

Eastfield Primary School

Inspection report

Unique Reference Number	131224
Local authority	North East Lincolnshire
Inspection number	381318
Inspection dates	24–25 April 2012
Lead inspector	Roger Sadler

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Dave Stubley
Headteacher	Rebecca Shearer
Date of previous school inspection	18 June 2009
School address	Margaret Street Immingham DN40 1LD
Telephone number	01469 572455
Fax number	01469 576405
Email address	head@eastfieldpri.tfe.org



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Introduction

Inspection team

Roger Sadler
Peter Marsh
Tony Price

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice by three additional inspectors. Teaching in the Early Years Foundation Stage and in the other six classes was observed. All seven teachers were seen for whole lessons and a total of around 9 hours of teaching was observed. The inspectors analysed pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff, pupils and parents. A discussion was also held with some pupils to ascertain their understanding of reading. The school's work, including play times and assembly were observed, and records from previous and the current school years were inspected. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance was compared with national data. The inspectors analysed the 43 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

Information about the school

Almost all pupils in this average-sized primary school speak English as their main language and are of White British heritage. The proportion of pupils known to be eligible for free school meals is much higher than is typical. A well-above average proportion of pupils have disabilities or have special educational needs. Year 6 pupils in 2011 did not meet the government's current floor standards, which set the minimum standard for attainment and progress. Since the previous inspection, the school has gained the Healthy School status

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because, although achievement is much improved and now good, the school has not established a longer term track record of good achievement, especially among more-able pupils. Parents, carers and pupils hold the school in high regard. Pupils are very proud of their school.
- Pupils achieve and progress well so that by the end of Key Stage 2, pupils' attainment is average in reading, writing and mathematics.
- Teaching is consistently at least good and sometimes outstanding. The school has excellent systems to ensure pupils are helped to understand their learning needs and pupils show an impressive understanding of where and how to improve key aspects of their learning. Relationships and teamwork are excellent throughout the school. Pupils who need extra help are supported well by teaching assistants in smaller groups. However, more-able pupils are not always given the additional challenge they need.
- Attendance remains a little below average because of the poor attendance of a small number of pupils. Most pupils attend regularly and their behaviour is excellent. They know how they can help keep themselves safe and act with sensitive regard for the safety of others. Pupils' spiritual, moral social and cultural development is good. The weakest aspect is in their knowledge and experience of other cultures in modern Britain and beyond.
- Leadership and management are good. The headteacher's clear vision and sense of priorities, excellent staff training and guidance and an effective and collaborative approach to monitoring and evaluation have resulted in great consistency and quality in key aspects of teaching such as how targets are set or how behaviour is managed.

What does the school need to do to improve further?

- Further accelerate learning, especially that of more-able pupils by:
 - providing more opportunities for independent research and investigation
 - improving the deployment of teaching assistants in whole class lessons so that more-able pupils receive additional challenge and guidance.
- Provide pupils with greater knowledge and experience of the diverse cultures and communities in Britain and beyond.
- Improve rates of attendance by reducing persistent absence.

Main Report

Achievement of pupils

Almost all parents and carers think that their children make good progress. Inspection findings endorse this view. Many children enter the Early Years Foundation Stage with knowledge and skills significantly below those expected for their age. Owing to good provision, effective leadership and management and teamwork, children make good progress throughout the Early Years Foundation Stage, so that by the end of Reception, attainment is only a little below national averages. Attainment in writing and reading are weaker than in other areas of learning such as personal, social and emotional development. Rates of progress, especially in reading and writing have improved substantially this year in Years 1 and 2 are standards in reading writing and mathematics are average by the end of Year 2. Reading is effectively taught in school, especially of letters and sounds, and a well organised home reading programme enables those parents and carers who regularly hear their children read at home to make an important contribution to their children's enjoyment of and good progress in reading.

Attainment in Year 3 to Year 6 is currently in line with expected levels. Standards in writing are much improved this year due to some determined work by the school. Overall, attainment is average overall by the end of Year 6, but a lower than average proportion of Year 2 and Year 6 pupils attain above expected standards than is typical. Attainment in reading writing and mathematics in Year 6 this year is much better than in previous years when the school did not meet the government's floor standards. This is because the significant improvements in the quality of teaching and in leadership management over the last two years have now had a significant impact on pupils' learning and their attainment. The school has set ambitious targets for attainment over the next two years which exceed floor standards and pupils in Years 5 and 6 are currently on track to exceed these targets.

In lessons, owing to consistently good teaching, pupils make good progress throughout the school. Pupils enjoy lessons, behave very well and concentrate hard. In all classes, pupils work hard from the beginning to the end of lessons, whether as a whole class or in small groups. Teachers need to give few reminders to encourage pupils to do their best. Although no group of pupils is disadvantaged, occasionally opportunities are missed to provide additional challenge and guidance for more able pupils. Those who are disabled or have special educational needs, and pupils who

are entitled to free school meals make good progress in lessons in line with their abilities and other pupils of the same age. They enjoy lessons, are confident to contribute and respond well to the support they are given.

Quality of teaching

Nearly all parents and carers who responded to the inspection survey think that their children are well taught. Inspection findings support this view. Teachers and teaching assistants adopt a highly consistent approach to teaching. Teachers frequently analyse each others' work and strong systems are in place for staff to learn from one another. All staff plan their work to an agreed format and all take careful consideration of the needs of each group of learners in the class. Guidance for learning is a particularly strong aspect and pupils are left in no doubt as to the key features of a good piece of work and how they can improve aspects of their learning. They are continually given helpful feedback on their learning and, consequently, are clear about how to go about doing their best. On a few occasions however, the high quality feedback provided in marking is insufficiently followed up and so pupils do not always fully benefit from the time teachers spend marking work.

Pupils respond well to staff's high expectations and enjoy being challenged and teaching has a consistently good effect on pupils' spiritual, moral, social and cultural development. Classrooms contain much guidance on how pupils should conduct themselves and relate to one another. Relationships in classes are invariably at least very good and often excellent. Additional good quality support is often given to disabled pupils and those with special educational needs and also to lower attaining pupils, often by teaching assistants who work very closely with teachers. The frequent opportunities provided by teachers for pupils to discuss answers to well-judged questions helps deepen understanding and improve speaking and listening skills. Pupils take great pride in their books and work. They treat materials and resources with care and respect.

Daily teaching of letters and sounds and literacy and numeracy 'intensive sessions' are helping accelerate pupils' attainment in basic skills of literacy and numeracy.

Behaviour and safety of pupils

The vast majority of parents judge that there is a good standard of behaviour in the school and that their children behave well in lessons. Inspection evidence supports this view and much excellent behaviour was observed in many lessons and around the school. Relationships during the inspection were consistently strong and pupils say that behaviour is always very good. Throughout the school there are excellent systems to manage pupils' behaviour and to promote their social, moral and spiritual development. The high quality provision of the Learning Mentor enables the most vulnerable and emotionally challenged pupils to thrive and enjoy school.

Links with parents and carers and care, guidance and support are strong. Effective induction arrangements, including home visits and good provision mean that the youngest children soon settle, behave and cooperate well. Pupils, as they grow older, progressively learn to take responsibility for their own behaviour and that of others. Both pupils and parents say that anti-social behaviour or bullying rarely take place.

Consequently, pupils feel safe and secure. Pupils show a strong understanding of what constitutes bullying and one pupil described bullying as 'persistent aggravation'. Almost all parents indicated that they would recommend this school to others. Older pupils enjoy applying for and undertaking roles such as members of the pupil voice support team. Behaviour and safety, although very strong, are not evaluated as outstanding overall because levels of attendance, although improving, are a little below average due to the persistent absence of a small proportion of pupils.

Leadership and management

The vast majority of parents and all staff judge that the school is well led and managed and many point to great improvements in leadership and management over recent years. Inspection findings support their views and leadership and management are good throughout the school. The key feature of leadership and management that has led to the considerable rise in standards is the relentless focus on improving achievement, behaviour and the quality of teaching, strongly led by the headteacher, and involving all staff. The leadership and management of teaching and learning is a strong feature. Staff are carefully consulted on major developments in the school and are fully aware of its purpose. This helps staff implement initiatives consistently, intelligently and effectively. Staff training and guidance are of good quality so that teaching skills are developed progressively. Each pupil's progress is assessed meticulously and regular meetings are held with staff where their performance is discussed and planned. Any necessary additional support is provided and, led by the deputy headteacher, the effect of this is monitored continually. Good systems for monitoring and evaluation and the school's track record in improving standards and provision indicates that the school has good capacity to continue to improve in the future.

The curriculum is good. It has been overhauled and is effectively modified to meet the learning needs of most pupils except that sometimes, insufficient opportunities are provided for independent research and investigation, especially for more able learners. Pupils enjoy lessons and the school's interesting and broad curriculum. They are helped to develop basic skills, such as writing, in many subjects such as history, geography and science. Pupils' social, moral, spiritual and cultural development is good except that the curriculum provides too few opportunities to enable pupils to develop a deeper knowledge and understanding of other ways of life and cultures in modern Britain and abroad. All pupils are valued, especially potentially vulnerable pupils. The school provides many good opportunities for pupils of all abilities and backgrounds, and discrimination is not tolerated.

The governing body has a clear view of its role. Members of the governing body show a clear understanding of the school's strengths and where further improvement is needed and a more systematic approach to monitoring and evaluation by the Governing Body is being introduced. The governing body provides good quality challenge and support to the school. Members of the governing body understand their responsibilities for safeguarding. Safeguarding arrangements, including child protection and risk assessments are comprehensive and thorough and fully meet current requirements. Regular training ensures that all adults are fully up-to-date with how best to ensure the school is safe for all.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	29	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 April 2012

Dear Pupils

Inspection of Eastfield Primary School, Immingham, DN40 1LD

Thank you for being so polite and friendly when we visited your school recently. We were very pleased to see the very sensible and grown-up way you behave around school, and we liked the way you play happily together and work so hard in lessons. You told us that you feel very safe in school and that all the pupils always behave very well. We were very impressed with how many of the older pupils take responsibilities and help others during the school day.

You go to a good school. You are making good progress in your reading, writing and mathematics. The headteacher and teachers have worked hard to make sure that your lessons are as interesting as possible.

Almost all the parents and carers we met on the second day of the inspection told us that all the adults in the school do their very best to look after you all, especially those who are experiencing difficulties in your lives. To make the school even better, we have asked that teachers help those of you who find learning easier to do even better, to help you all understand more about other ways of life in modern Britain and to work to improve the attendance of those of you who do not come to school often enough. You can help too by continuing to work hard and helping each other all you can and doing your best to attend school every day.

We will take away many good memories of your school. Thank you again for being so helpful and courteous.

Yours sincerely

Roger Sadler
Lead Inspector

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