

Cramlington Eastlea Primary School

Skipton Close, Northburn Lea, Cramlington, Northumberland NE23 3ST

Inspection dates

2–3 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, well supported by other leaders and governors, has taken effective action to address the issues identified in the previous inspection. As a result, the quality of teaching is more consistent and outcomes for pupils have improved.
- Governors provide strong and effective support and challenge. They understand school priorities and maintain a clear commitment to ensuring that all pupils benefit from their time at Eastlea.
- Leaders have secured an inclusive culture across the school. They have invested in approaches that seek to remove barriers to learning for all pupils.
- Teachers have strong subject knowledge and work effectively together to strengthen expertise and develop consistent approaches across the school.
- Teachers ask questions that require pupils to think and reason. They take care to develop pupils' vocabulary to support learning.
- Pupils take pride in their school and enjoy learning. They behave well and take care with their work. Over time, they develop the skills to work both collaboratively and independently.
- Approaches to teaching mathematics are well considered and draw on good practice. As a result, all groups of pupils make strong progress.
- Although reading overall is taught well and most pupils achieve at least the expected standards by the end of key stage 2, approaches to teaching phonics and early reading do not yet ensure that all pupils get off to a strong start.
- Leaders' actions have had a marked improvement on the quality of teaching and learning in English and mathematics. However, the progression in subjects beyond English and mathematics is not as consistently well planned.
- The curriculum provides a wide variety of enrichment opportunities that contribute well to pupils' learning development. Even so, pupils' understanding of faiths and cultures other than their own is limited.
- Leadership and teaching in early years ensure that many children make good progress from their starting points. However, too few achieve a good level of development.

Full report

What does the school need to do to improve further?

- Improve the quality and consistency of the teaching of early reading, by:
 - further promoting a love of reading across early years and key stage 1
 - ensuring that pupils are provided with books that closely match the sounds that they know, so that they can build confidence in the early stages of reading
 - embedding the school's chosen phonics programme across early years and key stage 1
 - checking that phonics sessions are consistently well taught.
- Improve the effectiveness of the early years provision, so that more children achieve a good level of development, by:
 - ensuring that staff respond to children's needs and interests by adapting the environment to motivate children to demonstrate their learning
 - maximising opportunities for children to develop their communication skills.
- Extend the influence of subject leaders on the quality of teaching and learning, by:
 - ensuring that the curriculum is organised to allow pupils to build on previous learning
 - clarifying key skills and knowledge to be taught in each subject as pupils progress through school
 - securing an accurate view of the quality of teaching and learning in each subject area
 - ensuring that aspects of the curriculum more fully prepare pupils for life in modern Britain.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, leaders and governors have acted decisively to address the areas of underperformance identified in the previous inspection. They have worked with staff to raise expectations and to improve consistency in the quality of teaching, learning and assessment. They have reviewed and improved systems to ensure that any concerns about learning are quickly addressed. As a result, pupils' progress has improved.
- Leaders have developed a culture where expertise is appreciated and shared. Staff value their professional development and the ways in which leaders involve them in decisions about school improvement. Staff are open to new ideas and to learning from others. Leaders use a range of monitoring activities to gather information about the impact of any actions taken. They make intelligent use of this information to make further changes where appropriate.
- Leaders carefully track how well pupils are learning. They maintain a professional dialogue with teachers, ensuring that they take timely and appropriate action to remove barriers to progress.
- The role of subject leaders has developed rapidly since the previous inspection. Those with responsibility for mathematics and English have a clear overview of pupils' progress and of priorities for improvement. They have led curriculum development and supported teachers to improve the quality and consistency of teaching across the school. Leadership of other subjects is less fully developed. Nevertheless, these leaders demonstrate secure subject knowledge and play a role in monitoring their areas of responsibility.
- The special educational needs coordinator (SENCo) maintains an overview of the progress of pupils with special educational needs and/or disabilities (SEND). Interventions are specific to pupils and carefully monitored to ensure that targets are met, or that further intervention can be planned. Leaders have prioritised building the school's expertise in supporting pupils with social, emotional and mental health needs. They have also identified the need to further develop expertise in supporting pupils with speech and language difficulties. This thoughtful targeting of professional development ensures that an increasing number of staff can quickly identify needs and provide support.
- Leaders, including governors, are committed to maintaining a positive, welcoming school culture where all are enabled to achieve. The headteacher leads by example as every child is welcomed by name each morning. Pupils and their parents and carers are overwhelmingly positive about their experiences and express confidence in school leaders.
- Pupils benefit from an engaging curriculum. Leaders have prioritised achievement in mathematics and English, but they have ensured that this has not led to a narrowing of the curriculum. Pupils talk enthusiastically about sporting events, residential visits and school trips, author visits and homework projects. Parents also comment positively on the opportunities the school provides. In addition to acquiring knowledge in specific subject areas, leaders have also ensured that the curriculum supports pupils to develop transferable skills, such as reasoning, working as part of a group and critical thinking.

During the inspection, these skills were evident as pupils engaged with cross-curricular projects during 'STEAM' (science, technology, engineering, the arts and mathematics) fortnight.

- Leaders are not complacent. They acknowledge that more work is needed to ensure that there is a clear progression in knowledge, skills and understanding across subjects beyond English and mathematics, such as history, geography, art, religious education and music. This work is already under way in science, computing and physical education (PE).
- The curriculum currently provides a wealth of opportunities to support pupils' spiritual, moral, social and cultural development. British values are embedded throughout the life of the school. However, the curriculum does not fully prepare pupils for life in modern Britain. This is because there is an insufficient emphasis on deepening pupils' knowledge and understanding of faiths and cultures other than their own.

Governance of the school

- Governance is strong. The governing body has an accurate understanding of the school's effectiveness, including priorities for further improvement. This is informed by its regular monitoring visits to the school, participation in school events, training opportunities and regular meetings with school leaders. Governors provide effective support and challenge to school leaders and exhibit a determination to ensure that the school serves its community well.
- Governors fully understand their role in ensuring that the school's finances are properly managed. With the headteacher, they have taken appropriate action to review spending in the light of financial challenges. They ensure that the pupil premium funding is used effectively to overcome the barriers faced by pupils who attend the school.

Safeguarding

- The arrangements for safeguarding are effective.
- All appropriate safeguarding checks are completed for those staff working at the school, to ensure that they are fit to do so. Staff receive regular training and updates to make sure that they are familiar with the government's most recent safeguarding legislation. New staff receive training on safeguarding as part of their induction. All staff who spoke to inspectors were clear about the role they play in keeping children safe and the processes they must follow to report any concerns.
- Record keeping is thorough and reflects a strong culture of safeguarding. Leaders can clearly demonstrate the actions taken when concerns are raised. These actions are timely and appropriate, including referral to other agencies as appropriate and following up to ensure that children are safe.
- Pupils, including some of the most vulnerable, say that they feel safe at school. They trust that adults in school will help them if they have a problem. They understand how to keep themselves safe online and they recognise that school rules are about keeping everyone safe. Parents confirm that their children feel safe in school.

Quality of teaching, learning and assessment

Good

- Teachers expect all pupils to be active participants in their learning. They encourage pupils to ask questions, to explain their thinking and to learn the skills needed to work effectively with others. They plan lessons that require high levels of engagement. For example, one class were working on solving a 'murder mystery' as they learned about Ancient Greece. Another class took their learning out into the school grounds as they went in search of deciduous trees.
- Teachers prioritise the acquisition of language for learning. Explanations are clear and precise. Subject-specific vocabulary is used consistently across the school and, in every lesson, teachers take time to model and discuss the words that pupils need to know at an age-appropriate level. They encourage pupils to use the same words in written and verbal responses, taking time to correct misconceptions if words are used incorrectly.
- Teachers have strong subject knowledge and routinely check that pupils have understood what they have been taught. They use this information to focus on key areas where pupils may struggle. Teachers use questions to support and challenge pupils to extend their thinking. They expect pupils to be precise in their responses and allow time for them to think and to correct themselves where appropriate.
- Teachers consistently promote pupils' independence and resilience as learners. Pupils are taught to use the resources available in the classroom, to develop the skills to work with a partner or small group, and to take responsibility for improving their own work. Teaching assistants are often effectively deployed to support pupils in developing these skills, or to check that pupils understand what they have been taught.
- Pupils enjoy the homework projects that teachers set. They understand that these projects help them to develop independence as learners. Homework is celebrated in displays across the school and pupils take a pride in their own creations, but also talk about what they have learned from others.
- There is now a more consistent approach to presentation across the school. Together with pupils, teachers have developed 'Eastlea Expects' as the basis for all written work. This approach ensures that standards are consistently reinforced. The recent emphasis on capital letters and full stops is ensuring that the overall standard of written work is improving.
- Teaching in mathematics follows the 'mastery' approach. This is enabling pupils to acquire mathematical fluency, reasoning and problem-solving skills effectively. Pupils' work shows that most are learning well. However, in some cases, activities are not well matched to the pupils' needs and this limits their ability to make good progress when they are overly reliant on support or are insufficiently challenged.
- There has been a strong focus on developing the links between reading and writing. Teachers use class novels to develop a love of reading and to ensure that pupils have good models as a stimulus for their own writing. Pupils often identify one or more of these chosen novels as their favourite book. Reading outside the school day is encouraged and most parents support this. An increasing majority of pupils learn to read well by the time they leave the school, but the teaching of early reading and phonics is not fully consistent. Not all teachers have ensured that books are carefully

matched to the sounds pupils know so that they can build confidence at the earliest stages of reading.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Most pupils are confident and self-assured learners. They are proud of their school and of their achievements. Leaders promote healthy competition in a range of ways. As a result, pupils learn about the value of taking part, but also of working hard to achieve personal and team goals.
- The inclusive curriculum is enhanced to ensure that pupils have many opportunities to participate in a range of sports and to develop an understanding of the importance of a healthy lifestyle. During the inspection, some pupils were preparing to take part in a street-dance festival. Others have taken opportunities to try activities as diverse as basketball, cycle speedway, judo and Pilates. Older pupils train as 'sport leaders' and demonstrate a strong understanding of the importance of sporting values.
- There is a strong school focus on learning about taking care of the environment. The school council, known as 'Brainwaves', has taken a lead on this and has established a range of recycling opportunities within school. The current Year 6 class were regional winners in a national competition about reducing plastic pollution and have also visited local industry to learn about electric cars.
- Pupils demonstrate a sound understanding of what bullying is, and the various forms it may take. They are confident that adults in school can be trusted to sort out any problems they may have.

Behaviour

- The behaviour of pupils is good.
- Staff, pupils and parents consistently say that there is very little bad behaviour. The traffic light behaviour system used across school ensures that all pupils know what is expected and can take steps to improve if necessary. Leaders promote good behaviour and pupils value the 'Golden Days', which reward those who consistently follow school rules.
- Pupils move around the school safely and calmly. They demonstrate good manners, readily holding doors open for one another and for adults. They respond quickly to instructions and very little learning time is lost due to inappropriate behaviour. At less structured times of the school day, pupils consistently behave well.
- Leaders are committed to supporting the small minority of pupils who find school more difficult. Staff use 'The Haven' effectively to manage the behaviour of a small minority, providing a safe, nurturing environment when time away from the classroom is needed.

- Attendance and punctuality are good. Leaders maintain a constant vigilance and take prompt, effective action if pupils do not attend regularly or if there is a regular pattern of lateness.

Outcomes for pupils

Good

- In 2018, pupils' outcomes at the end of key stage 2 were above average in reading, writing and mathematics. The proportion of pupils achieving the higher standard was also above average in all subjects.
- Since the last inspection, outcomes for pupils at the end of key stage 1 have improved in writing and mathematics. Overall, pupils' achievement in key stage 1 is broadly in line with national averages.
- The proportion of pupils who have achieved the expected standard in the phonics screening check in Year 1 is broadly average over time. Although there was a slight improvement in 2018, this does not appear to have been sustained. In part, this is due to pupils joining and leaving the school during key stage 1.
- The most able pupils achieve well. The proportion achieving the highest standards is above average in all subjects at the end of both key stages. These pupils have opportunities to think hard, develop their explanations and apply learning across the curriculum.
- Disadvantaged pupils make strong progress. For the last two years, their progress has been well above that of non-disadvantaged pupils nationally in reading, writing and mathematics. At key stage 1, disadvantaged pupils attain as well as non-disadvantaged pupils within the school.
- The progress of pupils with SEND is strong. In 2018, this group made more progress than pupils nationally. Good progress can also be seen in pupils' books. At times, however, work is not well matched to the pupils' abilities and achievement is thus too dependent on the support provided. However, teaching is carefully targeted and monitored to ensure that it is effective in helping pupils to catch up over time.

Early years provision

Good

- Although children's average starting points vary year on year, and in different areas of learning, their speaking skills tend to be lower on entry than those typically expected for children of a similar age. Leaders also report that a significant proportion struggle to manage their feelings and behaviour when they first come to Nursery. Staff ensure that these areas of learning are prioritised. Where appropriate, children are individually supported.
- Staff establish positive relationships with children and their families and as a result, children are very settled in their environment. They are happy and confident and behave well.
- The early years leader is committed to ensuring that parents are involved in supporting their child's learning. Parents are welcomed into school on a regular basis to share

books with their children and are encouraged to contribute to ongoing assessments through homework books and online learning journals.

- Staff have high expectations and plan activities that encourage children to develop their skills, knowledge and understanding in all areas of learning. They provide an ambitious curriculum which aims to ensure children are ready for the next stage in learning. For example, Nursery children were seen counting from 1 to 10 and ordering the numbers. Reception children re-told 'The Very Hungry Caterpillar' and used their phonics skills to write about the story. In these formal teaching contexts, children respond well to the questions posed by staff. They think carefully and engage in extended conversations about their learning.
- Staff are aware of the importance of modelling language and good communication skills. However, when children are working in less formal contexts, staff are not always available and there are too few opportunities to extend or capture learning.
- The learning environment provides opportunities for children to explore and learn in a range of ways. However, opportunities for children to follow their own interests are sometimes limited. Challenges are provided to motivate children to engage with particular activities. However, learning is sometimes limited because children are reluctant to work in particular areas without adult direction. Resources do not always support learning by encouraging children to be creative or to think carefully.
- Although most children make good progress from their starting points, the proportion of children achieving a good level of development remains below average. While an increasing number achieve age-related expectations in number by the end of Reception, too few are ready to meet the demands of the key stage 1 curriculum in reading and writing.

School details

Unique reference number	122191
Local authority	Northumberland
Inspection number	10087543

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Diane Oliver
Headteacher	Emma Beeston
Telephone number	01670 732261
Website	www.eastlea.northumberland.sch.uk/
Email address	admin@eastlea.northumberland.sch.uk
Date of previous inspection	16–17 March 2017

Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils eligible for support through the pupil premium is well above the national average.
- The proportion of pupils with SEND is well above the national average. The proportion of pupils who have an education, health and care plan is below the national average.

Information about this inspection

- Inspectors visited 16 lessons or parts of lessons, two of which were jointly observed with the headteacher. They looked at a range of pupils' work and heard several pupils from Years 1, 2 and 3 read.
- Meetings took place with the headteacher, other leaders, staff, groups of pupils, representatives of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's records of pupils' attainment and progress, behaviour, attendance and safeguarding.
- Inspectors observed pupils at playtime and during lunchtime.
- Inspectors took account of the 45 responses to Ofsted's online questionnaire, Parent View, and written comments received during the inspection. The views of staff and pupils were also considered.

Inspection team

Gill McCleave, lead inspector

Ofsted Inspector

Ian Dawson

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