

# Inspection of Eastwood Village Primary School

Eldon Road, Eastwood Village, Rotherham, South Yorkshire S65 1RD

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Inspection dates: 19 and 20 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Kirsty Beresford. This school is part of Central Learning Partnership Trust (CLPT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Doug Selkirk OBE, and overseen by a board of directors, chaired by Rob Turton.

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

Eastwood Village Primary school is a school that celebrates the diversity of its pupils and community. The school provides a safe and welcoming environment. Pupils are cheerful and enjoy coming to school.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND) and those from the Gypsy, Roma and Traveller communities. There are high expectations that all pupils will achieve well. The school responds well to the challenges related to many pupils arriving newly to the country or for whom English is an additional language.

Pupils' behaviour is calm and courteous. Pupils respond well to the school's expectations for how to behave and treat others. The school is a calm and orderly environment where pupils play and learn well together. Relationships in school are founded on mutual respect.

Pupils benefit from the school's exceptional personal development offer. They thrive in a wide range of roles of responsibility. They are proud to take on jobs and contribute positively to the school. 'Language ambassadors' use their ability to speak different languages in providing helpful translation services.

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

The school has introduced an ambitious curriculum. Learning is sequenced from early years to Year 6. In some subjects, including mathematics, the small steps that pupils need to take in their learning have been clearly identified. In these subjects, teachers can accurately check that pupils have gained knowledge. They then use these checks to plan pupils' next steps. In some foundation subjects, the smaller blocks of knowledge have not been as clearly identified. As a result, pupils do not acquire the same depth of knowledge. Some pupils undertake work that is not well matched to their ability.

A strong focus is put on pupils learning to read. The school's chosen scheme for the teaching of phonics is used well throughout the school. The youngest pupils get off to an excellent start with reading. Staff are well trained and expertly support pupils requiring additional support, including those with SEND or those who speak English as an additional language.

Many pupils arrive at different times of the school year. A significant proportion of pupils speak English as an additional language and require additional support. While it is difficult to address these barriers sufficiently to enable pupils to achieve well at key stage 1, the school ensures that long-term support is put in place. This enables pupils' progress to accelerate at key stage 2, where they achieve well.

The early years has a well-planned curriculum. Children arriving in school do not typically have well-developed language and communication skills. There is a strong

focus on developing children's language and vocabulary. Adults in early years skilfully support children's learning and help them to develop independence. Children respond well to routines and high expectations of their behaviour.

Pupils enjoy being rewarded for good behaviour. At playtimes, they play well together. Pupils welcome having a choice of playing outside or enjoying quieter time indoors. Pupils appreciate the importance of having good attendance. The school works relentlessly to ensure that pupils' attendance is as high as possible. Leaders work effectively with families to promote positive attendance.

Pupils' personal development is promoted exceptionally well. The approach to personal, social and health education (PSHE) is very well considered. The curriculum for PSHE ensures that pupils learn about themselves and how they relate to others in society. Pupils learn about healthy lifestyles and how to keep themselves safe, including when using technology. There are plentiful opportunities for pupils to discuss and debate important issues and questions, for example, 'How can we manage our own behaviour?' Leaders have established a deeply embedded culture of inclusivity, tolerance and mutual respect. Pupils demonstrate these qualities in their behaviour and in their attitudes to others. Leaders have developed many opportunities for pupils to widen their experience through educational trips and visits. In addition, there are many opportunities for pupils to attend a range of extra-curricular clubs and activities.

The school benefits from the work it does with a wide range of other schools and organisations. Leaders at all levels are committed to ensuring constant improvement. Governors and trustees share the school's ambitions and commitment to serving the pupils, families and community. They fulfil their important role in holding the school to account effectively. Staff appreciate the investment into their continuous professional development. They enjoy working at the school. Leaders are mindful of staff workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some foundation subjects, leaders have not precisely identified the component knowledge they want pupils to learn and remember. As a result, pupils do not develop the depth of knowledge that they could. Leaders should ensure that they continue to develop sequences of planned learning that identify component knowledge with greater precision so that pupils learn equally well in all subjects.
- The school sometimes does not identify pupils' next steps in learning. As a result, some pupils experience work that is too hard or too easy. This limits the amount

of progress that some pupils make. The school must provide support for teachers to ensure that pupils' next steps in learning are accurately identified.

## **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

<b>Unique reference number</b>	140378
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10290247
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rob Turton
<b>Headteacher</b>	Kirsty Beresford
<b>Website</b>	<a href="http://www.eastwoodvillageprimary.org">www.eastwoodvillageprimary.org</a>
<b>Date of previous inspection</b>	11 July 2018, under section 5 of the Education Act 2005.

## Information about this school

- The school is part of Central Learning Partnership Trust (CLPT).
- The school uses one unregistered alternative provider.
- The school's local executive governing board oversees two other trust schools.

## 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, history and design technology. For each deep dive, the inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.

- The inspectors also considered the curriculum in other subjects.
- The inspectors met with a range of senior and subject leaders from the school and The Central Learning and Partnership Trust. The lead inspector also met with those responsible for governance, including representatives of the trust board, and members of the local executive governing body.
- During the inspection, inspectors met with groups of pupils, both formally and during less structured parts of the day.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- 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 considered the views of parents and carers, pupils and staff through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Dughall McCormick, lead inspector	His Majesty's Inspector
Becky Austwick	Ofsted Inspector

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