

# Eaton Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	124022
<b>Local Authority</b>	Stoke-On-Trent
<b>Inspection number</b>	340478
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Joanne Harvey HMI

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 of pupils on the school roll</b>	469
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Finney
<b>Headteacher</b>	Dr Lynne Bradbury
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Arbourfield Drive Bucknall Stoke-on-Trent ST2 9PF
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. They observed the school's work and looked at the school development plan, assessment information, the school's and local authority's monitoring information, lesson plans, the school's policies and 72 questionnaires from parents and carers. They observed 20 lessons and 15 teachers were seen. Inspectors held meetings with governors, groups of pupils, parents and carers, senior leaders, middle leaders, the special educational needs coordinator and representatives from the local community and other agencies.

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

- whether pupils are on target to attain average standards by the time they leave the school
- whether weaknesses in teaching have been addressed and teachers are challenging pupils to make good progress
- whether changes to leadership and management of the Early Years Foundation Stage have had an impact on the quality of provision and outcomes
- whether leaders and managers at all levels are playing their full part in driving forward the school's improvement.

## Information about the school

The school is larger than average. Almost all of the pupils are White British. A higher than average proportion of pupils has special educational needs and/or disabilities. The proportion of pupils with a statement of special educational needs is also higher than average. A greater number of pupils than expected in Years 4, 5 and 6 enter or leave the school other than at the usual times. The school has achieved Healthy Schools Status, an Artsmark and an International School Award. It also has extended schools status. There is currently independent childcare provision on site which is not managed by the school's governing body and is inspected separately.

**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

Eaton Park Primary School prides itself on the warm and caring atmosphere it provides. It is an oasis of calm to which pupils say they love to come. The environment is rich and stimulating, relationships are strong and trusting, and together these promote highly positive attitudes to learning and good behaviour.

The school's significant strengths lie in the outstanding focus on building strong communities, within school and beyond. This is a feature which pervades the whole curriculum. As a result, pupils' spiritual, moral, social and cultural development is also outstanding. An array of partnerships and projects, including a joint water and gardening project with a school in Gambia, promote very effectively pupils' understanding of different cultures throughout the world. Pupils are proud to take on responsibilities such as acting as peer mentors and school councillors and they really do make a difference to the smooth running of the school.

The curriculum is well enriched and also is planned to ensure that pupils' skills progress in all subjects. The school's leaders have been successful in ensuring that most teaching is now good and some outstanding. This has helped pupils make good progress, often from low starting points, and attain average standards by the time they leave the school. A previous weakness in writing has been successfully addressed; writing is now a strength of the school. However, some satisfactory teaching remains, especially in mathematics. Consequently, pupils' progress in mathematics is slower than in English. The school demonstrates its commitment to equal opportunities by ensuring that there are no significant differences in the performance of groups and that all are well supported and enabled to access everything the school has to offer. Attendance has improved dramatically this year and is now average.

The school's improvement since the last inspection coupled with a mostly accurate evaluation of its performance gives it a good capacity to improve. The school is generally well led and managed but some weaknesses still exist. At the strategic level, information about pupils' progress is not presented clearly enough to show easily how well pupils are doing and the evaluation of monitoring activities is not precise in recording how successful they have been. Senior leaders, including governors, are not checking closely enough that all policies to promote health, safety and welfare are being rigorously applied and recorded.

## What does the school need to do to improve further?

- Raise pupils' attainment in all subjects, particularly in mathematics across the school, by:

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- ensuring that pupils are able to understand and use technical vocabulary
- engaging pupils in more practical, problem-solving activities which involve them talking about their work
- increasing the proportion of good or better teaching across the school but particularly in Key Stage 1 and at lower Key Stage 2.
- Improve the work of the school's leaders and managers, including governors, in raising achievement by:
  - refining tracking at the strategic level so that information about pupils' progress is easy to access
  - bringing more rigour to self-evaluation and monitoring procedures at the strategic level
  - ensuring that policies, procedures and practices designed to promote pupils' health, safety and well-being are rigorously applied across all areas of the school's work.

**Outcomes for individuals and groups of pupils****2**

Pupils work hard, really enjoy their learning and are keen to do well. They get off to a good start in the Early Years Foundation Stage and continue to build on this in Key Stage 1, though pupils' learning slows slightly here. The very large majority of pupils make good progress in Key Stage 2 and sometimes it is excellent in the older year groups. For example, in a lesson where pupils responded enthusiastically to a letter from the President of the International Football Association (FIFA) asking for their help in resolving the refereeing issue, they made excellent progress with their letter-writing skills. Observations by inspectors and other evidence presented by the school show that attainment has been steadily rising and is now average. The additional support provided for those pupils with special educational needs and/or disabilities ensures that they also do well. Progress in mathematics is slower because pupils are not confident with the use of technical vocabulary and they do not have enough opportunities to solve problems for themselves.

Pupils' exceptional social, moral, spiritual and cultural development is a strength. Pupils acquire a wide range of social skills that help them to develop into well-rounded individuals. The school cultivates mutual respect and cooperation and promotes pupils' confidence and self-esteem highly effectively. As a consequence, the school has successfully created a climate where good standards of behaviour and impeccable manners predominate. The school's relentless focus on the promotion of community cohesion and pupils' understanding of life in a multicultural society ensures that they not only recognise and celebrate differences, they are prepared to challenge racism and discrimination.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The quality of teaching has improved since the last inspection. Teachers and teaching assistants build strong relationships in a positive and engaging environment. They use assessments securely to plan diligently the next small steps of learning. They give clear feedback to pupils about how well they are doing and what they can do to improve. Consequently, pupils know their targets well and are ambitious to achieve or surpass them. Instances remain where teachers do not ensure that pupils have the opportunity to practise what they have been directed to improve in feedback. Some very good examples were seen of pupils developing their thinking, speaking and listening skills through discussion with partners and in groups; for example, in one lesson pupils encouraged each other to present their ideas only in full sentences. However, this practice is not consistently applied across school.

The curriculum is well planned based on a carefully mapped progression of skills to excite and capture pupils' interest. Topics such as The World Cup effectively support learning in most areas of the curriculum and were seen to secure enjoyment and engagement in every lesson. This is reinforced by the excellent displays in which every subject is represented and which demonstrate a high level of commitment to personal development, cultural and international studies. Good links with other providers enable pupils to access experiences well beyond what the school could normally provide or the pupils would normally be able to experience. Examples of this include Bhangra dancing,

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<sup>1</sup> 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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meaningful links with schools in Gambia and India, a residential trip to France and an annual multicultural carnival which processes through the streets of Stoke-on-Trent. These activities are exceptionally well focused on the needs of pupils and the characteristics of the community. Discrete music and art lessons are enjoyed, though these are not always as well differentiated as other lessons to take account of pupils' existing skills and talents.

At the heart of the school's work lies removing barriers to learning and establishing a caring environment in which pupils feel confident they can succeed. Strong links with parents and carers, and effective partnerships with a range of agencies, help to ensure a high degree of care for those whose circumstances make them most vulnerable. The school can demonstrate several examples of previously disaffected pupils who have been helped to re-engage with learning and succeed. Pupils are carefully prepared for the next stage of their education and their progress after leaving Eaton Park is carefully checked to ensure that transition arrangements continue to be successful.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

One of the most important features of the success of the senior leadership team has been the establishment of a strong ethos and commitment across the school to high aspirations and expectations, and equal opportunity for individual pupils, their families and the community in which they live. As a result, the analysis of the school's community and its needs and the actions taken to try to meet them has been outstanding. Partners in the local community are many and varied, many of whom are represented on the governing body. Partnerships go beyond the school and extend, for example, to other schools in different contexts and across continents so that pupils not only develop an understanding of diversity and the global community but are able to reflect on and take an active role in promoting harmony. An example was seen in an inspirational and immensely spiritual assembly shared with parents and carers. Pupils shared Caribbean costumes which they had made after being inspired by the idea of carnival and then went on to reflect maturely on their own achievements, the achievements of others and on the expectations they have of themselves and each other. The learning environment has been transformed and teaching has been improved through an insistence that each pupil be carefully assessed and the next steps of the pupil's learning clearly identified.

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Notwithstanding the many strengths, there are shortcomings evident, for example in the way that tracking evidence is presented at a strategic level which makes it difficult for senior leaders to demonstrate exactly how well pupils are doing. There are some exemplary examples of improvement planning within subjects and phases with clearly identified success criteria and interim benchmarks. However, at whole-school level these lack the same focus and clarity.

At the time of the inspection safeguarding procedures met statutory requirements. However, there are a few areas where the school has failed to check rigorously that aspects of policy, procedure and practice have been carried out and recorded across the school, particularly in relation to its assessment of potential health and safety hazards. Governors are ardent supporters of the school and make an important contribution but they are failing to hold the school to account for these shortcomings.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children are well cared for and thrive in this safe, secure environment. The many and varied activities ensure that children make good progress in almost all areas of learning. Attainment on entry is well below what is typically expected for three-year-olds. Children gain a wide experience of the six areas of learning because they are taught well. When they leave Reception, they are working at just below the expected level for their age. The majority of children achieve well. As they grow in confidence, most develop a wide range of skills that contribute to their future economic well-being. Children are encouraged to be as independent as possible. They know how to take turns when



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sharing resources such as the bikes and computers and they handle books and equipment with great care. Children show a keen interest and generally concentrate for increasing amounts of time when working in a group, with an adult or at a task on their own. There is generally a good balance of adult-led and child-led activities.

Leadership and management of the Early Years Foundation Stage are good. They ensure that children do well within a well-organised and safe environment. Although individual children are known well, some tracking systems lack precision and some aspects of health and safety paperwork are not up to date.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Parents and carers who responded to the questionnaire hold very positive views about the school. Inspectors agree with most of their positive comments. One parent wrote, 'I am impressed with the energy and enthusiasm that ripples through the school and the varied and inspiring topics that are consistently introduced and explored.' A very few parents and carers raised concerns about some aspects. Most of these were about how much the school supported them to support their own children's learning. Inspectors are happy with the strategies the school uses in this regard.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eaton Park 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 469 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	75	16	22	1	1	0	0
The school keeps my child safe	58	81	13	18	0	0	1	1
The school informs me about my child's progress	40	56	28	39	3	4	0	0
My child is making enough progress at this school	43	60	23	32	3	4	0	0
The teaching is good at this school	49	68	20	28	0	0	0	0
The school helps me to support my child's learning	40	56	22	31	8	11	0	0
The school helps my child to have a healthy lifestyle	40	56	28	39	3	4	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)	40	56	26	36	2	3	0	0
The school meets my child's particular needs	39	54	30	42	1	1	0	0
The school deals effectively with unacceptable behaviour	38	53	29	40	3	4	0	0
The school takes account of my suggestions and concerns	32	44	36	50	4	6	0	0
The school is led and managed effectively	37	51	31	43	2	3	0	0
Overall, I am happy with my child's experience at this school	45	63	24	33	2	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



02 July 2010

Dear Pupils

Inspection of Eaton Park Primary School, Stoke-on-Trent, ST2 9PF

Thank you for making our recent visit to your school such an enjoyable experience. We enjoyed meeting you, visiting your lessons and hearing what you thought about the school. Here are the main things we found out.

- You go to a good school.
- You make good progress and do as well as most other pupils of the same age.
- You help in many ways to make your school a very special community and you do much to learn about and help other people in your community, in other places and in other countries.
- Teaching is good.
- You study exciting and interesting topics which you say you enjoy.
- You know how to keep healthy and safe.
- You behave well and are very good at working together, showing respect for others and challenging others when you think they are wrong.
- The staff at school work hard to make sure that you are happy and cared for.
- Those who lead the school have made sure that the school has continued to get better.

To improve things further we have asked the school to do the following things.

- Make sure that you do even better, especially in mathematics, by giving you more problems to solve and the language and time to talk about your work.
- Make sure that all the teaching is as good as the best we saw.
- Make sure that those who lead the school are very clear about how they present and use the information they collect about how well the school is doing and that they are strict about how they record the ways they are checking how they keep you all safe.

You can help by working hard and coming to school every day.

Yours sincerely

Ms Joanne Harvey

Her Majesty's Inspector

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