

Inspection of Eastlands Primary School

Lansdowne Place, Rugby, Warwickshire CV21 3RY

Inspection dates: 24 and 25 January 2023

Overall effectiveness **Outstanding**

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Good

What is it like to attend this school?

The school motto is 'empowering and preparing for success in a changing world'. Leaders and staff endeavour to live up to this aim. They support pupils to grow as well-rounded individuals. They provide them with highly memorable learning experiences. Pupils have access to a wide range of opportunities to develop their talents and interests beyond the classroom. They enjoy a safe and stimulating environment where they thrive and are happy.

Leaders and staff have a strong focus on ensuring that all pupils fulfil their potential. The curriculum is structured to support highly effective progress. It prepares pupils exceptionally well for secondary education.

'Kind words, kind deeds, kind thoughts' form the basis of the school's behaviour policy. Pupils respond well to this positive approach. They behave extremely well in lessons and during breaktimes. They get on well with one another. They know what bullying is and why it should not happen. Staff deal with bullying effectively. Pupils trust staff to take their concerns seriously.

Leaders encourage parents to get involved in their children's education. They make parents feel welcome at the school. They provide comprehensive information about school life on the website and in newsletters.

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

Leaders have designed an ambitious curriculum. They have structured learning to ensure that their high expectations are realised. Step-by-step progression in learning from the early years to Year 6 is well thought through and highly effective.

Children get an exceptionally strong start to their education in the Nursery and Reception classes. Classrooms are stimulating and well organised. Caring staff support children's social and personal development. They also provide children with the foundation they need to be very well prepared for key stage 1. Children gain an excellent knowledge of early literacy and numeracy. They explore a range of topics that link to the subjects they will study in Year 1. The curriculum in key stages 1 and 2 enables pupils to gain the breadth and depth of knowledge they need to be ready for key stage 3.

Effective curriculum delivery is very well established. Teachers provide learning activities that develop what pupils can do and remember. In mathematics, for example, pupils apply previous learning to complete tasks at the start of new lessons. In physical education (PE), activities require pupils to use and build upon what they learned in previous lessons. Pupils often apply the knowledge learned in one subject to other subjects. Across the curriculum pupils achieve highly.

Teachers are attentive to how well pupils are learning. They check pupils' work and correct mistakes during lessons. Teachers have effective systems to check pupils' progress over time in different subjects.

Pupils do not disrupt lessons. They have exceptionally positive attitudes to learning and work well with others.

Making sure that all pupils learn to read well as soon as they can is one of leaders' top priorities. Familiarisation with phonics starts in Nursery. From the start of the Reception year, children follow a well-established phonics programme. Staff provide effective support to children who find reading difficult to help them keep up. The few pupils who do not become fluent readers by the end of Year 1 get extra support from staff to catch up. Reading is central to the school's curriculum. Leaders and staff make sure that pupils read every day.

The school is an inclusive community. Leaders and staff want all pupils to enjoy school and experience success. They support pupils with special educational needs and/or disabilities (SEND) well. The special educational needs coordinator ensures that pupils' needs are accurately identified. Staff adapt learning and extra-curricular activities so that pupils with SEND can access them all. Pupils with SEND make strong progress and participate fully in school life.

The school's approach to pupils' personal development is extremely well planned and constructed. Staff promote positive personal development through the curriculum, assemblies and extra-curricular activities. Pupils have many highly effective opportunities to develop their character and understanding of the world around them. The school's work on the promotion of diversity, tolerance, understanding of relationships and democracy is exceptional. It leads to pupils developing an excellent awareness of British values.

Leaders support the professional development of staff exceptionally well. They take staff workload fully into consideration when implementing the school's improvement plans.

Governors are very well informed and committed to the school. They provide highly effective challenge and support to leaders. They contribute fully to shaping the school's strategic direction.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all members of staff are up to date with relevant training. Staff are vigilant and know how to identify and report safeguarding issues. Leaders follow up on any concerns effectively. They work well with families and external agencies to secure appropriate help for pupils who need it.

Leaders have the expertise they need to manage safe recruitment and deal with any concerns about adults.

Staff make pupils aware of a range of risks. Pupils learn how to adopt safe behaviours in their daily lives. This includes safe use of the internet.

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	125575
Local authority	Warwickshire
Inspection number	10242004
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Andrew Roughton
Headteacher	Suki Edwards
Website	www.eastlandsprimaryschool.co.uk
Date of previous inspection	14 June 2017, under section 8 of the Education Act 2005

Information about this school

- The chair of the governing body has been in post since September 2022.
- Leaders do not make use of any alternative provision.

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. The 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 headteacher, who is also the designated safeguarding lead (DSL), the deputy headteacher and the special educational needs coordinator. The lead inspector spoke with the chair and vice-chair of the governing body and three other governors.
- The inspectors carried out deep dives in these subjects: computing, mathematics, early reading and PE. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The inspectors checked safeguarding arrangements and school records. The inspectors discussed safeguarding policies and case studies with the DSL. They talked to teachers and other staff about the safeguarding training they had received and how they put this training into practice.
- The inspectors observed pupils' behaviour at breaktime and lunchtime. The lead inspector talked to parents at the end of the school day.
- The inspectors considered responses to Ofsted Parent View, including written responses. They also considered responses from staff to the online inspection questionnaire.

Inspection team

Patrick Amieli, lead inspector

Ofsted Inspector

Nicola Harwood

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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