

Eureka Primary School

Dunsmore Way, Midway, Swadlincote, DE11 7LA

Inspection dates

5–6 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well from below average starting points and reach the standards expected for their age in English and mathematics.
- Good and sometimes outstanding teaching enables all groups of pupils to make good progress.
- Teachers use information about pupils' current achievements to plan interesting activities which challenge pupils. Because of this, pupils work hard and make good progress.
- Pupils' behaviour and attitudes are outstanding and make a significant contribution to their academic and personal achievements. Pupils feel safe and know who to ask for help when it is needed.
- Leadership and management are good. The headteacher's drive and determination ensures that good teaching leads to all groups within the school achieving well.
- Governors keep a close eye on the school's performance. They monitor the quality of teaching carefully and ensure that staff appraisal and training promote pupils' good progress and high standards of attainment.
- The provision for enhancing pupils' spiritual, moral, social and cultural experiences is strength of the school and leads to their outstanding development.

It is not yet an outstanding school because

- Teachers' feedback and marking does not consistently give enough guidance so that pupils know how to improve their work.
- In some lessons, particularly mathematics, the introduction is overlong and restricts pupils' independent learning and thinking skills.
- The pupils do not have enough opportunities to produce finished pieces of work to a high standard.

Information about this inspection

- The inspector observed teaching in all classes and visited 15 lessons or part-lessons. The headteacher shared in joint observations of 6 lessons.
- She held discussions with pupils, parents, teachers, the headteacher, a representative of the governing body and a local authority officer. Account was taken of 13 responses to the online questionnaire (Parent View) on the school's website.
- Account was also taken of 18 staff questionnaires that were returned to the inspector.
- The inspector looked at records of pupils' attainment and progress and heard pupils read. She looked at pupils' work over time, judgements made by leaders about the quality of teaching, and the training activities undertaken to bring about improvement.
- She checked attendance and safeguarding records, records of pupils' behaviour and the use of the pupil premium (additional funding provided by the government to support children who receive free school meals, are looked after children, or are members of service families).
- Plans for school improvement were examined against the self-evaluation of school leaders and reports by the local authority.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Full report

Information about this school

- Eureka Primary School is smaller than the average primary school.
- The proportion of pupils who are supported by the pupil premium (additional government funding) is above average.
- The proportion of disabled pupils and those who have special educational needs and are supported through school action is above average. The proportion supported through school action plus or supported by a statement of special educational needs is also above average.
- The large majority of pupils come from White British backgrounds.
- The school uses alternative provision at Kirk Hallam pupil referral unit, which a small number of pupils attend part-time, Hartshorne Nurture and Granville Nurture provision.
- The school meets the current government's floor targets, which set minimum expectations for progress and attainment.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring pupils have enough time to extend independent learning and thinking skills, particularly in mathematics
 - developing consistency in the way in which teachers' written marking helps pupils to know how to improve their work.
- Improve pupils' presentation of their work by giving them more opportunities to produce finished pieces of work to a high standard.

Inspection judgements

The achievement of pupils

is good

- Children join the school in Reception with knowledge, skills and understanding which are weaker than those expected for their age. They make good progress because they are well taught and enjoy a good range of learning activities.
- All pupils, including those who receive premium funding, are disabled or have special educational needs or speak English as an additional language make good progress. The progress of those pupils who are educated away from the school for part of the time is carefully monitored to make sure they benefit fully. Overall, pupils achieve particularly well to reach above average standards of attainment in English by the end of Year 6.
- Progress and attainment in phonics (letters and sounds) is good and ensures that pupils build good reading skills. Year 1 pupils' performance in the phonics test last year was well above their peers nationally.
- Pupils are making good progress in reading throughout the school because there is a strong focus on this area from the time children start school. Older pupils read confidently, accurately and fluently and are keen to talk about their favourite authors and books. They enjoy a wide range of reading material. They read across a range of subjects and understand how to locate and retrieve information. Many parents are keen to support their children's reading at home and make good use of guidance provided by the school.
- Pupils' writing develops well because the teachers set them tasks that interest and motivate them across the range subjects they study. However, the work in the pupils' workbooks shows that presentation is not always of a high enough standard, and marking does not consistently help pupils to improve it.
- In mathematics, pupils use their calculation skills well in mathematical investigations to solve problems. Occasionally, they do not have sufficient time to deepen problem solving skills. Standards of attainment in mathematics by the end of Year 6 are average.
- Pupils receiving the pupil premium funding left last year about a year behind their classmates in English and mathematics. This was a big improvement on the situation in 2011. The funding is now more closely targeted to help any pupil in danger of falling behind, to catch up. This is mainly through one-to-one tuition and small group work which is helping to close gaps in achievement very effectively.

The quality of teaching

is good

- Teaching is good and sometimes outstanding. Teachers check very carefully what pupils have already learnt in order to plan appropriately challenging next steps. This leads to good and, sometimes, outstanding learning as pupils extend their knowledge, enhance their understanding and apply new skills confidently.
- In the reception class staff establish strong relationships with parents so that children approach school confidently. The warm and happy atmosphere with a clear focus on achievement ensures that children learn rapidly through well-planned work and play activities, and make good progress.

- In an outstanding English lesson, pupils were focused on constantly improving their writing by acting out scenes from the play they were studying and reflecting on the detailed language that described this. They usefully shared ideas with a partner before completing their work.
- Teaching assistants who support particularly vulnerable pupils, including those with disabilities or special educational needs, are deployed extremely well and show good expertise in helping these pupils to learn successfully.
- The pace of learning slows occasionally when teachers talk too much at the expense of pupils applying independent thinking. Learning is most rapid when teachers use probing questions that enable pupils to explain their reasoning and use high quality marking that helps them understand how to improve their work.
- Good use of information and communication technology, including interactive whiteboards adds enjoyment to pupils' learning. The pupils produce much of their writing in workbooks but are not asked to produce finished work to a high standard often enough.
- The high level of care and the warm relationships established by staff helps to build pupils' confidence, encourages concentration and expects them to work hard.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour and attitudes in lessons and around the school are outstanding and make a strong contribution to their progress and achievement.
- Pupils, parents and carers are very proud of their school and the standard of behaviour. They know about different types of bullying but say that bullying is very rare. Should it occur, it would be dealt with effectively by staff.
- Exciting learning activities and the opportunities provided for pupils to work on their own, with a partner or in groups leads to good engagement, sustained effort and enthusiastic responses. Disruption to learning is rare. Pupils like the 'learning passports' and other rewards for effort and good behaviour which are given out fairly by staff.
- The adults who work in the Reception class provide excellent role models for behaviour and relationships. This ensures that children develop positive attitudes towards each other, the adults and to their work from a very young age.
- Attendance is currently average, and there are meticulous arrangements in place to support vulnerable pupils and those whose attendance is at risk of falling below expectations.
- Case studies show that pupils in difficult situations and those excluded from other schools for poor behaviour, make excellent progress in improving their attitudes, behaviour and achievement.
- Outside lessons pupils behave to an exceptionally high standard, moving around in an orderly way and showing respect and excellent manners to each other, adults and visitors.
- MEPs (Members of Eureka Parliament) engage with pupils across the school to suggest improvements to school life. This contribution is highly valued by everyone and followed up by the responsive school leaders.

The leadership and management are good

- The headteacher and senior leaders have established a happy, purposeful atmosphere focused on high expectations for pupils' achievement and behaviour. Staff and governors share in the vision for excellence and play a full part in the school's improvement.
- School leaders have a very clear understanding of the strengths of the school and correctly prioritise which areas to develop in order to continuously make improvements. Challenging targets and rigorous monitoring are used effectively to improve the quality of teaching and learning.
- Leaders at all levels have high expectations of staff, which are supported by the setting of rigorous and carefully thought out performance management targets. More is expected of teachers on the upper pay scale and teachers understand the link between pupils' achievements and pay. Underperformance is not tolerated and, when necessary, additional support is offered to ensure rapid improvements are made.
- The learning environment is of exceptionally high quality providing inspiration and motivation for all aspects of learning. Every available space is used purposefully and there are some particularly thoughtful and attractive areas where the teaching is carefully tailored to the learning needs of individual pupils.
- Leaders have ensured that those entitled to the pupil premium funding make rapid progress through one-to-one tuition, small group work, extra reading, homework club, and mathematics support. How well this funding is being used is usefully made public to parents and the community.
- Parents and carers were very keen to approach the inspector to share their delight with the work of the headteacher and members of staff in ensuring that their children have the very best opportunities to develop confidence and to make good progress.
- There is a strong commitment to tackling discrimination and promoting equal opportunities for all pupils as reflected in the good achievement of all groups.
- Safeguarding policies and procedures meet statutory requirements and record keeping is meticulous.
- Pupils are taught a wide range of subjects which they enjoy. The provision made for pupil's spiritual, moral, social and cultural growth leads to their outstanding development as highly responsible future citizens.
- The local authority has provided appropriate light touch support for this good school, recognising the strong leadership and its good capacity for improvement.

■ The governance of the school:

- The governing body ensures that a high-level of challenge and support are used to hold the school to account for its performance. The governing body is working to ensure that all members have a clear understanding of their role in planning for further improvement. Governors ensure that resources, including the pupil premium, are effective in raising achievement. They challenge staff performance through a well developed system of appraisal, and use their understanding of the link between pupil achievement and staff salary

progression to support school improvement. They fulfil their statutory duties, including safeguarding, effectively.

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	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. 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.

School details

Unique reference number	112677
Local authority	Derbyshire
Inspection number	405418

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 of pupils on the school roll	138
Appropriate authority	The governing body
Chair	Andrew Pitchford
Headteacher	Karen Hambleton
Date of previous school inspection	18 October 2010
Telephone number	01283 216451
Fax number	01283 817400
Email address	info@eureka.derbyshire.sch.uk

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