

Inspection of Eastwood Primary School & Nursery

Rayleigh Road, Leigh-on-Sea, Essex SS9 5UT

Inspection dates: 13 and 14 June 2023

Overall effectiveness	Good
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 are very happy at this large, warm and welcoming school. They demonstrate positive attitudes to each other, staff and visitors. They look out for each other and enjoy the roles they have to help the school community, such as being play leaders or part of the artisan group. The supportive relationships that pupils build between each other and with staff help them to feel safe.

Leaders are ambitious for what pupils can achieve. These ambitions are realised by pupils with the help of their teachers. Pupils are keen to learn and they work hard. Pupils achieve well across a range of subjects.

The school's ethos of 'Nurture. Grow. Achieve' is demonstrated in the range of opportunities available to pupils. Many pupils consider this to be the best part of the school. There are a range of clubs and activities available to them, including parkour, gymnastics, gardening and circus club. These take place before school, at lunchtimes and after school. Everyone has the chance to participate.

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

Leaders have identified ambitious end points for pupils to achieve and have constructed a curriculum that is well sequenced to reach these. Leaders have broken down the curriculum into 'learning steps'. These are the building blocks of knowledge that pupils need to learn at each stage. In most instances, these are precise. However, in a few subjects they are not precise enough. This can make it difficult for teachers and leaders to check how well pupils are progressing through the curriculum.

Staff have high expectations for all pupils. Teachers plan lessons that build on what pupils already know. They use a range of approaches to help pupils practise applying their knowledge. Important subject content is regularly reviewed to ensure pupils remember it long term. Pupils with special educational needs and/or disabilities are helped to access the same curriculum as their peers and achieve well.

Leaders have made reading a priority. Pupils are passionate about the books they are reading. They value the opportunities they have to experience new books, such as regular visits to the local library. Teachers make reading interesting. They read to their classes regularly with enthusiasm and pupils listen attentively.

Leaders have recently changed the approach to teaching phonics to ensure there is a single programme that starts in nursery. Teachers are well trained in the programme and teach phonics effectively. Teachers regularly check how well pupils are progressing with their phonic knowledge. Pupils practise reading with staff at times other than phonics lessons. Some staff who help pupils with this do not always use effective strategies or help pupils draw on their phonic knowledge to break down words. This does not help pupils read as well as they could.

Children in Reception and the nursery are happy and enjoy their learning. Changes to the early years curriculum this year have placed a greater emphasis on key texts. This is helping to connect the different areas of learning together and enable children to build on their experiences incrementally. There are clear routines in the early years. These are helping children to behave well.

Pupils demonstrate positive behaviour in their classes and around the school. They are kind to their friends and welcoming to visitors. During breaktimes and lunchtimes, adults help pupils to behave in a calm and polite way. This means that pupils wait patiently to take turns and clean up or tidy away after themselves. Pupils know that if they have any worries or concerns there are trusted adults who will help them.

Leaders have designed an exceptional programme for pupils' personal development. This starts in the curriculum, where pupils develop the knowledge they need to be positive citizens and to consider their future aspirations. Outdoor learning is a key part of the curriculum and provides opportunities for pupils to explore different interests. The range of clubs, activities and trips is comprehensive. There is always something for pupils to do at different times of the day. Leaders actively encourage and help all pupils to be part of these opportunities. As a result, they are well attended.

Staff are happy and proud to work at this school. Leaders are considerate of staff's well-being and include staff in decisions that might affect their workload. Recent changes to assessment procedures have been welcomed by staff. Governors have a good overview of the school's strengths and areas for development. They challenge and help leaders to make improvements effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Staff are well trained and place great importance on the safety of pupils. Leaders take swift action to deal with safeguarding concerns and make appropriate referrals to the local authority. They are tenacious in following up concerns.

Pupils feel safe at school and are taught how to recognise and respond to dangers in their lives or online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some adults who help pupils with their reading are not trained well enough. This means that they use ineffective reading strategies with pupils or do not encourage them to use their phonic knowledge to break down words. This is not helping some pupils to read as well as they could. Leaders should ensure that all staff are well trained in the new phonics programme.
- In a few areas of the curriculum, the key knowledge that pupils need to learn is not broken down precisely enough. This can make it difficult for teachers and leaders to check how well pupils are progressing through the curriculum. Leaders should continue to refine the curriculum and their approaches to assessment.

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	134860
Local authority	Southend-on-Sea
Inspection number	10287110
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair of governing body	John Coyle
Headteacher	Rebecca Perman
Website	www.eastwoodprimaryschool.co.uk
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- The number of pupils on the school roll has increased from 281 to 470 since the previous graded inspection in 2014.
- The school runs a breakfast club and after-school wraparound club for pupils who are registered at the school.
- No pupils attend 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteachers and other senior leaders. The lead inspector met with the chair of governors, the vice-chair of governors and two members of the governing body.

- The lead inspector met with the school improvement partner working on behalf of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also met with the subject lead for design and technology.
- To evaluate the effectiveness of safeguarding, inspectors checked the single central record of recruitment and vetting checks. The lead inspector met with the designated safeguarding lead and two deputy designated safeguarding leads. He also scrutinised safeguarding records.
- Inspectors reviewed the 82 responses to Ofsted's online survey, Ofsted Parent View, including 54 written responses. Inspectors also considered the 46 responses to the staff survey and the 120 responses to the pupil survey.

Inspection team

Marc White, lead inspector	His Majesty's Inspector
Nicola Shadbolt	Ofsted Inspector
Mike Wade	Ofsted Inspector

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