

Inspection of a good school: Eastern Green Junior School

Sutton Avenue, Coventry, West Midlands CV5 7EG

Inspection dates:

7 and 8 February 2023

Outcome

Eastern Green Junior School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to this welcoming school. They say that Eastern Green Junior is a friendly school, where they get well educated. Parents appreciate the positive difference staff make to their children's learning and development.

Leaders and staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard to rise to the staff's expectations of them. They achieve well and become well rounded, confident individuals.

The school's values, 'respect, ready' and 'safe' are palpable. Pupils are courteous. When they notice other pupils demonstrating acts of kindness, they nominate them for a kind heart award. Pupils are enthusiastic and keen learners. They listen carefully, take turns, and willingly work together. Pupils say that staff are caring. This helps them to feel safe. Bullying is rare. If it does happen, adults sort out any issues quickly.

Pupils love to sing. Groups of pupils can be heard singing in harmony at the start of the day. All pupils have the chance to take part in different sports. Pupils spoke enthusiastically about the extra-curricular clubs they can access and the competitions they can enter. The girls' football team are particularly proud to represent their school in inter-school competitions.

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

Leaders and teachers have designed an ambitious curriculum that interests pupils. They have considered what they want pupils to learn and remember in most subjects. In a few subjects, leaders are still refining their curriculum. This means that in these subjects, pupils have some gaps in their knowledge.

Pupils become proficient at answering complex mathematical questions. There are several reasons for this. Teachers use visual images well to support pupils' understanding. They

give pupils the chance to solve a daily problem. Teachers also use strategies such as 'fluent in five' to help pupils remember their previous learning.

Pupils love to read and enjoy talking about the books they have read. As soon as pupils join the school, staff assess pupils' phonics knowledge. Those who need extra help, catch up quickly with their reading. This is because they receive daily targeted support. By the time pupils leave school, they read with accuracy, expression, and confidence. Older pupils learn to write for different audiences. They use complex vocabulary effectively to make their writing interesting.

Teachers have the expertise required to teach the curriculum. They provide pupils with clear explanations. Teachers use assessments accurately to identify gaps in pupils' knowledge and to adjust lessons. They help pupils to make connections between what they are learning now and what they will learn next. For example, in art and design, pupils learn about the work of Georgia O'Keeffe to develop their understanding of painting.

Pupils behave well in lessons and around school. Learning is rarely disrupted. This is because staff capably support the small number of pupils who, at times, struggle to concentrate.

Pupils with SEND access the same curriculum as their classmates. Staff quickly identify the support these pupils need. This helps them to learn the same curriculum as their classmates and achieve well.

An extensive range of pupil leadership opportunities help pupils to become responsible citizens. Anti-bullying ambassadors, art councillors, and eco-warriors are all delighted with the contribution they make in the school. Through a well-planned personal, social and health education programme, pupils learn about age-appropriate healthy relationships, well-being, and the world in which they live. There are a broad range of opportunities for pupils to pursue their talents. Pupils take part in activities such as cooking, computing, and singing.

The headteacher is well respected by the school community. She has established a culture where staff work as a team to ensure pupils receive an effective quality of education. Leaders, staff, and governors want the best for all pupils. Staff are proud to work at Eastern Green Junior. They say that leaders are mindful of their workload and listen to their views.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff keep a watchful eye on pupils. They are trained to notice any changes in behaviour that may indicate a pupil is at risk of harm. Leaders and staff work closely with external agencies to ensure that families receive the right help. The required recruitment checks are made when staff join the school.

Pupils learn to keep themselves safe. They understand the importance of using the internet and social media with caution. Pastoral support for pupils is effective. Pupils told the inspector that they can talk to adults about any worries that they may have because the adults listen to them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In less well-developed subjects, the curriculum content is not yet fully in place. As a result, pupils do not know as much as they should in a few subjects. Leaders should make sure that the curriculum is fully embedded, so that any gaps in pupils' knowledge are eradicated.

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 judge the school to be good in November 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

Unique reference number	103665
Local authority	Coventry
Inspection number	10256995
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Ian Hawkswood
Headteacher	Nicky Aston
Website	www.easterngreenjuniorschool.co.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- During the inspection, the inspector met with the headteacher, other leaders and the school's learning mentor. She also spoke with a range of staff.
- The inspector met with governors and spoke with a representative of the local authority.
- The inspector carried out deep dives in early reading, English, mathematics and art and design. She discussed the curriculum with subject leaders, visited a sample of lessons, held discussions with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also observed some pupils read to a familiar adult.
- The inspector reviewed a range of documentation, including leaders' evaluation, improvement plans and minutes of local governing board meetings. She also reviewed the school's attendance and behaviour records.

- The inspector reviewed a range of safeguarding documentation and discussed how incidents are managed and recorded.
- The inspector observed pupils' behaviour at playtime, in lessons and around the school. She also spoke with pupils about their experience at school.
- The inspector spoke with parents at the start of the school day and considered the responses to Ofsted Parent View. She also reviewed the responses to Ofsted's pupil and staff questionnaires.

Inspection team

Usha Devi, lead inspector

Ofsted Inspector

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