

Eastborough Junior Infant and Nursery School

Inspection report

Unique Reference Number	107602
Local Authority	Kirklees
Inspection number	336918
Inspection dates	24–25 February 2010
Reporting inspector	Linden Phillips

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	210
Appropriate authority	The governing body
Chair	Mrs Helen Khan
Headteacher	Mr Anthony Sheldon Parkin
Date of previous school inspection	2 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and spent around 50% of the school day observing learning. They held meetings with governors, staff and groups of pupils and the community development worker. They visited classrooms and looked at pupils' work in books, progress data, school policies including those on safeguarding, case studies, planning documentation and reports from the School Improvement Partner. The inspectors received 49 questionnaires from parents and carers, and others from 98 pupils and 16 staff.

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

- how well pupils have made progress over time
- the extent to which teaching ensures progress in lessons
- the effectiveness of leadership and management in improving achievement.

Information about the school

This is an averaged-sized school, with a part-time nursery, near the centre of Dewsbury. The majority of pupils are of Pakistani heritage and most speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is broadly average. The proportion entitled to free school meals is above average. The headteacher took up post in January 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

The school provides a satisfactory education for its pupils. Pupils love coming to Eastborough because their lessons and activities are interesting and enjoyable. Pupils' safety is central to the school's work and staff work together to create an exceptionally secure, nurturing environment where pupils flourish. Pupils respond well; their behaviour is excellent and they mature to be courteous and self-assured youngsters.

Children begin Nursery with skills at levels well below expectations for their age and most are at a very early stage of English language acquisition. A strong team of staff in the Early Years Foundation Stage deploy good resources in attractive surroundings. Teaching is good and so children learn and develop quickly. They make good progress and mostly reach expected levels, although they are still working below national expectations for writing at the end of Reception.

Although attainment is low, pupils' achievement is satisfactory. Pupils are now making good progress securely across the school and this is reflected by work in pupils' books and in the school's records. Their progress over time is satisfactory. Good teaching ensures that lessons are stimulating and so pupils are learning new skills quickly. Pupils' increasing fluency in English helps them become confident learners. Teachers celebrate pupils' achievements and explain what they need to do next to improve. Assessment systems have improved so that they are more accurate and the school can demonstrate that standards are rising. Most work is marked carefully, although there is some inconsistency among teachers.

Changes in staffing have meant that there has not been a consistent focus on the attainment of pupils in Year 6. Teaching here is good, but earlier slow progress of some pupils, and gaps in their understanding, have not been fully addressed. The school has given much attention to improving absence figures but last year attendance dipped and has not yet quite recovered to its previous level.

The relatively new headteacher and leadership team have established sound working relationships and a clear common approach. Teachers have high expectations that pupils who start school speaking English as an additional language will make fast progress and so pupils increasingly reap the benefit of confident bilingualism. Even so, there are some missed opportunities to enrich the curriculum for these pupils. The school is in the process of adapting the curriculum to ensure that it meets the learning needs of all pupils. The school's capacity to improve is satisfactory. Accurate evaluation of its strengths and weaknesses has resulted in better assessment procedures and planning, which in turn have boosted teaching and learning. The cohesiveness of leadership at all levels supports the school's development, for example in the improved partnership with

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parents and carers.

What does the school need to do to improve further?

- Improve attainment in Year 6 by:
 - using assessment information to give pupils work which closely matches their needs and helps them improve
 - providing carefully targeted support for pupils who have gaps in their skills and understanding.
- Raise attainment and improve the progress of all by:
 - ensuring that all teachers' marking gives pupils clear indications of what they need to do next to improve
 - consistently giving support to help pupils make those improvements.
- Ensure the curriculum better meets the needs of all by:
 - providing more opportunities to develop basic skills across a range of subjects
 - enriching the experience of those with special educational needs and/or disabilities and those who need support in developing fluency in English.
- Improve attendance by:
 - working closely with governors to consider the effectiveness of current strategies
 - forging stronger links with parents and carers so that they appreciate the importance of attendance and work with the school to improve it.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The quality of teaching is almost always good or better. Pupils respond with enthusiasm and now make good progress in class. Well-planned lessons, excellent relationships and teachers' high expectations all contribute to activities which pupils thoroughly enjoy. Accurate assessments of pupils' work inform swift intervention for those who are finding learning difficult and so progress is improving quickly and contributing to satisfactory achievement overall. Work is generally well matched to pupils' different starting points, although there are times when materials for pupils with special educational needs and/or disabilities are satisfactory rather than good.

Children come to Eastborough with skills at levels well below those expected for their age and a large majority are in very early stages of learning English as an additional language. They make good progress in Nursery and Reception because of good teaching and support. Pupils make satisfactory progress over time as they move further through the school and their skills in English become more secure. In 2009, pupils who speak English as an additional language reached levels slightly higher than national

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expectations. Attainment overall is low, but this reflects satisfactory progress over time including for those with special educational needs and/or disabilities. Staffing changes in Year 6 have meant that, although pupils' work has been assessed, there has been a lack of continuity in ensuring that all pupils are making sufficient progress towards aspirational targets.

The care given by the school to the physical and social environment means that pupils feel very safe. Pupils behave exceptionally well, not only adhering to the school's high expectations but taking pleasure in working hard and helping each other. Pupils develop a strong sense of doing the right thing and befrienders help pupils be kind to each other. Pupils know how to be healthy; they run the tuck shop which is well supported by pupils who enjoy the fruit, and there is good take-up of sporting activities. The school council is strongly supported because pupils know that their views will be taken seriously and acted upon. Pupils tend the school garden and contribute also to initiatives outside the school, for example the project to regenerate the town. Successful twinning with four local schools helps pupils extend social and personal skills needed to work successfully in a multi-ethnic society. Exploring the life of children at the twinned school in Pakistan has enriched pupils' cultural awareness. Displays of pupils' poetry around the school reflect thoughtful work in class. Pupils learn about the major religions. Assemblies give the opportunity for quiet reflection and, at appropriate times in the calendar, both the Imam and the vicar are welcomed into school to lead singing and prayer.

The school had successfully used a range of strategies which improved attendance to be almost at the national average, but the level of attendance has yet to bounce back fully from a dip last year. Younger pupils have a higher rate of absenteeism. Despite this, pupils develop satisfactory skills for the future, for example by competent use of information and communication technology, good social skills and good awareness of community issues. Parents feel their children are well prepared for life ahead.

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	4
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	1
Pupils' behaviour	1

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

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	
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching leads to enjoyable and effective learning. In one outstanding lesson pupils were highly motivated to write to children the school has made contact with, via a video link, at the twinned school in Pakistan. Because they had a picture of their audience they fully understood the purpose of their work and were keen to make it the very best they could do. The teacher and the teaching assistant helped them plan carefully, select the right words and check that all was correct, neat and attractive. Teachers across the school encourage pupils to speak up clearly and confidently and so pupils enjoy presenting what they have learned. Work is planned to meet different learning needs and so pupils make progress from their individual starting points. Where progress is slower, teachers rely too much on teacher talk and do not provide enough opportunities for pupils to work independently. The management of staff turnover in Year 6 has maintained continuity in lessons and assessment, but the school has not intervened sufficiently to help those pupils who have not yet met aspirational targets. The curriculum has a good focus on basic skills and is appropriately structured.. It is sufficiently broad, and the school is beginning to maximise links between subjects to consolidate pupils' skills.. Curriculum planning mostly allows for the different abilities and needs of pupils but, sometimes, staff do not modify materials and approaches to support pupils, especially those with special educational needs and/or disabilities or those with specific language needs. There is good provision for pupils' personal and health education.

Care, guidance and support are good. The school pays close attention to ensuring the well-being of pupils. This is demonstrated particularly in the range of pastoral support from, for example, the school counsellor and the community development and behaviour support workers. The school has worked well with its governors, parents and carers to agree the importance of children's coming to school and this has been supported by local authority staff. This work did improve attendance over the last two years but it has now fallen. All safeguarding requirements are met. Good links with high schools help pupils make a smooth transition into the next phase of their education.

These are the grades for the quality of provision

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

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads the school well by communicating a clear ambition to improve standards and achievement. Managers and staff are a cohesive team with high expectations of pupils. The impact is seen clearly in the common approach to good teaching, improving learning and in the good care given to pupils. The school monitors its work to make sure all groups of pupils have equal opportunity to succeed. Progress is improving across the school but the impact on attainment in the final year of school is still to be seen.

The governing body is well organised and fulfils its statutory duties. It monitors the school's safeguarding policies and procedures which are detailed and thorough. Safeguarding procedures are effective in raising staff awareness and helping pupils understand about keeping safe. Children who are vulnerable are given sensitive and effective support. Governors are aware of the importance of pupils' good attendance. Their joint work with the school resulted in improvements, although there has been a deterioration this year. Many governors are new to the role and are attending training so that they are up to date in their understanding of primary education and can challenge the school to improve further. Finances are monitored and funding is prioritised so that it matches the school's development plan. The school demonstrates satisfactory value for money.

The school makes great efforts to contact parents and carers and include them in the life of the school. Staff work well with the community development worker and this has been effective in making productive links with families. Liaison with the school's partners is good and contributes to pupils' smooth transition into the school as well as on to high school. The school has a sound understanding of its local community and encourages pupils to engage with the wider world nationally and internationally. The governing body intends to use recent training in promoting community cohesion to build on the school's current satisfactory work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2

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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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
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

Good management of the Early Years Foundation Stage has created a safe and stimulating environment for children in Nursery and Reception. Careful planning and close attention to children's welfare are having a positive impact on children's learning. The match of work to the abilities of individual children and the assessment of their learning are outstanding. There is a good balance between adult-led and child-initiated activities, and children benefit from very good resources for indoor and outdoor play. The integrated curriculum ensures a smooth transition into the Reception class.

In a good Reception lesson children were fully engaged exploring the theme 'Heroes from the past'. The teacher made sure there was a good mix of activities to develop speaking and listening, writing and creativity. Staff boosted children's confidence, using praise to motivate children and guidance to support their efforts. Children enjoyed their work and helped each other willingly. They made good progress in handwriting and gained confidence in using their laptops. Staff completed detailed observation sheets which contribute to regular, effective assessment.

Children enter the school with skills and abilities which are well below national expectations, particularly in writing, reading and in social skills. They make good progress in all areas, particularly in their knowledge and understanding of the world and in their communication skills. The large majority of children reach standards expected for their age. However, attainment in writing remains below expectations and the school is giving this aspect of learning close attention. Pupils grow in confidence, behave well and quickly learn to follow established routines. They develop a sound basis for moving on to Key Stage 1.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who completed questionnaires are positive about their children's experience at the school. A few concerns were followed up in the inspection; for example, some parents and carers felt their views were not taken account of. Inspectors noted that the school canvasses the views of parents and carers and is responsive to their wishes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastborough Junior Infant and Nursery 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	73	13	27	0	0	0	0
The school keeps my child safe	29	59	18	37	0	0	0	0
The school informs me about my child's progress	34	69	15	31	0	0	0	0
My child is making enough progress at this school	25	51	22	45	1	2	0	0
The teaching is good at this school	31	63	15	31	3	6	0	0
The school helps me to support my child's learning	20	41	24	49	4	8	0	0
The school helps my child to have a healthy lifestyle	18	37	31	63	0	0	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)	25	51	19	39	3	6	0	0
The school meets my child's particular needs	20	41	24	49	3	6	0	0
The school deals effectively with unacceptable behaviour	22	45	24	49	1	2	0	0
The school takes account of my suggestions and concerns	23	47	19	39	5	10	0	0
The school is led and managed effectively	27	55	17	35	4	8	0	0
Overall, I am happy with my child's experience at this school	27	55	19	39	3	6	0	0

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.



26 February 2010

Dear Pupils

Inspection of Eastborough Junior Infant and Nursery School, Dewsbury, WF13 1NS

Thank you very much for welcoming us into your school. The inspectors noticed your excellent manners as you walked around the school and played outside. Even more, we were impressed with your behaviour in lessons. You are very enthusiastic about what you are learning and try very hard to do your best.

You told us how much you enjoy coming to school. Your school gives you a satisfactory and improving education. These are some of the things we liked about it.

- Your teachers work hard to make sure that you have interesting things to do and that you are learning every day.
- The headteacher and the staff expect you to do well and make sure you know how much you can achieve.
- All the staff care for you so that you feel very safe and have an excellent understanding of how to be healthy. You enjoy all the sporting activities and the delicious fruit from the Tuck Shop.
- Staff in Nursery and Reception care for you very well and make sure that you are learning new things.

In order to improve the school, we have asked the teachers, staff and governors to:

- give extra help to pupils in Year 6 to improve standards
- create more links between the subjects you study so that you can practise your new skills in different ways
- keep on talking to and working with your parents and carers to see how attendance can be improved
- make sure you achieve well by making good progress in all your lessons so that you reach the best standards you can.

You can help by making sure that you come to school every day.

Yours sincerely

Ms Linden Phillips

Lead Inspector

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