupils know what this term means and recognise that any instances of bullying, however rare, will be dealt with by adults in the school.

Pupils enjoy their learning. Occasionally, adults do not use the most effective teaching methods to help pupils learn the school's curriculum, including in early reading.

Pupils are unwavering in their belief that being different is something to be celebrated and accepted. They recognise that modern Britain is made up of different and diverse communities that may not be like their own. Most parents and carers agree that their child is happy and safe at the school. However, some parents have concerns that the school's wider curriculum offer is too narrow.

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

Leaders are refining the school's curriculum. In subjects such as mathematics, leaders have clearly set out what pupils must know and when. This helps pupils to know more of the subject over time. This is not consistent in other subject areas or key phases in school. In some subjects, leaders have not yet precisely identified the knowledge they want pupils to learn. This does not help pupils, including those in the early years, to build their knowledge over time.

In this small school, many teachers have multiple areas of responsibility. Teachers have received some training to help them understand how to support pupils to recall and know more of a subject. However, this work is in its early stages. Sometimes, inaccurate content is taught. Errors in pupils' work are not always addressed quickly. This slows down the learning that pupils make. Some subject leaders are at the early stages of checking that their area of the curriculum is being taught well. They have yet to make meaningful, sustained improvements in their subject area.

Pupils enjoy reading and sharing books. Younger children listen well and join in with stories that have rhyme and rhythm. Older pupils enjoy books with humour, often ones their teachers have recommended to them. Leaders have implemented a new early reading programme. They have ensured that pupils receive reading books that help them to use the sounds they know. However, adults do not always use the most effective techniques in order to help the weakest readers. This limits how well the weakest readers can access the rest of the school's curriculum.

Pupils with SEND are included in all aspects of school life. Leaders ensure that pupils with SEND learn the same things as their peers. Where needed, teachers provide additional lessons to revisit key concepts and ideas.

Leaders pride themselves in the relationships they build with their community. This starts in the early years. Staff in the Nursery class talk to parents when considering a child's needs and their next steps. Children follow the routines set for them well. Adults encourage them to develop their early language through play. For example, during a colour matching game, adults skilfully helped children to make links with items they have at home of the same colour.

Pupils understand British values, such as tolerance and respect. They understand how exercise helps them to stay fit. Older pupils eagerly await the installation of the new bike stand. They wish to independently use what they have learned in their recent 'bikeability' lessons as they ride to school. However, opportunities for pupils to participate in artistic, musical, sporting and cultural opportunities in school are limited. This inhibits pupils' broader development.

All staff enjoy working at this school. Most appreciate leaders' actions to support their well-being and workload. They welcome the additional time and support they receive to carry out their roles within school.

Governors and representatives of the local authority recognise that the school's curriculum is in a period of transition. Governors make regular visits to check on the information they receive about the school. They check that their statutory responsibilities are being met as part of their work.

Safeguarding

The arrangements for safeguarding are effective.

The school's curriculum helps pupils to learn about safety, including online. They know that when they set passwords, they must be unusual and not easy to guess. They understand about healthy relationships and have an age-appropriate understanding of what may be considered harmful behaviours.

Leaders ensure that all staff know how to use the school's safeguarding systems. They ensure that staff receive regular training to help them understand signs that may indicate a child may be at risk. All concerns are reported, no matter how small. Leaders ensure that they provide the right external agency support where needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Adults delivering the school's early reading programme have not yet secured the knowledge to teach it with accuracy or precision. This does not help the weakest readers in school to learn to read quickly. It limits their ability to access the rest of the school's curriculum. Leaders must ensure that all staff have the knowledge and expertise to deliver the school's phonics programme so that all pupils at the early stages of reading, including those in the early years and in key stage 2, learn to read well.
- Leaders have not yet identified the key knowledge that pupils must know in some subjects. They have not ensured that all staff have the knowledge and expertise to deliver the school's curriculum. This does not help pupils know and remember more in a cohesive, sustained way. Leaders must ensure that the whole-school curriculum is well sequenced in all subjects from early years to Year 6. They must make checks to ensure that the curriculum is well implemented so pupils know more over time.
- There are limited opportunities for all pupils to participate in artistic, musical, sporting and cultural opportunities. This inhibits pupils from receiving rich experiences to develop their talents and interests. Leaders need to ensure that all pupils, including the most disadvantaged, receive a range of opportunities to nurture their talents and interests within the school's curriculum and in the wider extra-curricular offer.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2012.

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

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| Unique reference number | 120376 |
| Local authority | Lincolnshire |
| Inspection number | 10227390 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 74 |
| Appropriate authority | The governing body |
| Chair of governing body | Emma Jayne Tiffin |
| Headteacher | Hayley Adams |
| Website | www.eagleprimary.org.uk |
| Date of previous inspection | 21 February 2017, under section 8 of the Education Act 2005 |

Information about this school

- Since the last inspection, a new chair of the governing body has been appointed.
- The school has provision for 2-year-olds.
- The school does not make use of any alternative providers.

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 leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with senior leaders, subject leaders and members of the local governing body. The lead inspector spoke with a representative of the local authority.
- Deep dives were conducted in the following subjects: early reading, mathematics and music. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers and talked to some pupils about their learning. Aspects of the school's personal, social, health and economic education

programme were also sampled. Documents relating to other curriculum areas were also sampled.

- Information recorded on attendance, behaviour and safeguarding records was considered. The school's single central record was reviewed. Inspectors met with leaders to discuss the school's safeguarding procedures.
- Pupils' behaviour was observed at various times of day, including in lessons, around the school and at lunchtime. The school's records of behaviour and exclusions were also considered.
- The views of parents, pupils and staff were considered through the Ofsted surveys and by meeting parents during the inspection.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Liz Moore

Ofsted Inspector

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