

Inspection of Eagle Community Primary School

Scarle Lane, Eagle, Lincoln, Lincolnshire LN6 9EJ

Inspection dates: 8 and 9 May 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils are very proud of the school. They feel safe and are happy at the school. They are welcoming, polite and respectful. They look out for each other and care for one another. The school has a strong sense of community. Pupils consistently meet high expectations of behaviour. Pupils behave very well.

The school has recently reviewed its vision and values. Staff and pupils aspire to live the values of 'perseverance, respect, integrity, diligence and empathy'. The school is currently resetting higher expectations of pupils' learning, including for children in early years. Leaders are improving the school and the school is beginning to fulfil its motto, 'small school, high flyers'.

Pupils value the range of clubs, for example, they like the choir, sporting teams, craft and comedy clubs. Pupils relish the leadership opportunities available to them. They form memorable experiences of their time at school.

Parents and carers are positive about recent improvements. One parent, typical of many, stated, 'Parents feel listened to and engage much more with the school. I know more about my children's progression in the classroom. There are visible improvements to the teaching, the grounds, the equipment and the opportunities presented to the children.'

What does the school do well and what does it need to do better?

The school has recently undergone much change in leadership. Leaders, including governors, have an accurate understanding of the school's strengths and priorities for development. Their self-evaluation and development planning prioritises the right actions to improve the school's provision. Staff are beginning to benefit from training opportunities to improve their practice.

The school is focused on raising the expectations that staff have of pupils' learning. The curriculum enables pupils to achieve well. However, leaders are aspirational for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve even better outcomes in all subjects. The school is developing ambitious curriculums in reading, mathematics and science. These subject curriculums are more ambitious than was previously the case. However, teachers do not always deliver these curriculums consistently well. This means pupils do not always learn as well as they could.

The school's wider curriculum gives pupils opportunities to learn across a range of subjects. However, these subject curriculums are not sufficiently ambitious. The school has not clearly identified the precise knowledge and skills that pupils will learn over time. Teaching is largely focused on resources and activities, as opposed to ensuring that pupils are appropriately challenged to build on, and deepen their learning. Approaches to check pupils' learning are not consistently effective in a range of subjects.

Leaders have prioritised reading. Staff have been trained to understand the school's new phonics scheme. Pupils are assessed regularly. They are taught in groups that match their reading abilities. Resources are matched well to the phonics pupils are learning. Additional phonics sessions are provided for pupils who need to catch up with their peers. However, in order, for pupils to get a good start in their reading, phonics needs to be taught more consistently. Pupils enjoy being read to during story time.

The school has a secure understanding of the needs of pupils with SEND. Leaders identify these pupils' needs effectively and work well with external specialists, when needed. These pupils are well-cared for.

The school has recently invested much in the early years provision. This serves to enhance an environment that supports children's development and learning. Staff are very caring. There is a focus on activity rather than learning. Children play enthusiastically. However, children are not fully supported to build their learning and skills as well as they could. The school is beginning to think carefully about the key learning that children will gain through their exploration and play. This includes, for example, focusing on how children will gain from adult interactions to support early communication and language skills.

Opportunities for pupils' personal development are good. The school has a coherent and well thought through personal, social, health and economic (PSHE) education curriculum. Staff enable pupils to learn about age-appropriate relationships and sex education, healthy living and how to be safe. There is a strong focus on valuing pupils' social devolvement. Pupils learn the importance of equality, diversity and respect. They deepen their understanding of right and wrong. They are actively involved in the community and are prepared well for life in modern Britain. Pupils enjoy a range of trips, including residential that enrich their learning.

The school is mindful of staff workload and well-being. Staff morale is positive. Staff are proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has rightly focused on raising the aspiration and the ambition of core subject curriculums. However, these core subject curriculums are not consistently implemented well. As a result, pupils do not learn as well as they could. The school must continue to improve teaching, thus enabling all pupils to know and remember more in their English, mathematics and science learning.

- The school's foundation subject curriculums are not sufficiently ambitious. As a result, pupils do not build key subject knowledge, understanding and skills well enough during their time at school. The school must develop and implement ambitious foundation subject curriculums that are progressive and are well-sequenced, thus enabling all pupils to deepen their learning in all subjects.
- The early years provision is focused on engagement and activity rather than being focused on purposeful activity that leads to specific learning over time. As a result, children are not fully supported to build their learning and skills as well as they could. The school must ensure that the early years' curriculum, and its effective implementation, enables children to get off to a great start to their schooling and are very well prepared for key stage 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120376
Local authority	Lincolnshire
Inspection number	10298415
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair of governing body	Emma Tiffin
Headteacher	Jayne Watson (Executive headteacher) Wendy Daley (Head of school)
Website	www.eagleprimary.org.uk
Date(s) of previous inspection	25 January 2023, under section 8 of the Education Act 2005

Information about this school

- The Governors appointed an interim executive head teacher and a head of school who took up their posts in January 2024. This followed the departure of the previous headteacher in December 2023. The governors have appointed a substantive headteacher who will take up post in September 2024.
- The school has provision for two-year-olds.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's educational provision.

- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school and other leaders. They met with governors, including the chair. They spoke with a local authority officer, remotely.
- Inspectors carried out deep dives in the following subjects: reading, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited sample lessons, spoke to teachers and pupils about their learning and looked at samples of pupils' work. They listened to pupils read.
- Inspectors looked at a range of other subjects, including religious education, geography and computing. They visited lessons and sampled pupils' work.
- Inspectors met with the leaders of the early years provision, reviewed curriculum planning and visited lessons in Nursery and Reception classes.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, pupils and parents; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture of safeguarding that puts pupils' needs first.
- Inspectors reviewed a range of documentation. They looked at the school's website and published information about the school's provision, policies, self-evaluation and development plan.
- Inspectors considered the free-text comments submitted by parents who completed Ofsted Parent View. Inspectors considered the views expressed by parents who inspectors met as the end of the day. Inspectors reviewed the responses to Ofsted's survey of school staff and pupils.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

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