

Eastlands Primary School

Lansdowne Place, Rugby, CV21 3RY

Inspection dates 7–8 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is often good and sometimes outstanding; consequently pupils learn well in lessons.
- Pupils make good progress over time and reach above-average levels of attainment in mathematics and English.
- Pupils feel safe, behave exceptionally well and are keen to learn.
- Attendance rates are high.
- As a result of strong leadership there have been marked improvements in the school since the last inspection.
- Leaders, including the governors, closely track the progress of individual pupils and hold staff accountable for pupils' achievement.
- Teachers make good use of training opportunities to improve their teaching and they regularly share best practice.
- There is a wide variety of activities which add richness to the experiences the pupils have at school and support well their spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Teachers' use of questioning does not develop pupils' thinking sufficiently to maximise learning.
- Teachers' marking does not always help pupils to improve their work.
- Teachers do not consistently monitor reading logs in order to guide and support progress.

Information about this inspection

- Inspectors observed 14 lessons, several of which were observed jointly with the headteacher.
- Inspectors held meetings with pupils, senior leaders and members of teaching and support staff, members of the governing body and a representative from the local authority.
- Inspectors looked at a wide range of school documents, including the school’s self-evaluation and improvement plan, minutes of meetings of the governing body, behaviour records, safeguarding records and documents relating to the management of teachers’ performance.
- Inspectors looked at information about pupils’ progress, scrutinised the work in pupils’ books and heard a sample of pupils read.
- Inspectors took account of the 48 responses submitted to the online questionnaire (Parent View).

Inspection team

Matthew Spors, Lead inspector	Additional Inspector
Mike Thompson	Additional Inspector

Full report

Information about this school

- Eastlands Primary School is smaller than the average-sized primary school. There is one class in each of the six year groups and there is a Reception class.
- The school also has a pre-school comprising one class of children aged between two and a half and four. This is managed by the governing body. The provision for children over three years of age was incorporated into the inspection.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium (which provides funding for children in local authority care, those pupils known to be eligible for free school meals and children from forces families) is lower than the national average.
- The school does not make use of any alternative provision for its pupils off site.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Further improve teaching so that a greater proportion is outstanding by making sure that all teachers routinely:
 - use questioning effectively to encourage pupils to think more for themselves and develop their skills in problem solving and reasoning
 - make their marking of pupils' work more effective by checking that pupils respond to comments made and complete their corrections, so conducting a dialogue with pupils through the marking of work
 - set tasks in a more timely way for pupils of different abilities so that all are suitably challenged in lessons, particularly the higher attainers.
- Improve the effectiveness of leadership and management by:
 - ensuring policies and procedures are in place to develop the role of teachers so that they play a more effective role in monitoring pupils' progress in reading outside of the classroom

Inspection judgements

The achievement of pupils is good

- Pupils make at least the progress they should and, in 2012, the attainment of Year 6 pupils was above the national average in reading, writing and mathematics.
- The pre-school is effective in ensuring good-quality pastoral care and very smooth transition of children into the Reception class, where they achieve well in their listening, reading, writing and number work.
- Pupils' standards of reading are good across the school. In Reception, Year 1 and Year 2, they acquire knowledge of phonics (the sounds that letters make) and develop skills well. Children in Year 2 commented that they 'really enjoyed reading at home'. They were very keen to read to the inspectors and demonstrated good understanding of their chosen books.
- Pupils also make good progress in writing and mathematics. By the end of Key Stage 1, their attainment is above average. For example, in Year 1, children are able to accurately construct simple sentences and can understand number patterns well in Year 2. They go on to develop their skills well in Key Stage 2 and make further progress in line with national expectations.
- As part of the 'Sparkly Writer' initiative, pupils across the school vote for their favourite pieces of writing produced by classmates in their 'Big Write' lessons. These show good progress in pupils' writing in a range of styles.
- In most classes, pupils achieve well. This is because learning is well structured and pupils have opportunities to work independently.
- The careful use of pupil premium funding has had a significant impact on particular pupils' learning and personal development. By the end of Year 6, eligible pupils make progress and reach standards of attainment which are at least as good as their classmates.
- Disabled pupils and those who have special educational needs make similar rates of progress to their classmates. Their good achievement results from swift identification of their needs, well-planned and focused support and strong links between home and school.

The quality of teaching is good

- Most of the teaching observed was good with some being outstanding. Work in pupils' books confirmed that teachers generally provide appropriate challenge and match tasks well to the pupils' abilities.
- In the best lessons, teaching provides consistently high levels of challenge and opportunities for independent learning. For example, in an outstanding lesson in Year 3, the teacher set different tasks with a range of challenge about the use of grammar, which the pupils undertook in groups, some with the support of the teacher and teaching assistant. The pupils used their reading, writing and thinking skills extremely well to persevere with their tasks.
- In some lessons, there is too little questioning to encourage pupils to think carefully and deeply and extend their understanding, or inform teachers and other adults how to adapt tasks in order to accelerate learning further. Where this was done well, teaching assistants worked closely with

teachers to support pupils and used their good knowledge and skills to ensure interventions were well timed and at the right pace.

- In all classrooms, the climate for learning and clear expectations for behaviour created an atmosphere in which individual pupils could work productively and find help readily to hand when needed.
- Teachers' marking and feedback is accurate, supportive and generally helps pupils improve. However, marking does not always lead to rapid progress because there are inconsistencies in the detail of comments for improvement and a lack of opportunities for pupils to act upon comments or make corrections.
- Children in the Early Years Foundation Stage make good progress as a result of a well-structured and caring learning environment and challenging, well-crafted activities.

The behaviour and safety of pupils are outstanding

- Pupils show consistently positive attitudes to learning. Their behaviour is usually impeccable in lessons and around the school. Relationships are strong and pupils support each other very well. This was exemplified during a Year 5 mathematics lesson when pupils worked together to solve problems involving ratio. They readily shared ideas in turn and read information from the board to each other.
- Pupils show high levels of commitment and enthusiasm for the school council. Their social development and mathematical skills are developed through holding budgets and conducting an annual project such as school meal surveys and a 'Healthy Tuck Shop' initiative.
- Rates of attendance and punctuality are consistently well above average and exclusion rates consistently very low. The school's rewards and sanctions systems are consistently applied. In the weekly celebration assembly, pupils are rewarded for good learning and behaviour in lessons, at lunch times and for being a 'Star Writer'.
- Pupils feel very safe and happy at the school. Their parents and carers agree. Incidents of bullying of any type are very rare. Pupils can explain confidently how to keep themselves safe when using the internet and social media. The Year 5 e-safety project to create a cyber-bullying film has linked the use of media technology and writing poems to e-safety and the school has an e-Safety Mark award in recognition of the quality of their initiatives.

The leadership and management are good

- The headteacher knows her school well and has brought about significant improvements since the last inspection.
- School improvement planning is rigorous and linked to accurate and regular monitoring and self-evaluation. Arrangements for the performance management of staff are well organised. There is effective linkage between pay and progression through the salary levels.
- The range of subjects taught is broad and balanced. It provides a wide range of opportunities for pupils' spiritual, moral, social and cultural development. Recently, for example, Year 4 pupils visited the Black Country Museum. Work is on-going to develop pupils' awareness of other cultural traditions, for instance through a link with a partnership school in Zambia.

- There is a strong commitment to training and professional development for teachers and this is closely linked to the school's quality assurance systems and improvement planning.
- The school has procedures and practice that ensure pupils and staff are safe. The levels of care and support for all pupils are key strengths of the school's practice.
- The local authority has provided a light-touch level of support to this good school. It knows the school well and rightly judges that it is well placed to improve further.
- **The governance of the school:**
 - The governing body contributes effectively to the performance management of staff and has a good understanding of pupils' attainment by the end of Year 6 and pupils' progress. The members of the governing body make sure that legal requirements are fully met, including safeguarding arrangements. Governors make regular visits to the school, monitor the school's work and track the impact of new initiatives. For example, governors were fully involved in making decisions on the use of the pupil premium to enhance in-school support for pupils for whom the school receives this funding. The governing body maintains a good professional dialogue with the headteacher and uses the information it receives to play an active role in holding teachers and the school to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125575
Local authority	Warwickshire
Inspection number	402336

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Maggie Roberson
Headteacher	Joanne Corrigan
Date of previous school inspection	22 June 2010
Telephone number	01788 575328
Fax number	01788 536205
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