

Inspection of Eastoft Church of England Primary School

Eastoft C of E Primary School, Yorkshireside, Eastoft, Scunthorpe, Lincolnshire DN17 4PG

Inspection dates: 23 and 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are very happy to belong to Eastoft Church of England Primary School. There are high expectations for their learning and behaviour. Relationships between pupils and adults are positive. Adults and pupils stop to chat as they meet each other around the school. Pupils are supportive of one another in classrooms. They learn to develop their independence from an early age.

Bullying is very rare. Adults help pupils if they have any concerns. Pupils are sensitive to the needs of others. They recognise the need to respect differences. Pupils know how to keep safe when using the internet.

Leaders are ambitious for what pupils can achieve. They have made a number of improvements since the last inspection. For example, the new reading programme has helped to improve standards in early reading. The school environment is warm and welcoming. Classroom displays provide pupils with a range of useful information. Pupils enjoy taking part in visits to a range of interesting places. For example, the whole-school visit to a science adventure centre helped pupils to extend their learning in science. There is a range of activities for pupils to enjoy in the after-school club. Pupils enjoy experiences such as cooking, table tennis and dodgeball.

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

The early years environment is inviting and well organised. The school has reviewed the early years curriculum to ensure that children's knowledge builds on what they have already learned. There is a clear focus on the teaching of early reading. Adults follow the school's phonics scheme carefully. The school checks the sounds that pupils know regularly. Any children who are falling behind receive support to catch up. Reading books are well matched to pupils' reading ability. This helps pupils to become confident readers. Most pupils are well on their way to becoming fluent readers by the end of Year 2.

Leaders have ensured that pupils study a broad range of subjects. The school has reviewed and improved the curriculum. In most subjects, the curriculum is well designed. The curriculum needs to improve in a small number of subjects, including history and writing. In these subjects, the school's curriculum plans do not provide teachers with the information they need to teach pupils of different ages. As a result, pupils of different ages who are taught in mixed-aged classes do the same work. They do not build seamlessly on what they learned during the previous year. Leaders recognise this and have plans in place to make further improvements to the curriculum in these subjects.

In mathematics, pupils build logically on what they learn each year. Teachers ask questions that encourage pupils to think carefully and explain their reasoning. Pupils have a range of opportunities to develop their problem-solving skills. They remember important mathematical knowledge well.

The school has ensured that pupils with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with professionals from external agencies to ensure that pupils with SEND receive the help they need. Support plans help teachers to meet the needs of these pupils well.

Pupils are well behaved. They respond positively to the school's behaviour policy. They are enthused by the rewards they can earn for their behaviour. Pupils' work reflects their positive attitudes. They want to do well. Pupils have many opportunities to join pupil groups that help to improve school. Groups such as the play leaders and the school council provide pupils with real-life responsibilities. The school works with parents, carers and pupils to develop a thorough awareness of strategies that promote mental health and well-being. Pupils develop an understanding of different cultures and ideas. They are highly respectful of people with different backgrounds and/or beliefs. This work prepares pupils well for life in modern Britain.

The school provides a wide range of support and training to staff. There is a strong focus on the well-being of staff and pupils. Leaders have established a strong team culture. Staff feel it is a privilege to work at the school. They are proud to be part of the Eastoft team. Governors have a clear understanding of the school's priorities. They provide appropriate challenge and support to help improve the school. All leaders are committed to ensuring that the quality of education for pupils continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, curriculum plans do not ensure that pupils in mixed-aged classes build on what they learned during the previous school year. This means that the standards pupils reach are not as high as they might be. The school should ensure that curriculum plans identify the knowledge pupils of different ages should learn each year so they can build on what they know and can do.

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

Unique reference number	118043
Local authority	North Lincolnshire
Inspection number	10297296
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair of governing body	Teresa Bainbridge
Headteacher	Janine Bassindale
Website	www.riversidefederation.co.uk
Date of previous inspection	31 October 2018, under section 8 of the Education Act 2005

Information about this school

- There have been changes to staffing since the last inspection. A new executive headteacher took up post in September 2020.
- The governing body provides a breakfast club and after-school club for pupils.
- The school is much smaller than the average-sized primary school.
- The school does not use any alternative provision.
- A section 48 inspection of the school's religious character was undertaken by the Diocese of Sheffield in November 2023.

Information about this inspection

The inspectors carried out this graded inspection under section 5 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, senior leaders, groups of staff, groups of pupils and representatives of the Diocese of Sheffield and North Lincolnshire local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- The inspectors listened to some pupils reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspector reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

Claire Leech

Ofsted Inspector

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