

# Eastburn Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107274
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309362
<b>Inspection dates</b>	19–20 November 2007
<b>Reporting inspector</b>	Joe Peacock

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Govier
<b>Headteacher</b>	Mrs E Pratt
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Green Close Eastburn Keighley West Yorkshire BD20 8UX
<b>Telephone number</b>	01535 653293
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is situated in a semi-rural village near Keighley. It is smaller than average. About 10% of pupils are from minority ethnic backgrounds. A small number are at an early stage of learning English. One third of all pupils live locally with the rest travelling from the surrounding towns and villages, attracted by the school's good reputation. The proportion of pupils entitled to a free school meal is well below average and the proportion with learning difficulties and/or disabilities is below average. The school has a number of awards including the prestigious International School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features. It provides good value for money. Its strength comes from the years of dedicated service by the headteacher, who has always put children and their needs first and foremost. As a result, the school's reputation has spread and numbers continue to grow. Personal development and well-being and the care, guidance and support given to pupils are outstanding.

Children enter Reception with standards that are broadly average for their age. Most make good progress throughout the school, because of good quality teaching and an outstanding curriculum. In Year 2, standards in reading, writing and mathematics are above average. The latest performance data in the 2007, Year 6 national tests show that pupils' good progress continues and well above average standards are attained in English, mathematics and science. A detailed analysis by the school has identified that boys do not do as well in writing as they do in reading. Measures are already in place to help them to improve. The challenging targets for 2008 are higher than those for 2007, which if met, will continue the school's improving trend.

Excellent relationships between home and school are reflected in the good response to the parents' questionnaire and attendance at the meeting for parents during the inspection. It is clear from their very positive responses and comments how much parents appreciate what the school provides for their children. Pupils are proud of their school and attendance is above average. Pupils' outstanding behaviour and excellent attitudes to learning make a major contribution to their outstanding personal development and well-being. Good links with other schools locally and internationally, and strong community involvement add significantly to pupils' learning experiences, preparing them exceptionally well to be responsible adults.

The quality of teaching and learning is consistently good with some outstanding features. Teachers' planning is a strength along with the relationships pupils enjoy with their teachers. Planning draws effectively on the available wealth of assessment information, and as a result, pupils are provided with challenging work, tailored to their individual needs. The effective support provided by teachers and teaching assistants ensures that most make good progress. The outstanding curriculum provides excellent learning opportunities, both in lessons and in after-school clubs, adds breadth to pupils' learning experiences and ensures that all love coming to school. Pupils benefit greatly from skilled tuition in sport, music, and information and communication technology (ICT).

The quality of care, support and guidance is outstanding. Pupils say that there is no bullying at their school and all enjoy excellent relationships with staff. Those who have learning difficulties and/or disabilities are very well provided for in the caring and supportive school environment and make good progress.

Leadership and management are good. Most staff have been at the school for many years, but there have been significant changes to the governing body. Under the excellent leadership provided by the headteacher, management roles are being reviewed to ensure the maximum impact on raising standards and further improving the already outstanding provision. Governors are beginning to develop their skills to help monitor the school's effectiveness. As a result, the school has a good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter Reception with skills that are broadly in line with those expected for their age. They settle quickly into school, are happy and enjoy their work. This is because relationships are very good and adults plan interesting and fun activities for them. Good teaching results in good progress. By the time children enter Year 1, the majority reach the goals set nationally with some exceeding them. The small number who are at the early stages of learning English are well supported by teachers and teaching assistants and make good progress. The Reception classroom is bright and well organised, with plenty of activities to capture children's attention, but the opportunity to develop early writing skills is not given a sufficiently high profile in some areas of the classroom. The outdoor play area is spacious and attractive, but the lack of equipment limits children's development of essential skills in the various areas of learning. The management of the Foundation Stage is shared effectively by two part-time teachers who have a good understanding of the strengths and weaknesses of provision.

### What the school should do to improve further

- Raise standards in writing for boys throughout the school.
- Improve the quality of the outdoor learning area for Reception children.

## Achievement and standards

### Grade: 2

Standards are above average by the end of Year 2 and well above average in English, mathematics and science by Year 6. Overall, pupils' achievement is good throughout the school. By Year 6, standards in mathematics are significantly above average with high standards successfully being maintained for the past three years. In science, the improvement in standards from 2006 to 2007 has been significant. This is a direct result of the school's strategy to enable pupils to conduct their own investigations. Boys' performance in writing is not as strong as it is in reading, as fewer attain above average standards by the end of Year 2 and Year 6. Achievement for all pupils is exceptionally good in music, sport and ICT because of the specialist teaching available in the school. Pupils, including those who have learning difficulties and/or disabilities, achieve the challenging targets set for their performance and make good progress.

## Personal development and well-being

### Grade: 1

'All the flowers of all the tomorrows are in the seeds of today.' Pupils certainly live up to the school motto because their personal development, including their spiritual, moral, social and cultural development, is outstanding. This is shown in pupils' excellent behaviour; their ability to work well together and the way they care for one another. The International School Award and the well established link with a school in Islamabad, provide pupils with excellent opportunities to develop their awareness and respect for other cultures. From an early age, pupils work independently and manage their own learning. They think it is good being a pupil at this school because 'it's a fun place to learn and everyone is kind and helpful'.

The development of pupils' creative talents through, for example, art, music and school performances, results in them developing a real sense of their own self-worth. This increases their confidence and prepares pupils superbly well for their future. Their enthusiasm for school is reflected in their above average attendance. Pupils have an excellent understanding of the

importance of healthy eating and exercise and have gained the Healthy Schools Award. Pupils respond well when given responsibility. School councillors, for example, help improve the school environment and Years 5 and 6 pupils take on roles and responsibilities that help with the smooth running of the school. The young engineers club typifies the strong community involvement which generates a sense of belonging and community identity.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good progress pupils make is a reflection of the consistently good quality teaching. Staff are extremely conscientious and beginning to successfully tailor learning to meet individual pupils' needs so that they make even better progress. In one outstanding lesson seen, pupils worked independently in groups to discuss in depth the issue of bullying and recorded their discussions carefully so that they could be shared with others. All teachers have excellent relationships with pupils and there is a calm, purposeful atmosphere throughout. In a science lesson, pupils in Year 3 were highly motivated testing the stretchiness of ladies' tights. Staff manage pupils' behaviour very well, ensuring that pupils develop a very positive attitude towards learning. On occasions, instructions to groups are not always clear and where this happens, the pace of learning slows. Care is taken to challenge higher attaining pupils and to support those who have learning difficulties. The skilled teaching assistants provide very effective support for any pupil who is experiencing difficulty. Assessment procedures are highly developed giving a wealth of performance data. Consequently, teachers have a clear picture of each pupil's progress and individual learning needs.

### **Curriculum and other activities**

#### **Grade: 1**

The excellent curriculum is closely matched to the pupils' different needs and capabilities. Pupils' independent learning and basic literacy and numeracy skills are given a strong emphasis. These are further enhanced during the creative arts afternoons. Working closely together, staff constantly review and adapt the curriculum, searching for fresh ways to make activities more exciting and relevant. There are good opportunities for pupils to share ideas, work cooperatively and to enjoy their learning. For example, they create a puppet show about bullying, test paper towels and perform in the Samba band. These activities successfully contribute to pupils' outstanding personal development as well as promoting effective learning. The impressive school choir, school concerts, with the local brass band in support, and the wide range of instrumental tuition provide many opportunities for pupils to perform in school and in the wider community. The excellent range of after-school clubs, learning French and taking part in many sporting activities further enhances the quality of the curriculum. The International School Award provides a dimension to the curriculum that enables pupils to communicate with children around the world. This adds considerably to their cultural development.

### **Care, guidance and support**

#### **Grade: 1**

Parents greatly appreciate the high quality of care and support provided for their children. Excellent relationships underpin the outstanding provision. Parents find staff highly approachable and helpful. Pupils experiencing any difficulties know that they can turn to any member of

staff for help. Child protection requirements and health and safety procedures are in place. It is clear why pupils feel safe and very well cared for. The progress of all pupils is carefully tracked and checked so that any underachievement is swiftly identified and strategies put in place to resolve problems quickly and effectively. Helping boys to achieve as well in their writing as they do in their reading is a current school priority. Support for pupils with learning difficulties and/or disabilities is excellent and highly praised by parents.

## **Leadership and management**

### **Grade: 2**

Parents are very appreciative of all that is provided for their children and the huge respect that they have for the headteacher and staff featured prominently in the many responses to the questionnaire for parents. Staff share the same pride in the school's considerable strengths. Excellent leadership is provided by the headteacher for whom the needs of pupils are of paramount importance. There is a unity of purpose amongst staff and all are committed to school improvement. They know the school well and their evaluation of its strengths and weaknesses is accurate. The school strives for continued improvement in standards and in what it provides for pupils. It is, for example, currently reviewing and developing management systems and procedures after a period of change following the appointment of the deputy headteacher and many new governors. Staff regularly and carefully check on pupils' progress and on the quality of teaching and learning. The management of the provision for pupils with learning difficulties and/or disabilities is particularly effective. Governance is good. The business of the governing body is carefully and thoroughly reported. All governors visit the school regularly and procedures for them to be more involved in checking on the school's effectiveness are being methodically developed.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

I really enjoyed visiting your school. The Samba band sounded great and I can appreciate how much your parents enjoy your school productions after hearing the choir.

You are right to be proud of your school because it is good. I also saw some things that I thought were excellent. You have an impressive collection of sports trophies and the young engineers were working with such precision when making their buggy with axles and designing covers on the computer for their work folders. I can see why you love being at school and how much you enjoy doing all the interesting things that your teachers plan for you in lessons.

Well done to all of you for working so hard and achieving such high standards in reading, writing, mathematics and science. I hope it will not be long before the boys get their writing to the same high standards that they achieve in reading.

You are so lucky that the school takes such very special care of you all and is quick to support you if you need help. It was really good to see you taking your jobs and responsibilities so seriously and watching older pupils take such good care of the younger ones in the playground.

Your headteacher, governors and staff know the school well and have their own programme firmly in place to make some improvements. They are right to concentrate on making the outdoor area for Reception children more exciting.

I cannot thank you enough for helping me with this inspection. It is easy to see why your parents chose this school for you. I hope that you will carry on enjoying everything that it offers and go on trying your best to make it even better.