

Eastway Primary School

Inspection report

Unique Reference Number	105001
Local authority	Wirral
Inspection number	336401
Inspection dates	09–10 June 2010
Reporting inspector	Mr Paul Bamber

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Mr A Bestwick
Headteacher	Mrs Deborah Marchant
Date of previous school inspection	February 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons, saw 10 teachers teach and held meetings with staff, parents and carers, groups of pupils and governors. They observed the school's work and looked at documentation relating to safeguarding, planning, pupils' progress and attainment, meetings of the governing body and the local authority's view of the school. The team analysed 37 questionnaires completed by parents and carers, and questionnaires completed by Key Stage 2 pupils and staff.

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

- the progress made by boys throughout the school, particularly in the education inclusion bases and in Key Stage 1
- the effectiveness of the provision and of leadership and management in the Early Years Foundation Stage
- how effectively pupils in the education inclusion bases are integrated into mainstream activities
- the effectiveness of the promotion of community cohesion and of pupils' cultural awareness, beyond the school and its local area.

Information about the school

The vast majority of pupils who go to this average-sized school are from White British backgrounds. Much larger than average proportions are known to be eligible for free school meals or have special educational needs and/or disabilities. The percentage with a statement of special educational needs is much higher than normal because the school has two education inclusion bases, one for pupils aged between four and seven years and one for those aged seven to 11. All these pupils have a statement of special educational needs. The school has awards in recognition of its work in promoting a healthy lifestyle and basic skills, and has Financial Management in Schools status. There is a satellite children's centre on site but that provision is not a focus for this inspection.

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

This is a good school. The outstanding care, guidance and support provided enable all pupils, but particularly those in the education inclusion bases and others whose circumstances make them vulnerable, to thrive personally and to feel extremely safe and well looked after. Excellent partnerships with a wide range of providers and services contribute very significantly to pupils' quality of learning and to their well-being. Parents and carers, pupils and the local community all hold the school in high regard.

Pupils are taught well and, as a result, they make good progress overall. By the time they leave Year 6 pupils' attainment is average, indicating good progress from their overall well below expected starting points. Key Stage 1 boys' attainment is well below average and the gap between their performance and that of girls is greater than that found nationally. Consistently good provision for the pupils in the education inclusion bases ensures that they all make good progress and are included appropriately in all the school offers.

There is a good capacity for the school to continue to improve. Senior leaders have ensured good improvement since the last inspection and, partly as a result of a close partnership with an external provider, have greatly enhanced the quality of teaching and learning and of the curriculum. Pupils' attainment has steadily improved and their well-being is paramount. Leaders and managers are very clear about the school's effectiveness, through perceptive self-evaluation and as a result of their rigorous checks on pupils' outcomes and the quality of provision. They acknowledge, for example, that the school's promotion of community cohesion currently lacks a wider United Kingdom or global dimension. Pupils' spiritual, social and cultural development is good and they talk very enthusiastically about the way in which staff involve them in their learning and encourage them to participate in self-assessment and peer assessment. They behave well, look out for each other and are very aware of how to keep safe. They are concerned young citizens and have high aspirations for the future.

What does the school need to do to improve further?

- Close the gap in Key Stage 1 between boys' and girls' attainment to at least that found nationally by:
 - providing boys with more tasks which motivate them and require them to work practically

- having higher expectations of boys' work rates and ability to concentrate.
- Enhance the promotion of community cohesion by establishing links with diverse communities both in the other parts of the United Kingdom and internationally.

Outcomes for individuals and groups of pupils

2

Key to pupils' good achievement and to their enjoyment of learning is the way in which they have responded positively to the greater responsibility given to them to promote and manage their learning. They report confidently and with a mature self-knowledge that they persevere with tasks and work, independently or with their classmates, to overcome difficulties by seeking their own solutions rather than always relying on adults' support. This applies particularly to pupils in Key Stage 2, who are resilient and enthusiastic learners. There is less evidence of the same high quality of learning for older pupils in Key Stage 1, especially among some boys who tend to take time to settle to work and lose concentration quite quickly if they are not the focus of adult supervision or guidance. Pupils in the education inclusion bases thrive both academically and personally as a result of well-measured provision, which both supports them appropriately and encourages their increasing independence. Pupils' keenness to learn and their overall good progress mean that by Year 6 they attain average standards in English, mathematics and science. This includes pupils with special educational needs and/or disabilities who are taught in mainstream classes, a group together with more-able pupils which has particularly benefited from being trusted to learn more independently.

The workplace skills that pupils develop and use in classrooms, such as resilience, independence, negotiating, listening and compromising, all provide evidence of their good preparation for life. They take on and diligently carry out responsibilities around the school and have a well-developed sense of the fragility of the environment and of the need for sustainability and fair trade. Most eat sensibly, take regular exercise and actively promote a healthy lifestyle through the prominent posters they design and display. They contribute effectively to the local community. They are appreciative of and very knowledgeable about the vigilant procedures the school has for ensuring their safety and well-being and they know very well how to keep out of harm's way.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has improved considerably since the last inspection and particularly over the last two years as a result of staff embracing leaders' implementation of a more open and pupil-focused method of teaching and learning. In most classes teachers prompt through open-ended questions, support rather than direct pupils' learning and have expectations of pupils' ability to see through tasks on their own or in cooperation with their classmates. This results in pupils being knowledgeable about their own capabilities and potential as learners and about their unique personal characteristics. Some very good practice is evident in teachers' marking which is successful in helping pupils know when they have done well and what they need to do better to improve their work even further. Teachers, and other adults who support learning and pupils' personal development, use resources imaginatively and effectively, and employ modern technologies to inspire pupils' interest and to challenge their thinking. Teaching and support in the education inclusion bases is consistently good, which helps these pupils thrive. On those few occasions where teaching is less than good, some weaker aspects of classroom management and lower than usual expectations lead to some pupils, especially the older boys in Key Stage 1, not attaining or progressing as well as they might. Tasks set for them are sometimes not practical enough.

The curriculum increasingly meets pupils' needs and succeeds well in enabling pupils to apply and practise their basic skills across a range of subjects. Pupils' learning is enhanced through a wide and rich range of visits and visitors. There are lots of out-of-class activities that cover a broad spectrum of pupils' interests. The provision for pupils in the education inclusion bases is very effective in promoting both their academic progress and their personal development.

Pupils receive excellent care, support and guidance from staff and also as a result of outstanding partnerships with external agencies and providers. Very effective specialist help is available when needed. Parents and carers of pupils whose circumstances make them vulnerable are fully involved in provision for their children by supporting their learning and following their progress. Systems to ensure pupils' good behaviour and regular attendance work well. Very effective induction and transition systems ensure pupils' smooth entry into school, between classes and onto secondary school. The high quality of this aspect of the school's work makes a significant contribution to pupils' good progress and effective personal development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The effective senior leadership team, ably led by the headteacher, has been very successful in leading significant improvements in teaching and learning and in instilling high morale among staff and pupils. The school is a harmonious and inclusive community in which equality of opportunity is promoted well, exemplified by the full participation in school life of pupils from the education inclusion bases. Governance is effective, with the governing body ensuring that good safeguarding procedures are embedded throughout the school. Governors visit classrooms and analyse pupils' work in order to gain information that enables them to both support and challenge the school's work appropriately.

Leaders and managers have the confidence of parents and carers and work smartly with them to enable pupils to be effectively supported in their learning at home. Highly effective partnerships with a raft of outside providers and support services contribute extremely effectively to pupils' learning and well-being. Leaders and managers understand that for the impact of their work to be judged outstanding they have even more to do to improve boys' attainment in Key Stage 1 and to promote community cohesion more widely in the United Kingdom and abroad. Secure improvements since the last inspection, pupils' current outcomes and the quality of provision all indicate that value for money is good.

These are the grades for the leadership and management

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

Early Years Foundation Stage

Children enter the Nursery with a wide range of skills but, overall, they are well below the levels expected for their age. As a result of effective leadership and management, children make good progress so that by the time they enter Year 1 most are working at just below the levels expected. Adults provide children with effective support to help them learn and develop because they have a good knowledge of their individual needs. They use their observations and assessments of

children’s work and play to plan suitable tasks which promote well their development in all areas of learning.

Adults are particularly adept at modelling language, which, together with the effective teaching of letters and sounds, lays the foundation for the confidence with which older pupils talk about their work and make good progress in reading and writing. Children articulate their understanding of how they learn and should behave, and demonstrate a good ability to take turns, listen and cooperate. At times adults too infrequently encourage children to question each other in order to enhance their language skills and ability to solve problems. Welfare requirements are fully met and children know how to be healthy and to be safe. A common sense of purpose among the phase team is well promoted by leaders. Good liaison with parents and carers is well established to ensure ease of transition and support for children’s learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming response of the relatively few parents and carers who completed questionnaires was highly positive. They are particularly pleased with how well the school is run, being well informed about their children’s progress and the high quality of care and provision in the educational inclusion bases. Inspectors concur with these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastway 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	73	9	24	1	3	0	0
The school keeps my child safe	29	78	8	22	0	0	0	0
The school informs me about my child's progress	26	70	10	27	1	3	0	0
My child is making enough progress at this school	26	70	10	27	0	0	0	0
The teaching is good at this school	31	84	6	16	0	0	0	0
The school helps me to support my child's learning	28	76	8	22	0	0	0	0
The school helps my child to have a healthy lifestyle	27	73	10	27	0	0	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)	25	68	10	27	0	0	0	0
The school meets my child's particular needs	31	84	6	16	0	0	0	0
The school deals effectively with unacceptable behaviour	29	78	8	22	0	0	0	0
The school takes account of my suggestions and concerns	23	62	13	35	0	0	0	0
The school is led and managed effectively	27	73	10	27	0	0	0	0
Overall, I am happy with my child's experience at this school	31	84	5	14	0	0	1	3

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 all 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.



11 June 2010

Dear Pupils

Inspection of Eastway Primary School, Wirral, CH46 8SS

Thank you so much for the lovely welcome you gave the team when we inspected your school recently. You rightly told us that you go to a good school. There are some things that are excellent, lots that are good and one or two things that need to be better. Here are some of the outstanding and good things.

- Most of you get on well with your work and enjoy school very much.
- The 'building learning power' work that you do has made a big difference to your learning and to how well you are taught. You left us in no doubt about how it has made you more confident and smarter learners.
- Everyone in the school is very well cared for and the staff work extremely well with partners from outside the school.
- The adults who run the school have worked very well to improve it and have lots of ideas and good plans for making it even better.

The school and I have agreed that there are two important things that need to be better. They are:

- to help the older boys in Key Stage 1 to get their standards up to much closer to those of the girls
- to help you to link up with children whose lives, traditions and cultures are very different from your own, both in the United Kingdom and in other countries.

You can all help by always trying your very best, coming to school every day and for the older boys in Key Stage 1 to work as hard as they can to catch up with the girls.

Yours sincerely

Mr Paul Bamber
Lead Inspector

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