

# Inspection of a good school: Eaton Primary School

Duverlin Close, Norwich, Norfolk NR4 6HS

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Inspection dates:

5 and 6 December 2023

## **Outcome**

Eaton Primary School continues to be a good school.

The headteacher of this school is Kate Estlea. This school is part of Evolution Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Craig Avieson, and overseen by a board of trustees, chaired by Drew Whitehead.

## **What is it like to attend this school?**

Pupils are proud of their school. They enjoy being part of a warm, welcoming community. Pupils thrive in an environment where happiness permeates the school. Older pupils who are peer mediators look out for and help younger pupils. Pupils know there is always someone to help them if they have worries about anything.

Pupils enjoy learning and want to share their achievements. They engage in activities with enthusiasm. They strive to meet the high expectations that their teachers have for them. As a result, the majority of pupils work hard. In many cases, pupils produce work of high quality. Pupils enjoy how visitors to the school and the trips they experience bring their learning to life. Consequently, many pupils achieve well.

The majority of pupils behave impeccably. Around the school they move purposefully and safely. In social times pupils play well together and are considerate of each other. Pupils' learning is rarely disrupted. In the few occasions where pupils' behaviour interrupts lessons, teachers are quick to intervene.

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

The school has developed a curriculum that is ambitious for all pupils. Subject specialists have identified the important knowledge that pupils need to know. They have then determined the best order to teach this information to ensure pupils learn well. This means teachers know exactly what to teach and when. Pupils are able to use what they already know to help them learn new curriculum content.

Teachers have a secure subject knowledge of the subjects they teach. They use their expertise to break down complex ideas into small, easy-to-understand content. In most

subjects this ensures that teachers explain important information clearly. This enables pupils to successfully consider well-crafted responses to problems. The school provides teachers with training in the most effective ways to teach. However, teachers have not had the time to consider how to use these teaching approaches in different subjects. This means that sometimes teaching is not as effective as it could be. Where this is the case, pupils take longer to learn and are not given the chance to explore content in the depth the curriculum sets out.

Teachers ask well-thought-out questions to determine what pupils know. However, sometimes what they ask is not precise enough to ensure they know what pupils have learned. This makes it difficult for teachers to determine exactly where pupils have gaps in knowledge or clearly identify misconceptions. Teachers are not always aware if all pupils are ready to move on. Consequently, pupils struggle to recall some important information over time.

Reading is a priority. Staff are well trained. Phonics and the teaching of early reading are consistent. The books that pupils read are closely matched to the sounds they have learned. Pupils are able to practise new sounds while embedding what they have learned. Those who struggle are well supported by targeted interventions. Pupils become confident and fluent readers.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Staff identify accurately pupils' needs. They make sure plans have clear strategies to support pupils, so they overcome barriers to learning. Where teachers make adaptations for pupils with SEND, they extend these changes to all pupils. Additional support or intervention, when needed, are well thought out and successful. Consequently, pupils with SEND learn well.

The early years curriculum is well planned. Continuous provision is carefully designed to balance children's individual interests with activities that support learning. Play is purposeful. Children learn to share and cooperate. They develop a broad vocabulary and communicate clearly. Children are well prepared for key stage 1.

Pupils understand the high expectations the school has for their conduct. The majority of pupils behave well. Teachers deal quickly and effectively with incidents where pupils' conduct falls below what they expect.

Pupils value the diversity of their school community. They enjoy sharing experiences about their own faith or culture. Pupils see difference as something to celebrate. Visitors to school help them experience religious festivals from a range of beliefs. Pupils understand about important topics such as tolerance and democracy.

The school and the trust place great importance on maintaining a healthy and happy staff. They appreciate the efforts staff make to improve the school. Staff feel valued and are proud to work at the school.

## Safeguarding

The arrangements for safeguarding are effective.

### What does the school need to do to improve?

#### (Information for the school and appropriate authority)

- Teachers' use of assessment is not always precise. This means that in some cases teachers are unaware that pupils are not ready to move on, which leads to pupils' learning not being as secure as it needs to be. The school should ensure that teachers are trained to use the most effective methods of assessment to determine if all pupils are ready to move on with their learning.
- Teachers do not have the opportunity to fully consider how different pedagogical approaches should be adapted for different subjects. This means that at times teachers do not adapt their teaching to maximise learning opportunities for pupils. The school should ensure that subject specialists are able to work with staff to ensure that they know how best to use pedagogical approaches within specific subject areas.

## 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 first ungraded inspection since we judged the school to be good in January 2018.

### 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 141357   |
| <b>Local authority</b>                     | Norfolk  |
| <b>Inspection number</b>                   | 10288537   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy sponsor-led  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 402  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Drew Whitehead   |
| <b>CEO of the trust</b>                    | Craig Avieson  |
| <b>Headteacher</b>                         | Kate Estlea  |
| <b>Website</b>                             | <a href="http://www.eaton.norfolk.sch.uk">www.eaton.norfolk.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 24 and 25 January 2018, under section 5 of the Education Act 2005      |

## Information about this school

- The school is part of Evolution Academy Trust.
- The headteacher took up her post in November 2022, having previously been the deputy headteacher.
- The school provides wrap-around provision. This is managed by the school.
- The school does not use alternative provision.

## Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector held meetings with leaders, including the headteacher, deputy headteacher, early years leader and special educational needs coordinator, the chair of the trust board and the chief executive officer.
- The inspector carried out deep dives in these subjects: early reading, mathematics and design technology. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to a sample of pupils read to a familiar adult.
- To further inspect the curriculum, the inspector looked at examples of pupils' writing, reviewed curriculum documentation for geography, English and science, and reviewed documentation setting out support for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the 102 responses to the online survey, Ofsted Parent View, the 79 free-text comments submitted, and a separate email and letter submitted by parents. He considered the 19 responses to Ofsted's questionnaire for staff. The inspector spoke to groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school.

## **Inspection team**

Dave Gibson, lead inspector

His Majesty's Inspector

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