

Eastcote Primary School

Inspection report

Unique Reference Number	101404
Local Authority	Bexley
Inspection number	335708
Inspection dates	1–2 December 2009
Reporting inspector	Jackie Krafft HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mr Ian Pearson
Headteacher	Ms Miranda Flack
Date of previous school inspection	3 September 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, observed activities targeted to support pupils identified as needing extra help, and held meetings with parent governors, staff and groups of pupils. They observed the school's work, and looked at the school's tracking data on pupils' attainment and progress, the school improvement plan, governors' minutes and a range of policies. The team received 97 pupil questionnaires, 55 questionnaires from parents and carers and 18 questionnaires from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teaching consistently challenges pupils to make the progress they should, particularly those reaching or exceeding the levels expected for their age at the end of Key Stage 1
- how effectively provision for science meets the needs of all pupils
- how effectively middle leaders are being held to account for improving provision and outcomes in their areas of responsibility
- the accuracy of the school's evaluation of the Early Years Foundation Stage.

Information about the school

The large majority of this average-sized school's pupils are of White British heritage and almost one fifth come from a range of other ethnic groups. Most pupils speak English as their first language. A below-average proportion have special educational needs and/or disabilities. The number of pupils eligible for free school meals is low. When the school was last inspected in September 2007, it required special measures because it was failing to give its pupils an acceptable standard of education. Since then there have been a number of staff changes, including the headteacher and other senior leaders, as well as changes to the governing body. The school moved into a new building in November 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school has come a long way since it was last inspected. Pupils are now making satisfactory progress in their learning, including those who reach or exceed the levels expected for their age at the end of Key Stage 1 and those with special educational needs and/or disabilities. This is because their progress is monitored with increased accuracy and rigour and there is greater consistency in the quality of teaching, which is now satisfactory. Evidence of this is clear in the lessons seen by inspectors, records of the school's own monitoring of teaching, pupils' books and the school's detailed tracking information.

While the quality of teaching has improved and pupils enjoy their learning, they are not yet consistently challenged to make good rather than satisfactory progress in any age group. Skilful questioning and varied tasks carefully matched to pupils' different needs seen in some of the most effective lessons are not evident across all subjects and classes. For example, pupils make better progress in English and mathematics than in science. Too often there are missed opportunities to move pupils on quickly to the next steps in their learning because teachers are not assessing their level of understanding well during lessons. Teaching assistants are deployed to support pupils in class, but the quality and impact of the support they provide in lessons also vary. This is because the guidance they receive on precisely how they can improve learning while helping to develop pupils' independence lacks clarity.

The headteacher has remained sharply focused on tackling weaknesses despite staffing turbulence and major building work. She has established a new senior leadership team who share her vision for continued improvement. Together they are having a positive impact on pupils' outcomes and provision, but this is not yet reflected at other levels of leadership. Subject leaders and the leader of the Early Years Foundation Stage are relatively new to their roles and have yet to develop the full range of skills they need to contribute effectively to the improvements being made. For example, their monitoring and analysis of data are not precise enough to support and guide staff on how to improve further and subject plans lack quantifiable milestone measures of success. Monitoring and analysis of performance by senior leaders underpin the school's accurate evaluation of its strengths and weaknesses. Together with governors they have a clear understanding of where improvements have been made, for example in improving the quality and consistency of teaching, the progress pupils make and strengthening the senior leadership team. They are not complacent and have identified accurately what more needs to be done in their plan for improvement, demonstrating that they now

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have the appropriate capacity to sustain improvement. For example, weaknesses identified in the assessment of children's knowledge, skills and understanding when they join the Early Years Foundation Stage are being addressed. The school recognises that assessment is not yet embedded or being used robustly to plan activities inside and outside the classroom to secure good progress across all areas of learning.

What does the school need to do to improve further?

- Improve the quality of teaching and learning from satisfactory to good by:
 - ensuring tasks are varied and carefully matched to the full range of pupils' different needs
 - providing consistently good levels of challenge for all groups of learners, particularly the most able, through all parts of each lesson
 - developing teaching assistants' questioning skills and using them more precisely in lessons to support learning and develop pupils' independence
 - making better use of ongoing assessment in lessons to move learning on faster when pupils have demonstrated that they have understood a concept.
- Improve the progress children make in the Early Years Foundation Stage by:
 - providing more challenging activities across all areas of learning both inside and outside the classroom
 - embedding the new systems for assessing children's learning and using this information to plan how provision can be improved to accelerate their progress.
- Increase the impact of middle leaders on improving the quality of provision and the progress pupils make, particularly in science, by:
 - developing their skills in analysing data and monitoring information so that they can make accurate judgements about the quality of provision and its impact on learning
 - using this information to provide effective support and guidance to other staff about how to improve their teaching and subject knowledge
 - ensuring that their subject plans include quantifiable milestones and measures of success so that they can be held to account for improvement.

Outcomes for individuals and groups of pupils**3**

In most lessons seen pupils, including those with special educational needs and/or disabilities, made at least satisfactory progress in their learning. They behave appropriately, enjoy school, attend regularly and have positive relationships with each other and the adults who help them. They know what is expected of them and all who responded to the questionnaire said that adults explain how they can improve their work. The school's tracking information is analysed routinely by class, subjects and groups and shows that the progress pupils make is increasingly consistent with no significant difference in the progress made by different groups. However, it is clear from

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lesson observations that they are not consistently provided with the challenge needed to achieve well and make good progress across all classes and subjects. Consequently, the work seen in lessons and pupils' books reflected broadly average standards by Year 6; pupils are equipped appropriately for the next stage of their education, but make better progress in mathematics and English than in science.

Pupils' awareness of how to keep safe is good and enhanced by their involvement in developing school policies, for example on using the internet safely and contributing to safety displays. They say they feel safe and their parents agree. One parent wrote, 'My child has settled quickly with each new teacher and the change of environment and this would not have happened if she didn't feel safe and secure.' Pupils have a good understanding of how to live a healthy lifestyle and talk knowledgably about making sensible choices at mealtimes and the importance of taking plenty of exercise. Through the school council and a well-used suggestion box, pupils make an enthusiastic contribution to the development of the school. They raise money for charities and take part in some local events. They enjoy learning about different cultures and religions in lessons and Year 2 looked particularly colourful when they dressed up for their Romanian day, but their contribution to and understanding of the wider national and global community are not as well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent of pupils' spiritual, moral, social and cultural development

3

How effective is the provision?

Common features of more consistent and improving teaching include:

- detailed planning and a clear structure to lessons
- sharing of lesson objectives and success criteria so that pupils know what they will be learning and how they can improve
- the use of practical resources, such as games and laptop computers, to actively involve pupils
- opportunities for pupils to discuss and share their ideas together
- opportunities for pupils to assess their own learning and identify where they need more help.

Teaching is most effective when assessment information is also used well to challenge pupils and move their learning forward at a good pace, but this is not a consistent feature of lessons. Pupils understand their learning targets and the school's marking policy, and so they value the useful comments made by teachers which show them how to improve.

Developing literacy and numeracy skills have been given appropriate priority. Pupils' views are contributing to a review of the curriculum and there is now a greater emphasis on developing more links between subjects. Enrichment activities are increasing and pupils are particularly enjoying the opportunities to visit places of interest. These curricular changes are at the early stage of development and not yet fully established. While pupils enjoy conducting science experiments and provision for science meets requirements, it is not sufficiently developed to ensure they make more rapid progress.

Effective pastoral support and guidance make a significant contribution to pupils' enjoyment of school and good attendance. Appropriate links are made with specialist agencies, such as health professionals, to help pupils with special educational needs and/or disabilities make similar progress to their peers. Intervention programmes help pupils who fall behind in their work to catch up. One parent noted, 'My child was put on an intervention programme and climbed one sub level in six weeks. I am very pleased with what has been put in place.' However, the involvement of parents and pupils in planning the support they need is not consistent and the quality of support given in lessons is variable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support	3
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How effective are leadership and management?

Leaders have created a well-ordered learning environment. Good procedures are in place to safeguard pupils. Staff and governors have undertaken extensive training, all relevant checks are carried out and regular risk assessments are thorough. Pupils are actively involved in developing policies which help to secure their safety. A shared understanding of the school's strengths and weaknesses and a commitment at all levels to tackling weaknesses in teaching and improving the progress that pupils make was demonstrated in the overwhelmingly positive response to the staff questionnaire. Appropriate support and training help staff to develop their skills and are monitored through their individual development plans and regular pupil progress meetings. Pupils' progress is tracked systematically and analysed to ensure all groups are making appropriate progress. Participation in clubs and other activities is also monitored to promote equality of opportunity for all groups and this enables the school to tackle discrimination.

Governors and senior leaders have taken action to develop closer links with parents, but a small minority do not feel their suggestions or concerns are taken into account sufficiently. Leaders have identified this as an area for further development. Links with the local community are increasing but wider national and global links are not fully developed. Consequently, leaders' evaluation acknowledges that the impact of the school's work to promote community cohesion is not embedded. Governors fulfil their statutory duties. They have established appropriate systems to monitor and evaluate the school's performance. They are increasingly able to challenge as well as support leaders by using, more systematically, the particular skills and expertise they bring to their governance role.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Sound induction arrangements and positive relationships with adults help children to settle in quickly to the Early Years Foundation Stage. There is an appropriate balance of activities led by the teacher and those which children choose for themselves, both inside and outside the classroom. Opportunities to explore the different areas of learning are provided but they are not used equally well in the outdoor area, for example to develop writing skills. Children are active and inquisitive. Consequently, they cooperate, enjoy themselves and make satisfactory progress in their learning. However, there are missed opportunities, for example through well-chosen open questions and timely adult interventions in play, to extend their learning and help them make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents responding to the questionnaire are generally positive about the school's work. All are confident that their children are safe and the overwhelming majority say that their children enjoy school. Parents are less positive about how the school takes account of their views and suggestions. The governors and senior leaders acknowledge that there is more to do to develop the partnership with parents and have taken some steps to address this, for example by providing a direct email address to the chair of governors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastcote Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	58	22	40	1	2	0	0
The school keeps my child safe	27	49	28	51	0	0	0	0
The school informs me about my child's progress	11	20	38	69	4	7	1	2
My child is making enough progress at this school	13	24	31	56	4	7	2	4
The teaching is good at this school	17	31	28	51	4	7	1	2
The school helps me to support my child's learning	16	29	32	58	4	7	2	4
The school helps my child to have a healthy lifestyle	15	27	37	67	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	16	27	49	2	4	1	2
The school meets my child's particular needs	15	27	36	65	2	4	2	4
The school deals effectively with unacceptable behaviour	13	24	34	62	4	7	0	0
The school takes account of my suggestions and concerns	12	22	29	53	5	9	1	2
The school is led and managed effectively	14	25	29	53	4	7	1	2
Overall, I am happy with my child's experience at this school	19	35	30	55	2	4	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 December 2009

Dear Pupils

Inspection of Eastcote Primary School, Welling, DA16 2ST

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed looking at your work, seeing you in lessons and talking with so many of you. You were friendly, confident and told us what you thought very clearly.

Your headteacher and teachers have made a lot of improvements and so the school is now providing you with a satisfactory education. We saw in lessons and in your books that you are making better progress and that your work is improving.

You and your parents told us that you like school and feel safe. We were impressed with how much you know about keeping safe and healthy. You are polite, friendly and work well together. You enthusiastically make suggestions about how to improve the school, and your headteacher encourages you to do this through the school council and suggestion box. You told us how much you like going on more trips and visits too.

To help your school continue to improve, we have asked the staff to make sure your lessons are all as good as the best so that you can make even more progress. We have also asked them to help the very youngest children get off to a really good start in school by making sure activities are carefully planned for them in the classroom and outside. We have also asked that the teachers in charge of different subjects help the headteacher and other teachers to improve how you learn about some subjects, such as science.

Thank you again for making us so welcome and we hope that you carry on working hard and enjoying you lovely new school building.

Yours sincerely

Jackie Krafft

Her Majesty's Inspector

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