

Eastlands Primary School

Inspection report

Unique Reference Number	125575
Local Authority	Warwickshire
Inspection number	354328
Inspection dates	22–23 June 2010
Reporting inspector	Andrew Stafford

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Maggie Roberson
Headteacher	Joanne Corrigan
Date of previous school inspection	17 October 2006
School address	Lansdowne Place Rugby CV21 3RY
Telephone number	01788 575328
Fax number	01788 536205
Email address	admin2415@we-learn.com

Age group	4–11
Inspection dates	22–23 June 2010
Inspection number	354328

Registered childcare provision	Eastlands Childcare Provision
Number of children on roll in the registered childcare provision	20
Date of last inspection of registered childcare provision	Not previously inspected

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

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed nine teachers and held meetings with the headteacher, deputy headteacher, Chair of the Governing Body, staff, pupils and parents and carers. They observed the school's work and looked at documentation, including published policies, the school development plan, safeguarding arrangements and external evaluation. Inspectors analysed 68 parental questionnaires and those completed by pupils.

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

- pupils' attainment and progress in reading, writing and mathematics
- the quality of assessment systems and the use of assessment in lessons
- the quality and accuracy of the school's self-evaluation.

Information about the school

This is a smaller than average school of its type, where most pupils are of White British backgrounds. At 11%, the proportion of pupils from minority ethnic groups is below average. Few pupils are at an early stage of learning English. The proportion of pupils who are on the school's special educational needs and/or disabilities register is low. A few have statements of special educational need related to learning and medical difficulties. The percentage of pupils eligible for free school meals is very low. The school has received Healthy School status and Activemark, among other awards. The school provides pre- and after-school childcare that is managed by the governing body.

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

This is a satisfactory school. It is improving and has strengths in the way it prepares its pupils for lifelong learning and become responsible citizens through an excellent programme of personal and social development. The school's vision statement, written by pupils, parents, carers and teachers permeates all aspects of school life. It states that, 'Eastlands is a welcoming school where your child will be inspired and motivated to learn, develop and achieve through commitment, team work and a sense of belonging to a caring school community.' Pupils like coming to school, as seen in their good attitudes, attendance and behaviour. Their good spiritual, moral, social and cultural development leads them to distinguish clearly right from wrong, and good relationships exist within the whole-school community.

The effective care, guidance and support given to pupils enables them to feel safe and secure in learning. The school's safeguarding procedures are outstanding, especially in its work on raising the awareness of both pupils and parents and carers to e-safety. A broad and balanced curriculum, enriched by a good range of extra-curricular activities, results in pupils' outstanding knowledge of being healthy - for which the school has Healthy School status and the Activemark award. Pupils make a good contribution to the community, both in and beyond school.

One Year 5 pupil, speaking for many, said, 'Learning is fun because we do so many exciting things, such as the residential visit to Manor Adventure to learn outdoor pursuits.' Whether as buddies, school council representatives, office supervisors, gardeners or play leaders, there is something on offer to develop the confidence of every pupil. Parents and carers are very pleased with the education their children receive and their involvement in all aspects of school life. One delighted parent said, 'I am very happy with the school. As long as my son is happy I'm happy.'

Children get off to a satisfactory start in the Early Years Foundation Stage where the refurbished outdoor provision is providing a wealth of fresh learning opportunities. They make satisfactory progress in most respects, but good progress in personal, social and emotional development. Teaching and learning are satisfactory. The staff's evaluation of children's progress is an emerging strength of provision.

The achievement of all groups of pupils is satisfactory. Those who have special educational needs and/or disabilities make good progress because of the well-targeted support they receive. The underachievement of boys has been arrested. Attainment is broadly average by the time that pupils leave school. There has been recent good progress in reading. Progress in mathematics and writing, while broadly satisfactory, is inconsistent and attainment is only very broadly average. Although there has been a

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

recent focus on problem solving in mathematics, outcomes are not yet fully reflected in national test results. What prevents progress from being better is that not all teachers are using data from assessment to plan pupils' next steps in learning and there are inconsistencies in year groups in the quality of teaching and learning. The school's work in making all teachers accountable for the progress made by the pupils they teach is not yet fully embedded.

The headteacher provides strong leadership in the pastoral care of her pupils, and has created a harmonious school community. Her hard work has resulted in good outcomes, such as better behaviour and improved attendance. However, the school's track record in raising attainment slightly lags behind the pastoral development of pupils, as the initiatives taken have yet to have a significant impact on accelerating progress, especially in mathematics and writing. There are insufficient opportunities to write across all subjects. The school's self-evaluation is broadly accurate. The monitoring of teaching and learning is satisfactory. While it is regular, it has not yet fully focused on evaluating the impact the use of assessment has on learning. In addition, staff are not given sufficient opportunities to see how the strongest teachers get pupils to make good progress in their learning. For the above reasons, the school's capacity for further improvement is not above satisfactory.

Governance is satisfactory. The governing body is well led and governors are actively involved in all aspects of school life, ensuring that they gather first-hand evidence on aspects of the school's provision.

What does the school need to do to improve further?

- – Raise attainment in writing and mathematics to match that achieved in reading by:
 - sustaining initiatives in using problem solving in mathematics
 - providing more opportunities to write across a range of subjects.
- Improve the quality of teaching so that it is consistently good by:
 - ensuring that information from the assessment of pupils' work is used to plan precisely the next steps required in learning
 - making teachers accountable for the progress of the children they teach
 - using examples of best practice within the school to improve teaching skills.
- 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**

In the national Key Stage 2 tests in 2007 and 2008, above-average standards in English were maintained. In 2009, because attainment in writing declined, overall standards in English fell. In 2008, attainment dipped in mathematics, and fell again in 2009 to below

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

average. Recent initiatives in the teaching of mathematics and writing and the introduction of class-progress meetings have contributed to halting the decline.

Pupils enjoy learning. For example, in a lesson taken by two teaching assistants, Year 4 they were engrossed in learning about reproduction. They gasped in amazement when the DVD showed a baby being born and this experience contributed well to their good spiritual, moral, social and cultural development. In a challenging Year 3 numeracy lesson, pupils showed initiative in estimating the results to help them solve challenging calculations. Pupils have targets but they are not always linked to National Curriculum levels, an issue rightly identified by the school as one requiring attention. Pupils who have special educational needs and/or disabilities, and those who are vulnerable, make good progress when engaging in small-group work. The small, but increasing, proportion of pupils at an early stage of learning English make progress in line with most pupils because of the helpful support provided. Pupils particularly enjoy their artwork, and learning that enhances their personal, social and health development.

Pupils feel very safe in school, and they know who to ask for help when they need it. The playgrounds are very safe because pupils are highly safety conscious. They make a good contribution to the school and immediate community by caring about their environment - for example their choice of equipment and design of the new playground. They sing at the Myton Hospice at Christmas and contribute to a range of charities. Pupils' achievement of economic well-being is satisfactory. They make regular use of computers and netbooks to gain emerging skills for working life. They attend regularly, but attainment in basic skills makes no more than satisfactory preparation for the future. Pupils' outstanding knowledge of keeping healthy incorporates a very good awareness of how emotions impact on their well-being.

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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	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 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
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pockets of good and outstanding teaching exist, but the quality overall is not above satisfactory because practice is inconsistent across the school. The mutual trust between pupils and teachers ensures that pupils learn from their mistakes and are not frightened to ask for help. Strengths of teaching include good questioning, secure explanations and generally good support by teaching assistants. There are inconsistencies in marking, especially in mathematics and writing that contribute to progress slowing. Parents, carers and pupils are unanimous in their praise of the strengths of the curriculum that is on offer. Learning is made real, either by visits to an educational place of interest or by visitors to the school. Pupils' learning focuses on understanding how people feel - as demonstrated by their excellent work on the Second World War. Care is taken to ensure that pupils who are at an early stage of learning English, and those who have learning difficulties and/or disabilities are well provided for. Good links with outside agencies and increasing opportunities for pupils to use modern technology are raising pupils' aspirations towards securing their better economic well-being. The popular pre- and after-school childcare makes a strong contribution to the overall good care, guidance and support through encouraging regular attendance and activities that enhance social skills and learning opportunities.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	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 provides strong leadership for the school in a number of respects. She has won the hearts and minds of the school community and is determined to give her pupils a rounded education. She has been instrumental in managing change effectively, and has created an atmosphere of trust, challenge and security within the school, following a period of turbulence at senior leader level. The senior leadership team

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

monitors progress towards class and individual targets regularly by having progress reviews of individual pupils, which are helping to improve learners' performance. These reviews are also contributing effectively to the drive to make staff fully aware of their responsibility for their pupils' progress. However, the drive by leaders and managers to improve attainment has not yet ensured the outcomes intended. Safeguarding procedures are exceptionally secure. Practice is meticulous in meeting safeguarding requirements. Parents, carers and pupils have undergone comprehensive training with computers to acquire an excellent understanding of safe working practice with regard to internet access. Recent improvements to the perimeter have made the site extremely secure. The senior leadership team's knowledge of the criteria for self-evaluation is strong and strengths and areas for development of provision are accurate. Leaders promote the school's contribution to community cohesion well but recognise that there is more to be done nationally. Links with the community closer to home are strong, those abroad are developing and pupils have a good understanding of different faiths and cultures. The school's good promotion of equality is clearly demonstrated by the way in which the progress of different groups of pupils is analysed and acted upon. The school's links with various agencies and partner schools are sound, and effective partnerships with parents and carers contribute to the good care, guidance and support that pupils receive.

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	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children eagerly enter the Early Years Foundation Stage. They have a secure induction

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

and the welcoming environment which gives them confidence to leave their parents and carers and settle happily. They know how to care for their health, play alongside each other well and quickly learn classroom routines. Teaching is satisfactory overall, but there are examples of good practice, coupled with good relationships and secure welfare arrangements, ensure that all groups of children achieve satisfactorily in relation to their prior attainment. The letters and sounds project has proved successful in ensuring children acquire letter sounds. There are missed opportunities for children to develop their early writing skills. On entry to Year 1, children attain broadly average standards in most areas of learning but writing, especially for boys, is a weakness. Adults in both the Nursery and Reception are generally accurate in their assessment of children's progress and there is increasing liaison between staff to ensure consistency. However, assessment data are not used sufficiently to inform planning for future learning for each individual child. Parents and carers have opportunities to contribute to their child's learning diaries, but these occasions are too infrequent. A good range of practical activities is well balanced between those led by staff and those children choose. Teaching is, occasionally, over-directed and, therefore, reduces opportunities for children to develop independence in learning. Children love being outside and enjoy free play in the fresh air. The outside area positively promotes the development of many of the basic skills. Satisfactory leadership and management ensure that children are well looked after.

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

Just under a third of parents and carers returned the questionnaire. Returns generally indicate strong support for the school. Nineteen per cent of parents and carers thought that the school does not deal appropriately with behaviour, but inspectors could not find evidence to support this view, as rigorous systems are in place to ensure a consistent approach to behaviour management. Children interviewed said that behaviour was not a concern, and that bullying was very rare. Fourteen per cent of parents and carers felt that their children did not make sufficient progress and that the school did not take account of suggestions and concerns. Twenty-two per cent felt that the school did not help them to support their children's learning. While inspectors found progress to be satisfactory overall, and the past below average attainment in mathematics to be improving, they have asked the school to look at ways of continuing to improve

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

attainment in mathematics and writing. Newsletters demonstrate that the school runs workshops for parents and carers to help them understand their children's learning. Facilities have improved as a result of suggestions and staff are always available to answer parental queries.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastlands 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	65	23	34	1	1	0	0
The school keeps my child safe	45	66	23	34	0	0	0	0
The school informs me about my child's progress	25	37	37	54	4	6	1	1
My child is making enough progress at this school	28	41	27	40	10	15	1	1
The teaching is good at this school	24	35	36	53	7	10	1	1
The school helps me to support my child's learning	21	31	31	46	14	21	1	1
The school helps my child to have a healthy lifestyle	29	43	38	56	1	1	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)	21	31	36	53	4	6	0	0
The school meets my child's particular needs	28	41	32	47	6	9	1	1
The school deals effectively with unacceptable behaviour	13	19	40	59	13	19	2	3
The school takes account of my suggestions and concerns	13	19	42	62	9	13	1	1
The school is led and managed effectively	18	26	36	53	8	12	3	4
Overall, I am happy with my child's experience at this school	33	49	29	43	4	6	1	1

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). 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">■ 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 pupils' 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.



24 June 2010

Dear Pupils

Inspection of Eastlands Primary School, Rugby, CV21 3RY

Thank you for the warm welcome we received from you when we visited your school. I would also like to thank you for filling in the questionnaires. The team judges yours to be a satisfactory school. It has some good and outstanding features, which include:

- your excellent awareness of what it means to have a healthy lifestyle
- the outstanding provision for safeguarding procedures that are in place to ensure there is good care for you
- the good contribution you make to improving the school, for example, the new playground
- your good behaviour and attitudes to learning and positive relationships with teachers and one another.

There are a few things that we have asked your headteacher, staff and governing body to do in order to improve your school further. These are:

- to ensure that the standards you achieve in writing and numeracy are the same as those you achieve in reading
- to make sure that all teaching is at least good and uses the information from your previous learning to plan what you are going to learn next.

You can help by continuing to work hard and telling your teachers if the work is too hard or too easy for you. Please thank your parents and carers for all the questionnaires that they returned and for coming to talk to us.

Yours sincerely

Andrew Stafford

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.