

# Inspection of Eastwood Community School

Victoria Avenue, Keighley, West Yorkshire BD21 3JL

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Inspection dates: 21 and 22 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	No inspection under section 5 of the Education Act 2005 since academy conversion in 2018.

## **What is it like to attend this school?**

Community and relationships are at the heart of this school. It is a place that 'nurtures healthy, happy, lifelong learners'. Parents and pupils value the extra support that they are given by staff and describe it as a 'brilliant' place. The family centre is a thriving hub that supports many pupils, their families and the wider community. People benefit from spending time in the 'warm space' and access the many learning opportunities, from understanding the importance of 'incredible beginnings' to supporting mental health and well-being. Leaders successfully 'build a brighter future together' and improve life opportunities for all their pupils.

Leaders know their school and community well. They have developed an 'inclusive and experiential' curriculum that is adapted to the needs of the pupils. Development of vocabulary is a strong feature of this curriculum.

Leaders have clear and high expectations of pupils' behaviour and promote positive relationships. Pupils behave well and are polite and respectful. They understand bullying and say that it is rare, but when it does occur staff are good at resolving it. Staff use nurture rooms and careful class organisation well to give those pupils who need extra support, time to take a break and re-focus.

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

Leaders prioritise the teaching of reading. They have introduced a phonic scheme that has brought consistency to the teaching of early reading. Pupils use their phonic knowledge well to read unfamiliar words in decodable books. Those pupils who need to catch up receive daily practice and extra help. Pupils are keen to read out loud as they continue to build their fluency. A new multi-lingual reading record book provides parents with guidance about home reading. Leaders have invested in high-quality books for the curriculum and the school library. This is a welcoming place where pupils enjoy reading and talking about texts.

Leaders support teachers to deliver mathematics well. Timely interventions mean that pupils' misconceptions are addressed. Pupils have a love of mathematics and can see its importance in their everyday lives.

The essential knowledge that pupils need for future learning is clearly identified in reading and mathematics. This helps teachers to plan and revisit the next steps for learning. In some foundation subjects, the essential knowledge that pupils need to know and remember for future learning is not clearly identified. This contributes to some gaps in pupils' knowledge.

Children make a strong start in early years. Staff support children to become independent and confident. As a result, children manage their own learning well. They take turns and share resources, for example when making pancakes. Children learn through well-planned opportunities and activities. Leaders prioritise vocabulary through the sharing of stories and high-quality interactions. They build strong

relationships with parents. A high number of parents visit the setting on a weekly basis.

Pupils with special educational needs and/or disabilities are supported well. Wherever possible, these pupils access the same curriculum as their peers.

Staff promote care, respect and tolerance meaningfully in all aspects of pupils' lives. Pupils say that 'everyone respects each other, if someone disagrees then we always get help to make it better'. They talk knowledgeably about different faiths and British values, and how this helps them to understand others. This prepares them for their next stage of education.

Pupils experience a wide range of after-school clubs and trips. All pupils access learning outside of the classroom. This builds their self-esteem and confidence. Pupils are proud to make a positive contribution as citizens of the future. They talk about the different councils that they are elected to and the projects on which they are working. They say that their work is about 'making a better world for future generations'.

Senior leaders and governors focus on ensuring that the school is always improving. Local governors visit school regularly. They keep in touch with year-group classes through governor books. Governors know their school and are proud of leaders and how they widen the experiences of pupils. The trust both challenges and supports school leaders. They offer a wide range of professional development opportunities for staff. Staff, including those in the early stages of their career, speak highly of leaders. They feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that staff know the potential risks that pupils may face. Leaders keep comprehensive records of the actions they take to keep pupils safe. They detail leaders' timely and tenacious actions to safeguard pupils. Leaders work with outside agencies to get pupils and parents the right support. Staff understand and follow clear procedures to report any concerns that they may have. They know what to do if they have any concerns over pupils' welfare. Staff teach pupils how to keep safe and enhance the curriculum to highlight local concerns. This helps to keep pupils safe. Pupils know to report their concerns to trusted adults and use classroom 'worry boxes' if needed.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have not identified the most important knowledge that pupils need to learn in some foundation subjects. Leaders should map out this knowledge clearly so that pupils learn well across all subjects.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146223
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10255654
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	480
<b>Appropriate authority</b>	Bradford
<b>Chair of trust</b>	Helen Flynn
<b>Headteacher</b>	Suzanne Carter
<b>Website</b>	<a href="http://www.eastwood.bradford.sch.uk">www.eastwood.bradford.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005 since academy conversion

## Information about this school

- Eastwood Community School converted to academy status in September 2018. This is the first inspection of the school since converting.
- The school is part of Northern Star Academies Trust.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with a wide range of staff, including the headteacher, welfare and pastoral lead, and subject leaders. Inspectors also met with representatives of the trust, the local governing body and the chief executive officer of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science and art. For each deep dive, inspectors met with subject leaders,

looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To inspect safeguarding, inspectors scrutinised the single central record and safeguarding records. They also spoke to leaders for safeguarding and spoke to pupils and staff.
- Inspectors spoke to pupils both formally and informally, including single-sex groups of pupils.
- Inspectors considered a variety of school documents, including the school development plan.
- Inspectors took account of the views of staff and parents through surveys, including Ofsted Parent View, and spoke to some parents as they picked up their children from school.

### **Inspection team**

Lesley Sullivan, lead inspector

His Majesty's Inspector

Helen Stout

Ofsted Inspector

Kris Henderson

Ofsted Inspector

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