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ONE-DAY SCHOOL REVIEW



Eaton Primary School
Engage • Inspire • Achieve

Lower Lane, Eaton, Tarporley. CW6 9AL

1st December 2021



SCHOOL REVIEW REPORT

Date of Review: Wednesday 1st December 2021

Reviewers

- Peter Merry NLE, CEO - OWLS Trust
- Natalie Hackett LLE, Head Teacher – OWLS Trust
- Osiur Rahman FCCT, CEO – Schools Plus UK Ltd

Review Staff

- Andy Davies: Executive Head
- Lorraine Skellon: Head of School/Science Lead/ pupil Premium Lead/Y3 teacher
- Dominic May: Year 6 Teacher/Humanities Lead/PE Lead
- Sarah Cliffe: Year 5 Teacher/SEND/CO/PSHCE Lead
- Liam Wright: Year 4 Teacher/ICT Lead/Literacy /Assessment Lead
- Emily Brown: Year 3 Teacher/DT Lead
- Abigail Clifford: Year 2 Teacher/Maths Lead/Safeguarding Lead
- Suzanne Thorp: Year 1 Teacher/Art Lead
- Corinne Berry: Reception Teacher/Music Lead/RE Lead
- Hannah O'Dwyer: TA/HLTA
- Katie Crofts: TA/ELSA
- Clare Latham: TA

- Liam Wright: Reading lead
- Liam Wright: Phonics lead
- Abigail Clifford: Mathematics leads
- Dominic May: History lead
- Dominic May: Physical Education lead

Evidence

One-day review was undertaken by the team of three assisting training, as indicated above.

This included an evaluation of:

- The Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management (including safeguarding)
- An evaluation of the Early Years Foundation Stage (EYFS) took place.
- Three Deep Dives took place over the one day. These included reading (including a focus on phonics and early reading) writing and mathematics.
- Non-core discussions took place with co-ordinators
- Discussion with SEND/CO took place.

Summary from the Review

The quality of education is good and pupils achieve well across all subjects, including in the core curriculum.

Pupils have a very wide range of opportunities which support their personal development and are prepared well for the next stage of their education. Pupils have at least good attitudes to learning and are polite and considerate. Behaviour was exemplary during the visit.

The outcome of the review is that the school should self-evaluate as good in all areas. It is possible that once the recommendations below are put into place that leaders may consider whether change to outstanding is appropriate.

In the last two years, under the new leadership and with the support of the Trust, the achievement of pupils has improved rapidly.

Eaton Primary School's curriculum is a living, values based curriculum. The national curriculum subjects are the vehicle to inspire the values, knowledge and skills delivered to pupils.

A key part of the school's strategy is vocabulary enrichment as discussed with the leadership team. This would benefit from a further targeted approach constantly throughout the teaching week, using a range of strategies. The school's innovative use of digital technology across the curriculum has enhanced the speed at which the school has improved outcomes.

Subject leaders monitor the delivery and coverage of their curriculum areas, attainment in these areas and report to senior leaders and governors. Subject leaders ensure that learning is suitably differentiated and that there is progression of knowledge and skills throughout the school.

The core curriculum is good and pupils achieve well in reading, writing and mathematics. Together with the school's wider curriculum, the pupils are prepared well for their next stage of education. Whilst the school teaches a broad and balanced curriculum, some subjects, such as Music, D&T, SRE, and British Values require further consideration and leaders need to ensure that the above subjects are resourced appropriately, and additional training provided as required. Consider if the blocking of subjects across the whole school could leave gaps of evidence for these subjects, until the whole year has been taught.

It is recommended that leaders self-evaluate as good in all areas, although there are areas to strengthen in the consistency of vocabulary and some foundation subjects that should be address as a matter of urgency in the new year.

Recommendations

- Continue to evaluate the school's curriculum plans for all foundation subjects are detailed so that the key concepts, content and vocabulary remain consistent across the school.
- Continue to explore ways of giving pupils highly effective feedback which may reduce teachers' workload.
- Ensure that more learning activities in the Early Years are better focused and more challenging for the most able both indoors and outdoors.
- Continue to further improve pupils' mathematics skills by ensuring that pupils have a deeper understanding of mathematical concepts and more opportunities to apply their skills in taught reasoning and problem-solving activities.
- Ensure that the Religious Education curriculum provides better opportunities for pupils to know more and remember more about different religions in Britain today and that the Personal and Social Education curriculum includes discussions about people with protected characteristics.
- Consideration should be given to the older children to enable them to write at greater length more regularly.

FULL REPORT

The Quality of Education

Leaders have implemented a curriculum that is designed to give all pupils a broad and balanced primary education.

Reading across the School

Pupils get off to a good start through well-structured phonics lessons in the Early Years Foundation Stage and in Key Stage 1. Teachers ensure that any pupils who fall behind, even in a single lesson receive additional support to help them keep up with their peers. A multisensory approach is followed and the pupils join in enthusiastically with the linked actions. They also enjoy showing their knowledge of the technical language in phonics. Assessment is used well and reading records for the younger pupils include short word lists, so that parents can be involved in supporting their child in their learning of phonics. Phonics reading books ensure that pupils are able to use their phonic knowledge in their daily reading. Writing is also very strongly linked to the teaching of phonics.

After this positive start, pupils continue to achieve well in reading through the school's developing curriculum. An approach which uses 'Read Write Inc, Oxford reading Tree and Big Cat' focuses the pupils on the different skills based around the author's choice of language, vocabulary, prediction, inference, retrieval and summarising. Teachers typically make good use of writing frames to support pupils in their sentence construction. Plenty of paired and wider discussion opportunities ensure that pupils can talk about their ideas and improve through listening to others. Working Walls in English are used well by teachers to remind pupils of current learning and help them apply new to previous learning. Teachers ensure that even pupils who are working significantly below their chronological age are able to access easier versions of the class text so that all pupils can benefit from these cross-curricular links and the opportunity to discuss the ideas in a high-level text in depth.

Pupils read widely and often. Across the school, pupils follow a structured scheme to support their independent reading, so no pupil is seen as a 'free reader' as their reading choices are being carefully supported to ensure that they continue to be challenged in an appropriate way. Reading records are used effectively across the school to record pupils' reading progress. These are in addition to written reading assessments to ensure that all pupils' gaps in learning are carefully monitored and re-taught. Consideration should be given to the older children to enable them to write at greater length more regularly.

High quality outcomes, as a result of the way that mathematics is organised in the lessons, is evident. Whilst teachers' direct teaching to pupils is good, during the inspection, some groups of pupils could be moved onto to independent tasks more quickly. The school has adopted the First4Maths approach to maths planning. Teachers are very reflective of their teaching and are constantly working to improve their ideas for delivery.

The school has planned its broad curriculum taking account of current research. The school's innovative use of digital technology across the curriculum has enhanced the speed at which the school has improved outcomes. The curriculum aims to create pupils who are caring, confident and curious and inspired to follow their dreams. Across the curriculum pupils are encouraged to improve their understanding and learning by responding to teachers' comments and suggestions about their work. In history, teachers typically make good use of artefacts and historical sources. For example, pupils in Year 2 used text books, information sheets, maps and artefacts to find out about the Great Fire of London. The result was that the

pupils remembered a great deal from the lessons and were able to talk in a knowledgeable way about what they had learned.

Useful documents have been written within school to support teachers in covering the key concepts, knowledge and skills required within the Humanities curriculum. Teachers ensure, that pupils are able to place their history topic chronologically alongside other periods that they have studied.

Class teachers and sports coaches work together to deliver a full arrange of lessons and a wider range of extra-curricular options. Pupils are very positive about PE in the school and are provided with a very wide range of activities in lessons and in the extra-curricular sporting opportunities. Many have represented the school competitively.

Behaviour and Attitudes

Behaviour was exemplary across the school on the review day. In lessons even the youngest pupils show good listening skills and take turns. Pupils show good attitudes to learning and understand the importance of challenging themselves in lessons. They give a range of reasons for why it is so important to always try to do your best. Younger pupils explain that you will learn more and be able to get a good job, whilst older ones explain about being able to go to university. Occasionally, in some classes, some pupils lose concentration when learning is less challenging or less well organised by their teachers.

Pupils say they enjoy school and feel safe. They say that poor behaviour does not happen very often, and feel that staff deal well with any concerns raised in a fair way. They feel that nearly all the children in the school are friendly. Senior leaders are visible to parents before and after school, helping to address any minor concerns parents may have before they escalate.

Leaders tackle persistent absence. First day of calling, a structured system of attendance letters, meetings and if necessary, fines are in place.

Personal Development

The curriculum is linked to the school's values. These values are embedded well in pupil's learning. Pupils are clear when asked about the importance of respect for other people's choices. They are also clear that if they heard someone being teased they would stand up for them and help them. Pupils also know about the importance of keeping healthy. They demonstrate a good understanding in relation to their good food choices, exercise, drinking plenty of water and ensuring that they have plenty of sleep.

Some of the pupils interviewed on the day demonstrated a lack of knowledge and understanding about other religions and cultures. This suggests they need more opportunities to learn and discuss about different types of families, relationships and British Values..

EYFS

Phonics is planned and taught well, typically initially as a whole class activity. Reading books linked to the new scheme have been ordered. Routines in the Early Years are established well. Children's behaviour is at least good and they listen attentively.

The class shared text was well matched to the children's age and ability. The preparation prior to the lesson was well planned to demonstrate the behaviour of the naughty bus around the classroom and captured the children's imagination. To develop this lesson further the children's vocabulary could be enhanced by recording language in the environment that has been identified through the reading text, for example a pupil acknowledged the word reflection in the text and this could be used as a word to explore in the environment to deepen the child's understanding.

Where possible, for example in knowledge and understanding of the world, teachers try to base learning on pupils' own experiences.

Some tasks in continuous provision are challenging enough to hold children's attention well. For example, children had the opportunity to explore the words they have learnt in their phonics lesson which were hidden in the baked beans linked from a section of the class story book. Whilst other children created a wanted poster for the missing bus. Children are very creative and use the resources imaginatively, for example children are studying landmarks and have created different landmarks using wooden blocks.

Role plays are evident and some children are engaged in the activities provided within the role play.

Leadership and Management

Leaders are ambitious in their vision for all aspects of the school. Leaders have focussed on improving teaching, and engaging well with school's community. Leadership is distributed well across the school. Staff have all evaluated the strengths and weaknesses in their subjects. There has been considerable monitoring undertaken to ensure that the curriculum is being taught well and there is consistency across the school.

Leaders are ambitious and staff share their vision for a high-quality education for all pupils. Continuous professional development is used well to support teachers and other staff in their teaching, which staff welcome and are keen to take on the agreed new initiatives. Current senior leaders have had a significant impact on successfully improving all aspects of the school in the last two years.

Leaders believe all children should be given opportunities to enrich their lives through a broad and diverse range of exciting experiences. This is reflected well in the school's curriculum, with a focus on a commitment to... 'create rounded individuals, not just pupils who do well academically, but pupils who are socially conscious and have a strong understanding of the world around them and their place within it.'

Safeguarding requirements were being met at the time of the review. Leaders have responded well to the few recommendations from a safeguarding review (Sept. 2021). The safeguarding review undertaken at the school, showed overwhelmingly that the mantra of staff is that 'safeguarding is everyone's responsibility'

and the examples given confirmed this as their ethos. There is a strong multiagency approach, e.g. senior leaders have supported carers in reporting concerns.

Governors monitor safeguarding regularly and the Single Central Record meets all requirements. Safeguarding induction for new staff is effective and relevant. Staff know that they are collectively responsible for the well-being and safeguarding of the children in the school and they take this role seriously. Regular training ensures that they are equipped well for this role and the school's electronic safeguarding recording system is used by all staff, promoting good communication and knowledge of current concerns.

Staff have created a culture of feeling safe. Every adult who comes through the door gets the same message that the children trust that we deal with concerns that they have and that all pupils will be treated fairly. Leaders work closely with other agencies to provide the full care required to keep children safe. Records of training and incidents are well documented.

Behaviour is exemplary and there are no exclusions recorded. Leaders work to ensure that the right support is in place for pupils' needs and staff ensure that they use de-escalation techniques to support pupils who find managing their own behaviour a challenge.

Appendices - School's website checks

Considerations for the website to meet requirements in terms of:

- Consider updating Members of committees and pen-portraits- using pictures?
- Consider Attendance record of Management meetings to be published on website
- Consider dates of Management meetings to be updated
- Consider using latest form for Pupil Premium, Recovery/ catch up Premium, Sports funding
- Consider updating all policies on the website and including those legally required
- Risk assessment - Extremism and Radicalisation renew on website if appropriate
- Consideration given to information on website re admissions – see above.
- Consider search button on home page.
- Consideration given to new phonics scheme and detail on website
- Consideration given to a Values are on the school website