

Eaton Primary School

Inspection report

Unique Reference Number	134962
Local Authority	Norfolk
Inspection number	328999
Inspection dates	5–6 November 2008
Reporting inspector	Lynne Blakelock

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 on roll	367
Appropriate authority	The governing body
Chair	Ms D Ward
Headteacher	Mrs D Ellis
Date of previous school inspection	NA
School address	Purtingay Close Norwich Norfolk NR4 6HU
Telephone number	01603 502454
Fax number	01603 502454

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Eaton Primary School opened in September 2007, following the closure and merger of Fairway First School and Fairway Middle School. Increasing numbers of children are choosing to travel from outside the area to attend the school, which is located in a relatively advantaged suburb of the city. The Reception class, which forms part of the Early Years Foundation Stage (EYFS) is over-subscribed. Currently, 60 children attend this class. Children enter this larger than average school with levels of skills and knowledge above those typical of children nationally. A well below average percentage of pupils are from minority ethnic groups or speak English as an additional language, although both are rising. A below average percentage has a statement of special educational needs but a higher percentage than found nationally has learning difficulties and/or disabilities. The headteacher was appointed as head designate in September 2006. The school has been part of the local authority's Intensifying Support Programme (ISP) since September 2007. It holds the Activemark award. An after school club is run on the site under the direction of the governing body.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education for its pupils. It is moving forward in all aspects of its work and the credit for this must go to the headteacher whose leadership and management of the school are good. A strong feature of its work has been its effective response to the challenges of integrating pupils into the new school. Parents, the vast majority of whom are very positive about the quality of education, acknowledge the school's positive response to changes during the restructuring process. Pupils' personal development is good in this caring school, which values all pupils and gives them broad learning experiences. All other aspects of the school's performance are satisfactory, in a school that is very much one of work in progress.

Effective planning by the headteacher, based on her evaluation of the school's practices, has led to relevant priorities and strategies that are implemented from the start of the EYFS. This is evident in the quickening progress of pupils, notably in reading and mathematics. Leadership and management overall are satisfactory because roles are developing. Subject leaders do not yet have enough involvement in monitoring the quality of teaching and learning and therefore have limited impact on raising standards and improving provision in their areas. Governors' new, improved and clear committee structure is increasing their knowledge and efficiency.

Pupils' above average standards by the end of Year 6 reflect their satisfactory progress through the school. Standards in writing are lower than in other subjects because of inconsistencies in practice. Variability in teaching and learning practices across subjects and year groups result in satisfactory overall teaching and learning, although there is increasing good practice. The level of challenge in tasks, which is not consistently appropriate to pupils' needs and is demonstrated in work which is sometimes too easy, is the main factor slowing progress. Pupils enjoy and benefit from teaching which involves them and allows them to learn for themselves. The satisfactory curriculum is increasingly doing this. Whilst it is a developing aspect of the school's work, extra curricular activities, visits and visitors are strong features which encourage new skills and promote pupils' enjoyment and good personal development. The school has worked successfully to help pupils develop healthy lifestyles and to take on responsibilities, both in the school and for the local community. Together with their good behaviour and attendance, pupils acquire a good range of skills for the next stage of their education. Pupils' understanding of the beliefs and cultures of fellow pupils, with whom they work and play harmoniously, is strengthened by the content of the curriculum.

Careful procedures, that help to ensure pupils' health and safety, add to their sense of security in school. This includes the after school club. The school's well-established links with outside agencies strengthen guidance and support systems. The satisfactory care, guidance and support provided by the school incorporates sound academic guidance. Targets are in place for pupils and give them a clear focus on how to improve their work.

Effectiveness of the Early Years Foundation Stage **Grade: 3**

The EYFS links well with other providers and parents to ensure that children make a smooth and swift transition into the stimulating and welcoming learning environment provided. Good pastoral care ensures that children's personal welfare is well-promoted and they quickly become confident in expressing themselves and engage in their learning. Due to the staff's strong emphasis on the safety, care and well-being of children, they achieve well in their personal and social skills. They show great curiosity and interest in activities and in exploring ideas, and they willingly share equipment and resources. Children have access to an outdoor area and staff are keen to offer a greater variety of activities.

Staff help children to learn satisfactorily. Children have good oral skills and are able to explain their thinking impressively. Planned activities are purposeful and develop children's knowledge and understanding well, but children do not have enough opportunities to make choices in their learning. Children who struggle are quickly identified and given the support they need, often by skilled teaching assistants. Those who show particular aptitude are also supported closely.

Leadership and management are satisfactory. Recent changes are improving provision, for example with closer attention to children's development and regular assessment of their progress to set more challenging targets. By the time children leave the Reception year they attain standards that are above age-related expectations in all aspects of their learning.

What the school should do to improve further

- Raise standards and achievement, especially in writing.
- Improve the quality of teaching and learning and the rate of pupils' progress by ensuring that work provides the right level of challenge from the EYFS onwards.
- Ensure that subject leaders have a clear priority to improve the quality of teaching and learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards **Grade: 3**

Pupils' achievement is satisfactory through the school from their starting points, which are above average. Standards are above average in reading, writing and mathematics at the end of Key Stage 1, with pupils consolidating their knowledge and understanding through Key Stage 2. The school's tracking of pupils' progress has identified weaknesses in writing skills, which pull English results down, including at higher levels, by the end of Key Stage 2.

The introduction of targets and the local authority's support are resulting in quickening progress, particularly in reading and mathematics. By the end of Year 6, an above average percentage of pupils are attaining standards above the national

average at both expected and higher levels in mathematics and reading. Science results fell in 2008, which has resulted in greater attention to investigative learning. Pupils enjoy and are benefiting from a more practical approach this year. Those pupils who find learning in literacy and numeracy difficult make sound progress because their needs are identified early and appropriate support is put in place for them.

Personal development and well-being

Grade: 2

Pupils enjoy school, which is reflected in their good attendance and behaviour. They are courteous and polite and usually show respect for one another and for the staff. They respond maturely to having positions of responsibility. For example, they raise funds for charities and offer their ideas for improvement through the school council. Pupils told inspectors that they would appreciate extra opportunities through the school to practise their team work, organisational and leadership skills, thereby further strengthening their good future economic well-being. Their spiritual, moral, social and cultural development is good and permeates every aspect of school life, enabling pupils to grow in self-awareness, think in moral terms and reflect upon their feelings and actions. Activities, often led by parents or volunteers, help pupils develop understanding, respect and appreciation for their own and other cultures. Pupils have positive attitudes to learning, particularly when they are actively engaged in challenging tasks. They take pride in their achievements, such as when they reach their curriculum targets. Pupils understand the importance of healthy lifestyles and personal safety, and this influences what they do.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are variable. Whilst there is a growing amount of good teaching, too much is satisfactory. Inconsistencies in practice across subjects and year groups result in pupils making satisfactory progress. There are common strengths, which include positive relationships between teachers and pupils, good subject knowledge of teachers and their effective use of interactive whiteboards as a tool for learning. Marking is generally good, particularly in literacy, where teachers record in pupils' books their achievements and the next steps in learning. Learning objectives, though, are not always clear enough for pupils to know the purpose of the lesson. The main barrier to their good progress, however, is the level of challenge in some lessons, shown in work that is not regularly demanding enough. Whilst tracking of pupils' progress gives information about the standards reached by pupils, tasks are not regularly matched closely enough to pupils' needs to accelerate their progress. Lessons increasingly offer chances for pupils to learn for themselves and to solve problems, which adds to their enjoyment of learning.

Curriculum and other activities

Grade: 3

The school provides an interesting and varied programme to enable pupils to learn across all areas of the curriculum. The main focus is on raising standards in literacy, numeracy and science. However, the school is starting to develop a more creative curriculum. Events, such as India Week, with Indian dancing, provide opportunities for children to learn through practical experiences and across different subject areas. French is timetabled each week for pupils in Key Stage 2 and all pupils have weekly swimming lessons which add to their physical skills. Involvement with the sports partnership enables more specialist coaching in physical education (PE) and a greater variety of activities. Pupils who find learning hard and those with particular gifts and talents are provided for soundly in areas of provision which are developing quickly. A strong aspect of the curriculum is pupils' access to a great range of additional activities out of school hours, such as Korf Ball and the orchestra. Other activities, such as visits to a wind farm or residential trips, enrich the classroom provision and contribute to children's learning and personal development. The new information and communications technology (ICT) suite provides pupils with the opportunity to use computers regularly, contributing to their skills base for their future needs.

Care, guidance and support

Grade: 3

Pupils thrive emotionally. They feel safe because they know staff will resolve any conflicts, attend to their needs and readily provide effective guidance. The very few racist or behavioural incidents are handled promptly and effectively. Care is good because rigorous policies and procedures help to ensure pupils' safety, security and health. Partnerships are close and work to the benefit of pupils' learning; for example when 'teddy bears' are used to create opportunities to discuss sensitive health and well-being issues.

New systems are being implemented throughout the school to improve academic guidance but have not been in place long enough to have had a significant impact on standards. Thorough tracking of pupils' progress in English, mathematics and science is in place, giving teachers accurate information about the standards their pupils have reached and a starting point for setting realistic but challenging targets for the future. Pupils doing less well than expected and those who find learning difficult, are quickly identified, assessed and given the support they need to make progress. Pupils find their targets useful because they tell them what they have achieved and how to improve. One pupil explained, 'Targets are helpful because if you don't know what you are aiming for, how do you know when you get there?'

Leadership and management

Grade: 3

The headteacher's determination to move the school forward and her accurate identification of the areas for improvement, have been backed by very appropriate strategies, which are enabling the school to move forward confidently. The impact on standards and progress is presently satisfactory. However, solid foundations have been laid which are resulting in quickening progress of pupils. Together with the headteacher's strong leadership, improvements so far and careful planning for the future, the school has a good capacity for improvement. The work of the senior

leadership team is also strengthening the school. However, this is very much a developing school and overall leadership and management are satisfactory. Committed subject leaders, many of whom are new to their roles, are moving their areas forward through the curriculum, but have not yet made an impact through the school on the quality of teaching and learning. Governors are implementing a clearer structure to their work and procedures, under the well-organised chair, which is promoting greater efficiency. Leaders have been effective in ensuring that pupils have settled well into their new school. Its positive response to the growing cultural diversity of pupils through the curriculum and daily life promote sound community cohesion in school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good is the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



7 November 2008

Dear Pupils

Inspection of Eaton Primary School, Norwich, NR4 6HU

I am writing to thank you for making us welcome when we visited you recently. We enjoyed watching you learn and play and hearing from you about all that you do and learn. It was clear that you enjoy school and feel safe and well cared for. Thank you to those of you who gave up your time to tell us about your school. We were impressed that you get involved in lots of school activities and that you appreciate the range of visits and visitors. This letter will tell you what else we found out.

You are reaching above average standards overall by the end of Year 6. This means that you make satisfactory progress through the school. We know that you can make better progress in all your subjects and especially in writing. Your headteacher, who leads the school well, is going to make sure that your standards improve. An important improvement is to make sure that the work you are given is always at the correct level to enable you to make the most progress that you can. Subject leaders will also look at the teaching in their subjects to see how it can be better. At present teaching is satisfactory through the school but there is some good teaching which helps you to make quicker progress. There are lots of good things about lessons, such as the use of interactive whiteboards. We agree with you that learning is becoming more interesting. You enjoy learning independently and find themes, such as Indian dancing, really interesting.

Your attendance, behaviour and involvement in school life are good and help you to be well prepared for secondary school. You are using your targets well to help you to move on in your learning.

On behalf of the inspection team, I send you our best wishes and hope that you will continue to work hard in school and make the most of all the opportunities that you are given.

Lynne Blakelock
Lead inspector