

# Easterside Primary School

## Inspection report

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<b>Unique Reference Number</b>	111622
<b>Local Authority</b>	Middlesbrough
<b>Inspection number</b>	310645
<b>Inspection dates</b>	8–9 November 2007
<b>Reporting inspector</b>	Barbara Hudson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jonathan Holliday
<b>Headteacher</b>	Mrs Ruth Parker
<b>Date of previous school inspection</b>	1 January 2004
<b>School address</b>	Erith Grove Easterside Middlesbrough TS4 3RG
<b>Telephone number</b>	01642 273006
<b>Fax number</b>	01642 273011

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Easterside is an average sized primary school and is located in an area of social and economic disadvantage. It houses an 'infant assessment class' for the early identification of the needs of pupils with learning difficulties; pupils come from the wider Middlesbrough area to attend this class. Nearly half of pupils are eligible for free school meals, which is three times higher than the national average. A third have learning difficulties and/or disabilities; this is twice the national average. The proportion of pupils with a statement of special educational need is average. Pupils are predominantly White British. The school has achieved Investors in People status, Artsmark Gold, Activemark and the national Healthy School's 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 good school successfully places an equal emphasis on pupils' academic and personal development. The overall quality of their personal development is excellent. Pupils flourish in the very supportive atmosphere. They thoroughly enjoy school and their behaviour is good. They contribute extremely well to the school and the wider community and are prepared well for life through their good achievement in literacy, numeracy and information and communication technology. Most parents are supportive of the school. They recognise the good work that it does in encouraging their children to do their best.

Standards are average and pupils achieve well, because they make good progress from the very low starting points in the Nursery to the end of Year 6. Most pupils make satisfactory progress in Key Stage 1, but it is currently improving and is often good in Year 1. However, the more able boys do not make as much progress as they should in this key stage. Teachers' assessments show standards at the end of Key Stage 1 are well below average, but this is partly due to the influence of the infant assessment class results being included in this data. In Key Stage 2, most pupils make good progress and reach standards that are average. Pupils with learning difficulties and/or disabilities make good progress, including those children who attend the infant assessment class.

Good teaching helps pupils to achieve well. Teachers know their pupils well, understand how they learn and generally set work that meets their needs. Changes to the deployment of staff have made the best use of expertise, which is beginning to increase the rate of the pupils' progress at Key Stage 1. Highly experienced support staff contribute effectively to the pupils' learning, especially those who need additional support. The lively curriculum makes relevant links across subjects and is enhanced by a wide range of enrichment activities. Pupils have an excellent understanding of how to keep healthy and stay safe. The school provides outstanding levels of care, underpinned by a comprehensive programme for personal development and links with outside agencies. Safeguarding policies and procedures are in place.

Leadership and management are good. The excellent leadership by the headteacher and the very effective leadership and management teams accurately evaluate the work of the school and successfully guide and support staff. As a result, teaching has improved, standards are rising in Key Stage 2 and the school's priorities for improvement are appropriate. Governors discharge their duties effectively and have a good understanding of the school's strengths and areas for development. Financial management is secure. The school has made good improvement since the last inspection and this shows that its capacity for further improvement is good.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good and the children make good progress. In 2007, most children reached the level expected by the time they are five years old. The standards they reached were higher than in the recent past and a result of the increased emphasis on individual learning and less whole-class teaching. The quality of teaching is good, as is the curriculum, which means the children want to learn and enjoy coming to school. The staff correctly place an emphasis on developing the children's language skills and their personal, social and emotional development, and this prepares them well for the next stage in their education. The care and support that the staff provide for children and parents are outstanding. The Foundation Stage

is very well led and managed and teachers and teaching assistants work well together to ensure continuity and consistency in the learning.

### **What the school should do to improve further**

- Increase the rate of pupils' progress in Key Stage 1, especially for the more able boys.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good because they reach average standards from a very low starting point. Children join the Nursery with skills that are much less well developed than usually seen for their age. They make good progress and most meet the level expected by the end of the Foundation Stage. In Years 1 and 2, most pupils make satisfactory progress but it is improving, especially in Year 1. However, a small group of the more able boys make slow progress. Teachers' assessments show standards at the end of Year 2 are well below average and have declined for the last three years. This does not show deterioration in standards but is the result of the pupils in the infant assessment class being included in the results for the school, which depresses the overall standards. In Years 3 to 6, pupils make good progress and reach the level expected for their age. The unvalidated results of the 2007 national tests were above average in mathematics and science and below average in English. Inspection evidence shows that standards in English are improving at a fast rate, partly due to the rigorous and consistent approach to the marking of pupils' writing. Standards have improved over the last two years in Key Stage 2 and this is because pupils are being set challenging targets that are met and sometimes exceeded. Pupils with learning difficulties and/or disabilities make good progress.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being, including pupils' spiritual, moral, social and cultural development, are outstanding. Pupils thrive because the staff respect them and are very committed to meeting their needs. Pupils' behaviour and attitudes in lessons and around school are good, and those who do need additional support are helped to manage their behaviour and learn how to respond appropriately to the staff's high expectations. A legacy of below average attendance is being overcome; the most recent data shows attendance that is similar to the national average. Pupils feel safe and secure in school. They say that bullying is rare and that adults quickly help them resolve any difficulties. Pupils' understanding of the features of a healthy lifestyle is comprehensive. Pupils really enjoy school. The school council is very clear about its role and responsibilities. Pupils know they are listened to and make a significant contribution to the school life. They are proud of their successful enterprise to raise money to improve play facilities. Taking responsibility is relished, for example, when helping at lunchtime and in the school office, being buddies, when older pupils work with younger children and when welcoming and guiding visitors around school. Pupils acquire a wide range of mature social and personal skills. This, allied with pupils' good academic achievement and their personal expressions of ambition, prepares them very well for the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good, promoting good learning and achievement. In the lessons seen, consistently strong features were teachers' high expectations of behaviour and very good relationships among adults and pupils, which enabled pupils to persevere with their learning. Teachers use their subject knowledge and apply their understanding of how children learn very well to create interesting lessons. Planning is thorough and teachers are very clear about what the pupils are to learn in each lesson. Changes to staff deployment have strengthened the teaching at Key Stage 1, but this has not yet translated into consistently good progress at this key stage because the more able boys are not always sufficiently challenged.

Pupils are taught how to work as a team and the efficient teamwork seen amongst the adults provides an excellent role model. The consistently well-marked pupils' work, with clear comments, helps pupils to improve and move towards achieving their targets. Pupils monitor their own learning, identifying where they have improved. While lessons are generally conducted at a brisk pace, occasionally the pace drops and lessons become too directed by the teacher.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It fully meets national requirements. Sufficient emphasis is given to the development of the basic skills of literacy, numeracy and information and communication technology, which are used well across the curriculum to enhance pupils' learning. A recent development of the curriculum has seen a livelier approach, making relevant links across subjects and providing more first-hand experiences for pupils, but it is too early to judge how effective this is in raising standards. The curriculum is structured to meet the needs of most pupils and the school is looking at ways to improve the progress of the more able boys in Key Stage 1. The needs of pupils with learning difficulties and/or disabilities are fully met. Provision for pupils' personal and social skills and understanding is well established. The development of thinking skills is having a positive impact on pupils' learning. Pupils and parents express their satisfaction with the broad range of out-of-school activities. These include the breakfast club, sporting activities and those within the performing arts. Pupils benefit from the good use of visits out of school and well informed and experienced visitors into school.

### Care, guidance and support

#### Grade: 1

Care, guidance and support are outstanding. The school is perceptive and ambitious in the way it cares for, guides and supports its pupils and their families. Procedures for safeguarding pupils fully meet national requirements. Child protection training for all staff has recently been updated. A very experienced and vigorous team of support staff is an exemplary complement to the dedicated work of the adults in the classroom. The support network is highly successful in ensuring the inclusion of pupils, especially the most vulnerable. Support work with parents is similarly highly successful. The work of the infant assessment class, for pupils with early identification of learning difficulties, is efficient and well established. The school's strategies, including work with outside agencies, have resulted in a significant improvement in attendance rates. Rigorous strategies keep close track of pupils' progress. Assessment information is

regularly updated. This information is generally used well to set challenging targets which are realistic in terms of prior attainment but with an added factor to encourage all to exceed expectations.

## **Leadership and management**

### **Grade: 2**

The good leadership and management have a positive impact on the pupils' academic achievements and personal development. The headteacher provides excellent leadership. Under her guidance, the curriculum coordinators and the recently formed senior leadership and management teams have become very effective. The work of these teams is already having a good impact on the school. This can be seen through the highly motivated staff that know and understand their responsibilities and are held to account by the headteacher and senior staff. The systematic monitoring of teaching and a high degree of professional dialogue amongst the staff are proving effective in maintaining the quality of teaching, which includes occasional outstanding lessons. As a result, standards have improved in Key Stage 2. Measures have been put in place to reverse the downward trend in Key Stage 1; however, these as yet are not having the desired impact.

Governance is good. Through a rigorous appraisal of the school, the governors and staff have an accurate understanding of the school's strengths and weaknesses. Weaknesses are quickly identified and rigorously worked upon until the desired improvement is achieved. Financial management is secure and the school offers good value for money. All the staff respond well to the commitment by governors and senior staff to set challenging targets and to provide the best for each pupil. Parents are very supportive of the school. They appreciate the good levels of education and the outstanding care their children receive.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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

How good is the overall personal development and well-being of the learners?	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	3
The behaviour of learners	2
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

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

## Text from letter to pupils explaining the findings of the inspection

9 November 2007

Dear Pupils

Inspection of Easterside Primary School, Middlesbrough, TS4 3RG

Thank you for making Mr Cooper and myself so welcome when we visited your school. You are very polite, helpful and friendly and this helped us to enjoy our visit. You answered our questions very well and told us very clearly that you enjoyed coming to school because the staff and pupils are friendly and you have lots of interesting things to do. One of you told us that, 'The staff are like our family. They help us when we have problems.' We agree that the staff are very caring and supportive of you and your families.

We are pleased to tell you that we agree with you that Easterside Primary School is a good school and that you and your parents are right to be proud of it.

These are some of the things that we found out about your school during our visit.

- Most of you enjoy school and behave well.
- Teachers make lessons interesting and help you make good progress in your work.
- All the adults take excellent care of you and help you to become responsible, confident young people.
- Your headteacher is passionate about providing you with an excellent education.

We would like the school to do even better at:

- helping those of you in Key Stage 1, especially more able boys, to make better progress in your work.

We enjoyed talking to you, your teachers and all the other adults who work in your school, as well as watching you learning in the lessons we saw.

We wish you and all the staff the very best in the future!

Yours sincerely

Barbara Hudson

Lead inspector