



# Inclusion Quality Mark (UK) Ltd

17<sup>th</sup> July 2017

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**Assessment Date: 6<sup>th</sup> July 2017**

## Summary

Eatock Primary School is a fully inclusive and highly successful school. It is judged as 'outstanding' in all areas by Ofsted (July 2016). This is a gem of a school and my visit has left me with many lovely memories of a warm, friendly and genuinely happy school. Children whom are afforded top quality teaching and support that enables them to make remarkable progress. The overriding impression is that teaching and learning is led by the needs of the individual child and it is this clear vision that permeates throughout. Eatock Primary School serves its community exceptionally well.

The school is an average-sized community primary school. It has 220 children plus 15 hours nursery care per week (morning and afternoon sessions) for 26 children and 30 hours full time Nursery care for 13 children. The age range of children is 3-11. The school was last inspected in June 2016. The school's overall effectiveness was graded outstanding and it was graded outstanding in all areas (effectiveness of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare, outcomes for children and early years provision).

The clear majority of children are of White British heritage with 7.9% of children from minority ethnic groups, which is well below the National figure. There are 1.1% EAL, which is significantly below National (18.8%). Pupil mobility is in line with similar schools nationally (85.8% stability).

The percentage of children with SEND support is above National (24.8% compared to 13%). Currently, as of July 2017, 15% of children are on the SEN support register. The percentage of children with an EHCP / statement is broadly in line with National (1.5% compared to 1.4%). The school deprivation indicator is below National (0.17 compared to 0.24).

The proportion of children supported by pupil premium is in line with the national average. In 2016-17, 25% of children were FSM6, this was slightly lower than the National percentage; the percentage of FSM children in 2016-17 was lower than it was in 2013 and 2014. The percentage of FSM in 2016-17 was below National (23.5% compared to 26%). % of children on FSM 2017-18 is 11%.

The percentage of sessions missed due to overall absence is below National for all children. Persistent absence is below National percentages, as are the percentage of fixed term and permanent exclusions. The contextual profile of the school shows that on entry to the Nursery class, children's skills are below those typical for their age.

The removal of barriers to learning, inclusion and equality are central to the ethos and culture of Eatock School. Staff, governors, parents and children collaborate closely to analyse the needs of individual children and implement highly effective interventions. These interventions are measured for impact. Policies are under continual review by all members of the school community. There is a strong collegiate approach and culture which forms a sound foundation for the outstanding practice and provision which exists in the school.

All staff, students and volunteers undergo a detailed and very thorough induction process. This ensures that all adults within the school work within the agreed policies and there is a high level of consistency of approach. The consistency in the approach and the clarity of the policies and procedures ensures that all staff are excellent role models for the children and ensures high standards and high expectations for what all children can achieve.

Continuing professional development and training is carefully tailored to the needs of the staff, children and school improvement priorities. Teaching and learning has a high focus on all children accessing the curriculum and a commitment to ensuring the success of all children.

Pupil Premium Grant (PPG) and SEND funding is precisely targeted to ensure those children with the greatest need have the highest level of support. Children in receipt of PPG generally achieve above their peers. Personal development, behaviour and welfare are also key drivers within the school and the PPG is used effectively.

There can be no doubt that this school lives up to its mission statement of "giving children wings to fly" and strives tirelessly to achieve the vision of children leaving Eatock as "well rounded people who are able to do better than their best". Great emphasis is placed on British values which are constantly reinforced through the 'hidden curriculum' as well as through the SMSC curriculum. I looked at several examples of children's work, beautifully presented in books and pink folders, covering democracy, extremism, different faiths and much more.

In discussion with children, who were so polite and engaging, they told me that they "are included in everything", that their "voice is heard and suggestions are listened to" and that everyone is "made to feel welcome".

The school environment is inspiring, highly stimulating and purposeful. It provides a safe secure welcoming space for children to learn. Walking around the school including visiting classrooms, revealed an abundance of beautifully presented displays. There is a 'Learning Environment' policy which is carried out to a consistently high standard. Amongst the agreed actions are that there should be at least one piece of every child's work which reflects the very best of their ability; the school's mission statement and classroom rules; attractive reading areas; examples of high quality cursive writing. There is also the expectation that there are working walls in each classroom. What impressed me about the working walls at Eatock is that they are literally 'working' walls

as I saw in several lessons where children were actively working on the wall, rearranging words or numbers as part of their learning. The school offers an excellent broad and balanced curriculum that really excites children and contributes to their enjoyment of learning. It is extremely engaging and is often led by children's own interests. As a result, children feel greatly valued, especially when whole classroom displays are dedicated to the interests they have shared. One such example was a child's enjoyment of fishing with his grandad which was used to plan lessons for the week.

The school has a generous amount of outdoor space and a wonderful, 'magical' woodland which is used every day come rain or shine. Outside classrooms, under cover, there were neatly stored wellington boots and waterproofs showing evidence of the fun children have had learning in that fabulous outdoor space. During my tour of the woodland, there was a group of children learning how to make fire and roast peppers. Children have the opportunity to learn about many things, such as mini-beasts, measuring angles within the shapes of branches, lying in the long grass to find inspiration for a poem or going on a 'letters and sounds hunt'.

There are numerous ICT programmes in school that are used to enhance learning, e.g. Reading eggs, iPad apps such as: Puppet Pals, iMovie, Control and coding games, iBook maker, and Education city. Furthermore, effective use of You Tube and Literacy Shed enhances teaching and learning across the curriculum, particularly in reading, writing, science, geography and history. Every classroom has computers and a class iPad. Children with an EHCP have their own iPad to use in school. Year 6 also have an Apple Mac laptop to provide children the opportunity to use Apple operating system and develop their skills using Apple programmes such as Garage Band and iMovie. In addition, there is a shared computer suite, used by all classes and shared use of 16 iPads. This is housed in the well-stocked and attractive library.

Facebook is used by all school staff to provide information about children's learning as well as to communicate with parents on administration details. The school provides an emailing service to parents sending head teacher newsletters, class newsletter, administration letters and parents surveys. The school also offers a texting service with updates on school information such as events and trips.

There is a multi-purpose playing area and large grassed areas with mini football nets. In the playground, there are basketball nets and in the school hall there is a climbing wall. At the front of the school there is a productive community garden and when I visited there were a group of children tending the beans, tomatoes, lettuce and a veritable mixed salad of a garden. There is a marked crossing across the access road that leads to the main reception outside of which is a notice board with up to date information for parents. Inside reception there is an inviting entrance to the school which sets the tone immediately. I was enthralled by the quiet and peacefulness of this site and by its immaculate appearance which is so clearly cherished and very well maintained.

Teaching assistants across all Key Stages are deployed effectively. TAs and additional adults are moved around and targeted to the classes with children with the most need. TAs and other support staff are well trained, experienced, knowledgeable and highly skilled. TAs and other support staff make a strong contribution to the progress of the children and are involved at all stages of planning, delivery and assessment of learning.

Professional development of TAs and other support staff are precisely matched to the needs of the children and deployed according to needs of children. The School is access friendly with each classroom having ramp access and there is also access to a disabled toilet.

I was overwhelmed by the politeness of the children of Eatock. During my tour of the school all children we encountered greeted us appropriately; "good morning" or "good afternoon". The striking feature however, was the intonation with which this greeting was delivered; it was meant! The genuine respect that children have for staff and visitors is uplifting. I was accompanied on my tour by a year 6 pupil who was asked by the Headteacher to interject where she felt able. The manner in which she did this displayed a maturity beyond her years and she was a fabulous ambassador for her school. I was also accompanied by the Headteacher and IQM coordinator and the respect that they displayed for the children was absolute. It is no accident that a culture of great respect is achieved at this school and it is quite evident that all staff act as excellent role models.

The excellent promotion of spiritual, moral, social and cultural development means the school is a calm and very considerate environment where children mix happily together. Children are actively involved in the school community, which contributes to developing and promoting the school values. There is a very productive atmosphere in the classrooms. Children are encouraged and confident to work without the constant attention of an adult, everyone is attentive and eager to participate in lessons. They see learning as being very important to them, while visibly enjoying their lessons and activities. As a result, children have an excellent attitude to learning. Children's enjoyment of school is demonstrated by their high level of attendance, currently running above that of other children nationally.

In all the lessons I visited, behaviour was impeccable and there were high levels of engagement and participation. Children were working in different ways, evidence of the astute planning by teachers and TAs and the accomplished delivery of lessons. In two classrooms, I saw evidence of the Pie Corbett approach, 'Talk4Writing', which children were clearly enjoying.

At Eatock, children are encouraged to take up a range of responsibilities within school, from becoming reading or playground buddies to being members of the school council. Children's views are highly valued by adults and, as a result, children make an active contribution to school life. For example, the school council is given a responsibility to review annually the school's anti-bullying and behaviour policies. They have also been instrumental in changing the school rules to include respect, tolerance and acceptance.

I met with a representative group of children who spoke eloquently and confidently about their school. They were clearly very fond of their school and described their teachers and TAs as "joyful and happy"! They also reflected what was becoming blindingly obvious, that in this school everyone is cared for and helped and no one is left to feel alone or isolated. They told me about the clubs, trips and visits that the school organises and the many ways in which rewards and celebration is carried out including the 'blue jumper' for children who consistently display the school's values.

In EYFS there is a strong emphasis on creating a caring and nurturing environment and as a result there are very positive relationships between adults and children. Children

play and learn together well and have an excellent attitude to learning. As a result, children's behaviour is of a very high standard. The encouragement of children's speech and communication is a considerable focus in all teaching throughout the early years and, as a result, children also make rapid progress in their confidence and well-being. They are keen and self-assured to talk to adults and with each other. They are excited about their learning and confident in their abilities. Transition arrangements are very effective. New parents are invited to an evening meeting and are kept well informed prior to starting school. The early years team and key stage 1 have an excellent relationship and parents and children are given activities and ideas at the end of the summer term to support children's smooth move from Reception to Year 1.

Over the last three years, progress and attainment percentages have continued to rise. In 2015, the school was placed in the top 10% of schools for progress in English and maths and in 2016 the outcomes for our children placed the school in the top 3% for progress. The school attains above national percentages in maths and English at the end of all Key Stages. In-school data demonstrates a continual rise in attainment because of the very large majority of children making at least good progress or better. The recent results received just days before my visit were once again of very high order and continue the school's excellent record. Stunning progress is made by the end of KS2 particularly by disadvantaged and SEND groups.

The latest Ofsted report (June 2016) noted that Pupil Premium is used very effectively to reduce any barriers to learning that may be experienced by disadvantaged children. The rapid progress of children supported by this funding is monitored rigorously and the impact of Pupil Premium funding is carefully evaluated. This enables disadvantaged children to be successful and be part of everything the school has to offer.

The proportion of children who have special educational needs or disability is in line with the national average. The latest Ofsted report (June 2016) noted that children who have special educational needs or disability participate fully in all that the school has to offer. The school meets the government's current floor standards, which are the minimum expectations for children's attainment and progress in reading, writing and mathematics by the end of year 6.

Teachers and leaders check on children's learning regularly and there are formal assessments and moderation every half term. The assessment systems and analysis of data are forensic, focused upon the individual and which in turn inform planning. The leadership of this aspect of the school's work is excellent and teachers and TAs use assessment very effectively. The quality of teaching throughout the school is of the highest order and the collaboration between teachers and TAs is a significant factor in this.

The leadership of SEND provision is excellent and greatly appreciated by parents. Children perform exceptionally well resulting from extensive screening processes and swift action to put in place appropriate interventions. Examples of outside agencies used to support children and the school include Behaviour support service, Ladywood Outreach (ASD & SpLD), Speech and Language, Occupational Therapy, Educational Psychologist.

Children are involved in their own target setting and are aware of when targets are met. Children add actions to their targets to enable them to learn them and there are regular

discussions about their targets and why they are important. Books are regularly marked with useful feedback and challenges, WALT and WILF. There is also green pen peer assessment. All books I examined were marked thoroughly, neatly presented and testimony to the high expectations staff and children have.

Leaders know their school very well and monitoring standards is a daily occurrence. This has led to consistency and high standards in all aspects of the school. Teachers to whom I spoke were appreciative of the supportive nature of the accountability measures and expressed a shared commitment to excellence. They spoke highly of the leadership of the school. All staff have targets relating to pupil progress, professional development and school need. Staff are aware of the expected outcomes of individual children based on their starting point and making good progress throughout the year and there are clearly defined rates of progress for each year group. The target setting process is very precise. Teachers also told me how pupil voice is sampled regularly through pupil conferencing once per term. There are currently four SLEs.

Parents are very positive about the school, as Ofsted reported "Parents have nothing but praise for the school". Parents who came into school to contribute to this assessment told me how the school feels like part of their extended family and how they are welcomed. Two of the parents to whom I spoke described how the school supported the whole family during times of trauma through illness and bereavement.

In 2013 the school was awarded the Leading Parent Partnership Award and is in the process of preparing to renew it next year. At Eatock School, staff rightly believe that having strong, positive relationships with parents underpins the success and happiness of their children. Communication between school and home is excellent, regular and informative. The school regularly seeks the views of parents on a range of issues.

Governance is strong, committed and supportive of the school's inclusive ethos. Governors have a good range of skills and experience and are able to fulfil their role in holding leaders to account. Governors know the school very well and are involved in all aspects of the school's development. Governors take the opportunity to participate in relevant training.

Governors carry out their statutory duties very well including safeguarding and make sure that grants for pupil premium and sport are spent effectively. Governors have, as Ofsted reported, "...made an important contribution to raising standards in school".

There is a strong partnership between the school community and community groups. A Parent Toddler group, Child Minders and a Karate group are amongst some of the local groups who use the schools' facilities on a regular basis as well as the before and after school Care Club. Children are fully involved in local events where all children are included. For example, the popular choirs singing in Bolton Music Festival. The choirs also perform in the local supermarket, care homes and at Rotary Club functions. Children participate in fund raising events linked to a variety of charities.

At Eatock, the community is regarded as very important and the school actively promotes the children's involvement in the wider community as well as the school community. Underlining the importance of community, the school has a member of staff with responsibility for Community Involvement who attends Senior Leadership Meetings and who I met with and discussed her work. There are also several governors

with community responsibility. Community is a standing item on the agenda of the SLT meetings. The SLT are active in organising community events such as community fun days, school open days and events for senior citizens. The children also take responsibility in school and have roles which include Eco-Warriors, Reading Buddies and ICT Heroes. The older children are Playground and Lunchtime Pals, assisting the younger children at dinnertimes.

The school engages with many other schools and organisations and through SLEs have provided support at many schools. On the day of my visit, the school received notification that they had become the lead school for Schools Direct in the cluster of nine other schools in Bolton & Wigan.

I was provided with a strategic overview of this year's trip and visits which included visits to a Hindu Temple, a Mosque, the Manchester Jewish Museum, Halle Orchestra at Bridgewater, The Lowry, Liverpool Slavery Museum, Jodrell Bank and so many more. The school uses the local community and beyond to enrich the experience of its children and does it extremely well. Through Big Lottery Funding, the school is organising "Family Beats!" a project to introduce African drumming to the parents, children and community. Conscious of the rich heritage of the local area, the Headteacher has also secured funding from the National Heritage Society to set up a brass band.

This is a school that is providing an exceptional experience for its children and their families. All staff are dedicated, work hard and are very skilled at what they do. Outcomes are outstanding and improving. There is a clear sense of warmth and an ethos and culture that ensures that everyone is respected and offered every opportunity to achieve their potential. The school most definitely lives up to its motto of "Giving wings to fly."

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark.

I also recommend that the school consider applying for Centre of Excellence, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

**Assessor: Barry Carney**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



## Element 1 – The Inclusion Values and Practice of the School

### Strengths:-

- Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school.
- The leadership of the head teacher, the senior leaders and SEND Leader ensures that all children are fully supported to attain to their full potential.
- Individuals are valued at this school and the very happy, caring atmosphere is immediately evident.
- The school is very careful to ensure that all children feel they are valued within the school.
- There is a sense of common purpose amongst staff, who have the children's' best interests at heart and work very hard to meet their individual needs.
- The school has put extensive interventions and support mechanisms in place to meet the individual needs of its children.
- There is a high degree of consistency of approach resulting in very high standards of learning behaviour throughout the school.
- There is a thorough system of data analysis and meetings that all children's needs are identified and that any children who are not progressing as expected are highlighted and targeted for appropriate interventions.
- The needs of children on Pupil Premium are carefully tracked.
- Parents speak very highly of the school and they are involved in the life of Eatock Primary School in many ways.

### Areas for development:-

- There are no significant areas for development.



## Element 2 – The Learning Environment, Resources and ICT

### Strengths:-

- The school's learning environment is very well thought out with excellent learning spaces and is continually being enhanced. Display is very good and clearly demonstrates the school's inclusive ethos.
- Corridors and other spaces are bright and very positive environments, including interesting and engaging displays.
- Best use is made of the outdoor space resulting in excellent recreational and sports' facilities.
- The woodland area is an excellent and well used resource.
- The school's website is informative, engaging and interactive. It is a resource that is used by all members of the school's community.
- Achievement is celebrated in many ways, including through assemblies, display and certificates.
- Teaching Assistants provide excellent support for children in the classroom or in intervention groups.
- The building is in exceptionally good order, well maintained and respected.

### Areas for development:-

- There are no significant areas for development.



## Element 3 - Learning Attitudes, Values and Personal Development

### Strengths:-

- Children are very clear on what is expected of them and they feel very well supported by it. There is a very positive, happy atmosphere in the school and there is mutual respect between staff and children.
- Eatock Primary works very hard to create an environment where everyone can learn in an atmosphere of mutual support and respect. The school's inclusive values are reinforced during lessons, in extracurricular activities and around the building.
- In all lessons observed, attitudes to learning were exceptionally positive and behaviour was exemplary.
- Pastoral support and safeguarding arrangements are extremely thorough and ensure that all children's needs are catered for and that children are supported through any difficulties they may face.
- The school culture includes a strong commitment to pupil voice and there are a number of opportunities for children to take on leadership roles.
- Transition arrangements are very thorough.
- Children are clear on what they need to do to extend their learning.
- There is a wide range of extracurricular activities and clubs, which are very well attended by children. There are a variety of school trips, linked to the curriculum as well as those for rewards, which children are very pleased to attend.
- Attendance and punctuality are very good.

### Areas for development:-

- There are no significant areas for development.



## Element 4 - Learner Progress and Impact on Learning

### Strengths:-

- The school is rigorous in tracking of pupil progress: data is analysed and pupil progress meetings take place each half termly with a member of SLT. These meetings are used to discuss the progress of individuals and to put interventions in place for children where necessary.
- Excellent transition arrangements are in place for children, including liaison with families of children before joining reception. Transition between years is also excellent.
- Learner targets are kept in their books and children understand the next steps they need to take to make progress in their learning.
- CPD for staff is an important feature and staff meetings include training and development for staff as well as sharing good practice opportunities.
- Marking is very thorough and takes place frequently.
- Children are very well taught in their classes, with excellent differentiation; teachers teaching assistants work very well together to ensure an outstanding quality of teaching and learning.
- Senior leaders, all staff and governors have the highest aspirations for their children.

### Areas for development:-

- Develop further the Mastery approach to teaching & learning across all key stages.



## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- The school is thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the school.
- Lessons are planned with detailed differentiation and schemes of work indicate specific resources to be used. Teachers and support staff work together to ensure that there is an appropriate degree of challenge for all children.
- Teaching Assistants are fully engaged in lessons and work flexibly according to need. They also provide excellent support for children on a 1 to 1 or small group basis.
- Children are focused in their lessons and are thoroughly engaged in learning. Behaviour is exemplary as is the learning ethos in classrooms.
- CPD for staff is very thorough and includes sharing of good practice opportunities, which staff find very helpful.
- Formal lesson observations take place by SLT who provide support to teachers to enable them to improve their practice where necessary.
- Performance management is thorough, robust and developmental.
- Senior Leaders are very good at harnessing the potential of staff, often providing developmental opportunities for them.

### Areas for development:-

- There are no significant areas for development.



## Element 6 – Parents, Carers and Guardians

### Strengths:-

- Parents spoken to were very positive about the school's supportive and caring ethos. They value the attention the school gives to the individual needs of their children. They find communication with the school is excellent and the teachers are very approachable, enabling them to see a teacher when they need.
- Parents also mentioned the sensitive way in which the school meets the individual needs of all children, including those with emotional needs and those with SEND.
- There is excellent communication with parents, which is enhanced by the welcoming, open ethos of the school. Any concerns expressed by parents/carers are acted upon swiftly and sensitively. The school goes out of its way to meet parents' needs.
- The school achieved the Leading Parent Partnership Award in September 2013.

### Areas for development:-

- There are no significant areas for development.



## Element 7 - Governing Body and Management

### Strengths:-

- The governing body is very involved in the life of the school: they provide appropriate support and challenge to the school and share its inclusive values and high aspirations for all.
- Governors have high praise for the school and its work. Governors spoken to were very proud of the school's inclusive values and excellent, supportive work with children and their families.
- Governors work effectively with each governor having a specific area of responsibility on which to report to the whole team. They attend training for governors and seek support from external agencies.
- The governors feel able to support the school and are capable of challenge and being a 'critical friend', when necessary and appropriate, they are fully supportive of the school and the continuing drive to maintain high standards and improve further.
- Governors are vigilant regarding safeguarding, recognising its importance and regularly reviewing practice.

### Areas for development:-

- There are no significant areas for development.



## **Element 8 - The School in the Community – How this supports Inclusion**

### Strengths:-

- Children take part in a variety of clubs and after school activities and participate in a range of school trips to enhance their learning.
- The school welcomes a range of visitors into school for enrichment purposes and members of the community provide support for the school at events, such as assemblies, concerts and celebration events.
- Children undertake a variety of fundraising activities to support charities including Bolton Hospice which they support each year.
- The school has good links with other schools, including local secondary schools.
- The school is Lead for Schools Direct Bolton & Wigan Cluster.
- The school has a dedicated Community Room which is used by a variety of groups including breakfast club and after school club.
- The school provides a venue for a variety of community uses after school each day and during all holidays.

### Areas for development:-

- The school should develop their role as Lead School for Schools Direct by ensuring that their outstanding, inclusive practice is shared widely.