

Eastoft Church of England Primary School

Inspection report

Unique Reference Number	118043
Local Authority	North Lincolnshire
Inspection number	339129
Inspection dates	10–11 December 2009
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Mr T Barker
Headteacher	Mrs A Hewson
Date of previous school inspection	5 November 2006
School address	Yorkshireside Eastoft Scunthorpe DN17 4PG
Telephone number	01724 798274
Fax number	01724 798274
Email address	head.eastoft@northlincs.gov.uk

Age group	3–11
Inspection dates	10–11 December 2009
Inspection number	339129

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one additional inspector. The inspector visited eight lessons, and held meetings with governors, staff, groups of pupils and parents. He observed the school's work, and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. He received and analysed 22 questionnaires from parents as well as a number of questionnaires completed by pupils.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the progress made by children through the Early Years Foundation Unit
- the learning and progress of the most-able pupils in the core subjects
- the quality of teaching in lessons where several age groups learn together.

Information about the school

This small school serves the rural area of Eastoft and surrounding villages. The percentage of pupils eligible for a free school meal is below average. The vast majority of pupils are from White British families. The proportion of pupils identified with special educational needs and/or disabilities is below average. The Early Years Foundation Stage consists of a Nursery and Reception unit.

The school has received Activemark and Healthy Schools award. It has achieved Financial Management in Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Eastoft Church of England Primary is a good school. Children get an excellent start in the Early Years Foundation Stage. Good teaching and learning throughout the rest of the school ensures that pupils make good progress. The pupils are well cared for and their spiritual, moral, social and cultural development is outstanding. The relationship with parents is outstanding and contributes well to pupils' achievements. 'We are extremely impressed with the school's dedication, professionalism and desire for improvement from all staff,' is typical of the parents' views.

Pupils start school with skills that are typical for their age and leave Year 6 with above average attainment. Attainment has risen well since the school was last inspected. Pupils of all abilities achieve well. Pupils' progress in mathematics is not as rapid as it is in English. They do not have enough opportunities to apply their mathematical skills to challenging and relevant situations through other subjects. Pupils with special educational needs and/or disabilities have good attention given to promoting their basic skills. Pupils are hard working and take pride in presenting their work carefully and accurately.

Pupils' behaviour is excellent. They are mature, considerate and thoughtful towards others. Pupils say they feel safe and well cared for. They have a strong awareness and understanding of the needs of other communities. They are actively involved in charity fund raising and have particular links with children in Jamaica and China. 'I like my school because they help me with my work. I know everyone and it's like one giant, happy family,' reflects pupils' thoughts well.

Teachers make learning fun through the good use of information and communication technology and plenty of quizzes, games and role play to encourage pupils to be good learners. Work is marked regularly, especially for English skills, but pupils are not always given enough guidance to help them reach the highest standards they could in other subjects. There is a good range of visits, visitors and strong links with the local church which contribute to the very good personal, social and health education pupils receive. Strong procedures help pupils reach good levels of attendance and excellent behaviour.

The school has improved since its last inspection. This track record, coupled with accurate systems for self-evaluation leading to good school improvement planning, gives the school a good capacity to improve in future. Pupils' achievement continues to improve at all levels. All aspects of the quality of provision have improved because of the strong leadership and clear, shared vision of the headteacher and her staff. The governing body provides good levels of challenge and support.

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

What does the school need to do to improve further?

- Raise attainment and accelerate progress by:
 - providing more opportunities for pupils to use and apply their mathematical skills in relevant and challenging ways through all subjects
 - devising a consistently applied system that enables pupils to monitor how well they are achieving and give them clear pointers about how they can improve their work.

Outcomes for individuals and groups of pupils

2

Achievement and enjoyment are both good and contribute to the pupils' good progress across the school. Good quality teaching and a strong, caring ethos helps pupils to develop very positive attitudes to learning.

Pupils thoroughly enjoy their time at school and work hard in lessons. They work well individually and collaboratively. Their excellent behaviour and good attendance makes a positive contribution to their learning. The main features of the academic and personal outcomes for pupils are:

Other key features of pupils' outcomes include:

The inspection team fully agrees with the positive views pupils' have of the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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 develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is good. The main strengths are:

- good planning with a clear purpose and clear criteria for success which pupils use to measure their achievement
- very good classroom management that allows pupils to engage in meaningful discussion and practical activities
- activities that are fun; lessons make good use of role-play, quizzes, puzzles, dance and drama to bring learning to life
- the adults' skilful questioning of pupils to deepen their understanding and help them consolidate their ideas
- accurate assessments of pupils' achievements ensure that work is closely matched to their needs
- teachers and teaching assistants work closely together to ensure pupils of all abilities are fully included and progress well.

Occasionally, the pace of learning slows because the introduction to the lesson is too complicated and not exciting enough. Although teachers' mark pupils' work well, especially for reading and writing, they do not provide longer-term guidance about how pupils can work independently towards the higher levels.

The good curriculum is enriched by visits and visitors. Pupils have the opportunity to take part in residential visits with a strong focus on outdoor pursuits. Exciting topics and themes, for example, their work on the Caribbean, link different subjects together in meaningful ways. These are well planned to broaden pupils' life experiences and to celebrate a wide range of faiths and cultures. However, chances for pupils to enrich their mathematical learning in realistic and relevant ways are less well developed. The 'Teach less learn more' project helps pupils develop independence in their learning. It is especially effective because of the strong support of parents. There are good opportunities for pupils to sing, dance and learn a musical instrument. Pupils experience the world of business and agriculture through the school's Farming Club run with support from the local community.

The care, guidance and support offered to all pupils are good. All staff know pupils and their families well and provide a warm and welcoming environment. Parents speak highly of this aspect of the school's work. Vulnerable pupils and those with special educational needs and/or disabilities are well provided for. The school has effective systems to monitor attendance and pupils' behaviour.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers at all levels are ambitious for the school and its pupils. There is very close team work amongst the staff which contributes to the very positive ethos of the school. The headteacher provides fair and clear leadership which is respected by the parents. Despite its small size, the school is innovative in its approach to developing teaching and learning. The school's contribution to community cohesion is good. The school plays a central role in its local community providing high quality educational opportunities for adults and pupils. These include their involvement in events, such as, the Church Car Wash and Foundation Fun activities and extending first hand links to children in China and Jamaica. Parents benefit from excellent partnership with the school. As a result, they provide first rate support to pupils' homework and many are involved in regular fund raising events and other activities. All agencies work together with the school to very effectively safeguard and protect pupils and to respond to any concerns. At the time of the inspection, the school complied with current requirements for safeguarding and child protection. The school is inclusive and promotes equality of opportunity well. Systems to support the most vulnerable pupils are rigorous, recorded in detail and the impact evaluated. The school is developing procedures to provide more challenge for gifted and talented pupils. The governors provide very robust financial management, contribute well to the drive for continuous improvement and ensure the school gives good value for money.

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
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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 effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children start school with a wide range of skills. These skills are fairly typical for their age, but vary from year-to-year because of the small number of children involved. They get off to a flying start and develop a real thirst for learning because:

- teachers and teaching assistants work closely together to ensure that children of all abilities are fully included and progress well. Very effective information for parents and planned home visits help children to make the best possible start in Nursery
- excellent welfare arrangements and very positive relationships ensure children feel very safe and secure and settle in extremely quickly
- all staff contribute to the high standard of regular and detailed assessments of children's progress which are used to plan effectively for the next stage in their learning
- adult-led group sessions are very keenly focused on moving children on in their learning
- children greatly enjoy exploring the wide range of stimulating learning activities both indoors and outdoors and are encouraged to make choices and take responsibility for aspects of their own learning
- staff skilfully intervene to boost children's self-esteem, support their language development and get them thinking.

As a result, children grow in confidence and make very rapid progress and they are clearly very proud of their accomplishments. Their achievement is excellent and by the time they start Year 1, their attainment is typically above average.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are very happy with the education their children receive. They particularly appreciate the school's friendly welcome for everyone. They feel that their

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

children make good progress in many ways and thoroughly enjoy their time in school. They also feel that the school works well with parents to help them support their children. The inspector agrees with the parents' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastoft Church of England 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 inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	77	5	23	0	0	0	0
The school keeps my child safe	13	59	9	41	0	0	0	0
The school informs me about my child's progress	15	68	7	32	0	0	0	0
My child is making enough progress at this school	18	82	4	18	0	0	0	0
The teaching is good at this school	16	73	6	27	0	0	0	0
The school helps me to support my child's learning	15	68	6	27	0	0	0	0
The school helps my child to have a healthy lifestyle	17	77	4	18	1	5	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)	15	68	6	27	0	0	0	0
The school meets my child's particular needs	17	77	5	23	0	0	0	0
The school deals effectively with unacceptable behaviour	15	68	6	27	0	0	1	5
The school takes account of my suggestions and concerns	16	73	6	27	0	0	0	0
The school is led and managed effectively	17	77	5	23	0	0	0	0
Overall, I am happy with my child's experience at this school	19	86	3	14	0	0	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.



14 December 2009

Dear Pupils

Inspection of Eastoft Church of England Primary School, Scunthorpe, DN17 4PG

Thank you for the very warm welcome you gave me when I visited your school recently. You gave me a great deal of help and information and it was a pleasure to spend time with you in lessons and at break times. I really enjoyed watching the Nativity that you performed in the Church and seeing how delighted your parents were with all your hard work. I would like to tell you about some of the things I found out:

- you go to a good school and you and your parents are right to be proud of it
- you make good progress in all your work and achieve well. Some of you could make even faster progress in mathematics
- children get off to an outstanding start in Nursery and Reception
- you take lots of responsibility, such as, being school councillors and are very helpful towards each other
- everybody is very positive and your behaviour is excellent
- you are given many exciting things to learn about because the quality of teaching is good. The school could help older pupils do even better by giving them more information about the next stages to reach for
- you know how to keep safe in many different situations because the staff take very good care of you
- the headteacher and staff provide good leadership and make sure you are all involved in everything the school has to offer.

I have asked the school to help you use your mathematical skills more often in different subjects. I have also asked your teachers to give you more guidance on ways to help you make your own work even better. You can all help by continuing to work hard and enjoying your time at school.

I wish you all the best for the future.

Yours sincerely

Mr Andrew Clark

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.