

Eaton Primary School

Duverlin Close, Norwich, NR4 6HU

Inspection dates 16–17 September 2014

| Overall effectiveness | Previous inspection: | Inadequate | 4 |
|--------------------------------|----------------------|-------------|----------|
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher and management team have successfully tackled issues identified at the last inspection. They have ensured better teaching has led to improved achievement.
- The school has improved rapidly. Standards are above average in the Early Years Foundation Stage, Key Stage 1 and many aspects of Key Stage 2.
- Behaviour and safety are strong and misbehaviour is rare. Pupils are happy and safe.
- The school has an accurate view of its strengths and weaknesses. Assessment is accurate and is used effectively to monitor the progress of pupils.
- Teaching has improved and is now leading to good learning and accelerating progress in all year groups.
- The new 'challenge' curriculum is successful. It has made school more enjoyable and productive for pupils, who now develop the skills they need to learn quickly and securely.
- The school's provision for spiritual, moral, social and cultural development is strong. Pupils receive a balanced view of the world around them, and of other cultures and faiths.
- Good provision in the Early Years means Reception children make good progress.

It is not yet an outstanding school because

- Standards are not yet consistently above national average at Key Stage 2.
- The extent to which pupils visit centres that illustrate different cultures and faiths is limited.
- The proportion of teaching that is outstanding over time is not high.
- A small proportion of marking fails to note repeated errors.

Information about this inspection

- Inspectors observed substantial parts of lessons on a total of 22 occasions, observing almost all classes in all year groups. In addition, shorter visits were paid to a few groups to pursue particular themes. Around half of the observations were undertaken jointly with school leaders.
- In order to evaluate progress, a sample of workbooks from all classes for years 2013 and 2014 was scrutinised.
- Inspectors examined planning documents, assessment records, school improvement documents, the records of meetings for the interim executive board, and the post-inspection action plan.
- Inspectors met with several parents formally, as well as a number at the school gates. In addition, the 104 responses on Parent View, the online questionnaire, and the results of a recent school survey of parents, were taken into account.
- Inspectors were pleased to talk with pupils from the school council, as well as more generally around the school and at playtimes.

Inspection team

Ian Seath, Lead inspector

Her Majesty's Inspector

Susan Heptinstall

Additional Inspector

Prue Rayner

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is an above average-sized primary school.
- The proportions of pupils who speak English as an additional language, or who are of minority ethnic heritage is below the national average.
- The proportion of disadvantaged pupils for whom the school receives additional funding through the pupil premium is below the national average. The pupil premium is provided for those pupils known to be entitled to free school meals, and for children who are looked after by the local authority.
- The proportions of disabled pupils or those with special needs who are supported at school action, school action plus, and through a statement of special educational needs or an education, health and care plan are average.
- The school meets current floor standards. These define the minimum expectations that the government has for pupils' attainment and progress in reading, writing and mathematics.
- A new headteacher took up post at the beginning of February 2014 just before the school's first Special Measures monitoring visit. An interim executive board took over the governance of the school at that time.

What does the school need to do to improve further?

- Raise standards at Key Stage 2 so that all aspects are consistently well above national averages.
- Attend to the inconsistencies evident in the precision of marking and the implementation of the curriculum.
- Ensure that all teaching assistants are used effectively in class.
- Increase opportunities for pupils to visit a range of centres that demonstrate different cultures and beliefs.

Inspection judgements

The leadership and management are good

- The new headteacher has successfully focussed staff to improve the school quickly and effectively. Standards are rising quickly in all key stages because teaching and the curriculum have improved and are now well-matched to the needs of pupils.
- A new more challenging curriculum, together with accurate and frequent assessment, means that the school has a good understanding of how well it is performing and how well pupils are doing. Teachers and leaders are therefore able to react quickly when changes are necessary, or to provide prompt support to individual pupils when needed. The school's self-assessment and improvement plans are accurate, have challenging targets for improvement, and progress towards them is monitored effectively. The school has an accurate view of its own strengths and weaknesses.
- Despite these rapid improvements, some elements of inconsistency remain. For example, inspectors observed a small number of examples of challenges given in class that did not help pupils to improve their learning or understanding, but simply asked them to do more of the same task that they were already proficient in. Similarly, whilst marking of written work was generally consistent and of a high quality, a few examples seen noted errors to be corrected which were seen again later in the same book but left uncorrected, for example the inconsistent use of capital letters.
- Middle leaders, notably the two deputy headteachers, are very effective in their roles. They have been empowered by the headteacher and members of the interim executive board to remodel what is taught and to ensure that all pupils progress well. They have successfully overseen the introduction of the new 'challenge' curriculum together with simple but effective ways to monitor its success.
- The leadership team has ensured that the system to check on and improve the performance of teachers is effective and that all staff are very clear what their roles and responsibilities are. Progression up the pay scale is closely linked to performance and the school can point to examples of teachers who have improved because of effective management and support.
- The school's new lesson observation system is simple and accurate. It is based around the learning of pupils rather than teacher activities and is effective in enabling leaders to identify when pupils are not being challenged enough in class. It is a good school improvement tool.
- Parents have an increasingly positive view of the school and their children's education. The online questionnaire, Parent View, indicates that the number of positive responses has increased as the school has improved, and data from the school's own survey confirms this. Inspectors met with groups of parents both informally and formally. The overwhelming view was of a school that is improving quickly.
- Safeguarding arrangements meet requirements. A recent audit by the local authority has confirmed that all checks and systems concerning recruitment and barring, disclosure, training of staff and the safe operation of the school are in place.
- The school's provision for pupils' spiritual, moral, social and cultural development is strong. They are well-prepared to continue learning about life in modern Britain when they progress to secondary education and have a good sense of what is right and what is wrong. Many aspects of school life reinforce these values. For example, the high expectations of behaviour and learning improve pupils' confidence and behaviour in and out of class. They are good listeners and have a positive approach to their learning, willingly helping those who have not yet grasped a concept or who are puzzled. The election of the pupil council was designed to mirror the British parliamentary election system and pupils participated enthusiastically.
- Spiritual and moral development is promoted well throughout the school. For example, pupils recently took part in topical and reflective collective worship around the life of Eric Liddell. Pupils learn about a range of faiths, including Christianity and Islam, and this is reinforced by themed work and assemblies. However, visits to cultural or religious centres have been limited in their extent.

- The school curriculum ensures that pupils have a good understanding of multicultural issues, of other countries and peoples. For example, various assemblies on notable world events, together with classroom learning around various non-Christian festivals, black history, aspects of British society and Christmas activities. Contacts with other institutions across the globe, though planned, have not yet been implemented.
- The relatively new curriculum is well-planned. A thoughtful approach to the linking of themes means that pupils' interests are stimulated both by the subject matter and the 'challenge' approach in class. Planned progression and assessment go hand-in-hand and meaning is brought to the use of literacy and numeracy because they are both used for topic and challenge work. Pupils of all ages are well-prepared for the next stage of their education.
- The new funding to promote sports and physical education has been used well to improve provision, resulting in improvements to pupils' participation and to their skills.
- The school's commitment to equalities is strong. This is demonstrated by the current profile of achievement which, broadly, is showing success for all groups. Pupils readily accept peers who are different from themselves. The school is a harmonious place.
- The local authority has provided effective support for the school during the transition from special measures. It acted promptly to enable the appointment of an experienced headteacher and put in place a capable interim executive board to oversee improvements. The authority has also confirmed the accuracy of the school's own assessment of pupils' attainment and progress.
- **The governance of the school:**
 - At the time of inspection, the school has an interim executive board of three members, all experienced in aspects of education and school improvement. They have worked closely with school leaders and staff and brought about purposeful school improvement. They have been both supportive and challenging when needed. Their understanding of what needs to be done is good, and they have prioritised their work accordingly. They have ensured that the school has healthy finances and that the pupil premium funding has been appropriately used to the benefit of pupils, for example by approving its use for experienced teachers to participate in small group work to overcome gaps in learning. They have monitored the spending of extra sports funding rigorously. Statutory duties are carried out effectively. Governors have taken their safeguarding responsibilities very seriously and have ensured that the school is fully compliant with requirements.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It has improved significantly since the last inspection. In class, pupils are now much more focussed on their work because they are challenged to learn better and are much more interested in what they are learning. Inspectors observed few examples of pupils wasting time or messing about and often, when this did occur, other pupils protested.
- Around school, pupils are polite, helpful and curious, often chatting to inspectors. Pupils are not afraid to ask questions in class, demonstrating an improved confidence in their ability to learn. Often, they take their work to the teacher for comment, or to clarify something they are puzzled about.
- The school has a revised behaviour policy. Sanctions and rewards are clear and well-understood by pupils. The policy is implemented evenly so pupils experience a consistency of approach.
- Pupils enjoy coming to school and parents agree. Bullying is rare, and those children with whom inspectors talked had not experienced any, but they knew who to approach if they did. They spoke confidently about how to keep themselves safe and were well aware of issues around internet safety.
- The school's work to keep pupils safe and secure is good. Throughout the school, responsibilities for aspects of safety and child protection are well-defined and understood by staff. Reporting and disclosing procedures are clear and unambiguous. Staff have been trained appropriately and their knowledge of

these issues is up-to-date. The school has made very few safeguarding referrals to other agencies, but those that have taken place have been handled correctly and promptly.

- The school has made no permanent exclusions and hardly any fixed term exclusions. When they occur, proper attention is paid to ensuring that parents are fully aware and involved, and that children are given work to cover the time when they are not in school.
- Attendance has improved markedly and is now above the national average for primary schools. There are almost no persistent absentees. These changes are due to improved diligence by the school and pupils' enjoyment of their work in class.

The quality of teaching

is good

- The quality of teaching and learning has improved. Teachers now employ a variety of appropriate techniques to ensure that learning is effective and that all pupils are challenged to achieve their best. In large part, this has been due to the introduction of the new curriculum. With introductions and guidance from the teachers, pupils now choose which of a list of challenges of increasing complexity and difficulty they undertake on the topic in hand. This has led to better progress for all.
- Crucially, all of the challenges require pupils to use skills and knowledge that are above that expected for their age. Pupils almost always rise to the challenges and, as a result, quickly make significant gains in attainment and progress. With minor variations, this approach was seen in all classes in all year groups.
- In these circumstances, very few pupils are off-task, most organise themselves into small groups with their peers so that they can help each other and the teacher often takes on the role of 'help desk'. Pupils have developed skills of independent learning quickly, which in turn have boosted their progress. Effective assessment and prompting enables almost all pupils to keep up. Those who wish can attempt 'expert challenges', though sometimes this needs a prompt from the teacher. As a consequence, the most able are making good progress in fulfilling their potential.
- Those pupils who are identified as needing more help and support receive it promptly. Sometimes, pupils are given short periods of intervention during class time. On other occasions, longer periods are needed to help with, for example, mastering the English language or with spelling. Wherever possible, the school now keeps all pupils in class to participate in the work.
- Inspectors observed that, in a few classes, teaching assistants were not fully participating in helping pupils' learning. Rather than prompting or challenging pupils, they sometimes stood by and were not used as effectively as they could have been.
- In class and over time, close scrutiny of books and homework confirms improving progress and attainment. Differences between work done at the time of the last inspection and now are very noticeable. Marking is much improved, inviting pupils' comment and correction. In most instances, work improves as a result. In a few examples, however, inspectors noticed that errors corrected on one occasion persisted and were not subsequently corrected. Homework is regular and appropriate to the needs of pupils. It is often demanding, inviting pupils to undertake research or find out about topics. Parents and pupils confirm a much improved picture.
- The assessment of pupils' work is accurate. It takes place half-termly and is used well to determine the precise nature of lessons or to support those pupils who need it. In addition, it provides a good basis for teachers to enable the most able to succeed. The school has implemented its chosen method of assessment and implemented it well.

The achievement of pupils

is good

- Pupils enter Key Stage 1 very well-prepared by the Early Years Foundation Stage. They are eager to learn and are well-behaved.
- Their learning proceeds well and progress accelerates. By the end of Key Stage 1, almost all have attained levels of learning that are above the national average in all subjects. Overall, girls lag a little behind boys, mainly due to the slower progress of higher attainers in mathematics.
- Nevertheless, the provisional results of the 2014 national tests confirm predictions for the last summer term. Overall, standards have risen in all subjects at Key Stage 1 and are now above the national average. The proportions of pupils attaining the higher levels have risen sharply over the previous year. Current assessments indicate that these gains are also seen in Year 1. These data indicate that many more pupils are fulfilling their potential than at the time of the last inspection. Overall, by the end of Key Stage 1, pupils are around half a term ahead of the same year group for the previous year, and this is accelerating.
- Significant improvement has been made in the results of the Year 1 phonics (reading by knowing the sounds of letters) check.
- In Key Stage 2, the results of the summer national tests have been very close to predictions made by the school and reported in the previous special measures monitoring visit. Attainment overall now exceeds national averages for 2013, although within this figure are variations. For example, the gap between boys and girls in mathematics, noted at the last inspection, has now almost closed with proportionally more boys attaining the highest levels. Girls still reach higher standards of writing, but both boys and girls have improved significantly. The school's own assessment data, which is accurate, indicate that pupils in other year groups are making accelerated progress consistent with attaining higher-than-average standards when they undertake their national tests.
- Overall in 2014, at the end of Key Stage 2, more pupils reached the higher levels of attainment than in 2013, indicating that the most-able are fulfilling their potential much better. This change was most marked in writing.
- Inspectors paid close attention to pupils' written work. Books from the 2013 academic year were compared to more recent work. This confirmed improvements seen in assessment data. Throughout the school the high majority of pupils are making accelerating progress.
- The small number of disabled pupils and those with special educational needs are making improved progress from their starting points. The gap between these pupils and others narrowed as a result, though not enough to ensure that the gap in attainment was eliminated.
- Those pupils for whom the school receives additional funding through the pupil premium attained standards in 2014 that were higher than their peers in mathematics, and comparable with them in other subjects. This is a major improvement on the previous year's results. The significant number of pupils who speak English as an additional language, or who are of minority ethnic heritage, perform very well. Overall, they make better progress and attain higher standards than their peers in all subjects and in both key stages.

The early years provision

is good

- The Early Years Foundation Stage is well-managed by capable and experienced teachers. Their drive for improvement has led to nearly two-thirds of children attaining a good level of development in 2014. This is above the national average for 2013 and a significant improvement over 2013. In addition, around one third exceeded expectations in reading and mathematics although this figure was lower for writing.
- Teachers have good procedures for assessing children's knowledge and skills on entry, and this has now been extended to home visits prior to joining the school. This provides teachers with a good insight into

potential learning obstacles.

- Most start with levels of development that are typical for their age, but now exceed them by the time they leave this key stage.
- The Reception classroom provides a good environment for children to explore and learn. Easily-accessed resources promote independence and support carefully-selected activities. Literacy and numeracy are embedded in all activities and constantly practised.
- Assessment is ongoing, with teachers often taking opportunities to intervene and stimulate children to explore new activities.
- Children’s behaviour is good, with occasional incidents of poor behaviour. These are challenged appropriately. Children are kept safe, and their environment is secure with a recently-improved outdoor area.

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

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|--------------------------------|---------|
| Unique reference number | 134962 |
| Local authority | Norfolk |
| Inspection number | 447079 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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|--|-----------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 380 |
| Appropriate authority | Interim executive board |
| Chair | David Lennard-Jones |
| Headteacher | Douglas Dale |
| Date of previous school inspection | 6 November 2013 |
| Telephone number | 01603 502454 |
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