

Eastfield Primary School

Eastfield Road, Enfield, Middlesex, EN3 5UX

Inspection dates 9–10 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Achievement requires improvement because pupils do not make good progress across the school and standards in English and mathematics at the end of Year 6 are below average.
- Pupils do not develop their skills in reading, writing and mathematics in ways that help them understand their topics and basic errors in punctuation, grammar and spelling, and misconceptions in mathematics are not addressed.
- There are not regular opportunities in English lessons and other subjects for pupils to develop their writing by writing longer pieces.
- Teachers do not always make sure that work is at the right level for pupils so it is not too easy or too hard. Additional adults are not always well used to support pupils in their learning and pupils do not have clear targets or understand the next steps for improving their work.
- Leadership and management require improvement because leaders, managers and governors have not ensured that teaching and achievement are good.
- There is not a simple data system so staff, leaders and governors can easily know how well pupils are doing. Leaders do not all have a role in leading improvements in their areas of responsibility and in developing teaching.
- Governors do not robustly hold senior staff to account for improvements in the school.

The school has the following strengths:

- Pupils from a range of backgrounds mix well together. Disabled pupils and those with special educational needs are integrated into mainstream lessons and get on well with their peers.
- Behaviour is good in lessons and around the school.
- Pupils feel safe in school and attendance is above average.
- The new headteacher has an accurate understanding of the strengths and areas for development in the school.

Information about this inspection

- The inspection team observed teaching in 25 lessons or part lessons. A number of observations were carried out jointly with senior leaders.
- Discussions were held with staff, two governors, including the Chair of the Governing Body, a local authority representative and pupils.
- Inspectors took account of the 16 responses to the online questionnaire (Parent View) and spoke to parents and carers in the morning on both days of the inspection. Inspectors also reviewed 65 questionnaire responses from staff.
- A number of documents were scrutinised, including the school's own data relating to pupils' progress in the school year 2011/12 and since September 2012, the self-evaluation summary and development plan, documents relating to the management of the performance of staff as well as records relating to behaviour and safeguarding.

Inspection team

Susan Williams, Lead inspector	Additional Inspector
Stephanie Rogers	Additional Inspector
Sandra Teacher	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Pupils come from a range of backgrounds with a small minority who are White British, a similar proportion from any other White backgrounds and a few who are Black African.
- The proportion of disabled students and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of students known to be eligible for the pupil premium (additional funding for students known to be eligible for free school meals, children who are looked after and those from service families) is above average.
- The school meets the government's current floor standards, which set the national minimum expectations for pupils' attainment and progress.
- A new headteacher took up her post in April 2013 following a period of instability for the school with the long-term absence of the headteacher and the deputy headteacher covering the role of headteacher. A new Chair of the Governing Body was appointed in December 2012.

What does the school need to do to improve further?

- Improve teaching so that it is good by:
 - ensuring teachers use assessment information to accurately match work to pupils' ability levels so it is not too hard or too easy
 - teachers making good use of additional adults to support pupils' learning in lessons
 - setting clear targets for pupils and giving pupils the next steps for learning so they know how to improve their work.
- Raise achievement so pupils reach at least average standards in English and mathematics by ensuring:
 - basic skills in reading, writing and mathematics are taught progressively
 - errors in spelling, grammar and punctuation and misconceptions in mathematics are addressed
 - there are more opportunities in lessons and across the curriculum for pupils to write longer pieces.
- Improve leadership and management by:
 - introducing a simple system for the use of data that is shared by all, so staff, leaders and governors can make sure pupils make good progress
 - developing the roles of all leaders so they lead improvements and develop teaching in their areas
 - governors robustly holding senior leaders to account for leading improvements in the school.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make good progress from their low starting points on entry to the school. Standards at the end of Year 6 are below average in English and mathematics.
- Pupils have gaps in their knowledge because basic skills in reading, writing and mathematics are not taught progressively and teachers do not check that pupils understand topics before moving on to new areas. Basic errors in spelling, grammar and punctuation are not corrected to help pupils learn from their mistakes and misunderstandings in mathematics are not addressed so pupils reach Years 5 and 6 not understanding what they should. There are not enough opportunities for pupils to develop their writing skills by writing longer pieces in literacy lessons and in other subjects.
- Standards at the end of the Early Years Foundation Stage are below average overall although they improved considerably in 2012 with children reaching national levels in some areas of learning, particularly in their literacy and numeracy skills.
- Standards at the end of Key Stage 1 are below average although there is a rising trend in reading and writing, and mathematics has also improved since 2010. Pupils in Year 1 did less well in the phonics (letters and their sounds) check than in schools nationally. The school has recognised this and has built on the effective practice in the Early Years Foundation Stage. More pupils are expected to reach the required level this year. At Key Stage 2, the school's tracking and pupils' books show that Year 6 are making better progress and pupils are on track to do better this year.
- Disabled pupils and those with special educational needs receive extra help in lessons and there is additional support for individuals. Some of these pupils make good progress but this is not consistent across the school. In lessons, these pupils sometimes find the work too difficult and additional adults are not always effective in moving learning forward quickly. Pupils from all groups including White British, Any other White and Black African pupils make similarly mixed progress in the school.
- Pupils eligible for support from the pupil premium receive a wide range of additional help from adults, including individual and small-group tuition, speech and language support and specialist sessions in reading and art therapy. In the national tests in 2012 these pupils were three terms behind in English and mathematics. The gap is starting to narrow between these pupils and others but these pupils do not make consistently good progress across the school. There is more to be done to ensure equality of opportunity for pupils' learning and to make sure additional help makes a difference.
- Disabled pupils and those with special educational needs in the additionally resourced provision do not always reach expected levels and challenging targets are not consistently used by all staff. More-able pupils make better progress but pupils with complex needs make slower progress as expertise and resources have not been available to help their learning move forward at a fast enough rate.

The quality of teaching

requires improvement

- There is too much teaching that requires improvement and not enough teaching that is consistently good so pupils make good progress. Teachers do not use assessment information to accurately pitch work at the right levels for pupils, so it is sometimes too hard for less-able pupils and too easy for more-able pupils.
- Teachers do not always make sure additional adults are used well in lessons and that they know how to move pupils' learning on. They do not consistently plan work specifically for less-able pupils and disabled pupils and those with special educational needs so these pupils do not do as well as they could. Clear targets are not set so pupils do not all know what the next steps are in

their learning and what they have to focus on to improve their work.

- Teaching in the additionally resourced provision requires improvement because subject knowledge and expertise of adults are not always sufficient to move learning forward and additional adults are not efficiently deployed, particularly when supporting in classrooms. They do not routinely know what their pupils are expected to learn or share learning objectives with them so pupils know what to do to improve.
- In the best teaching, for example in a Year 6 literacy lesson, pupils were expertly questioned by the teacher with links being made with their previous learning of Haiku poems and reminders of aspects of writing, including the use of adverbs and adjectives to write their own Tanaka. Pupils were interested in the activity and worked well making good progress. However, teachers do not routinely check on pupils' understanding and link new concepts with previous work in this way.

The behaviour and safety of pupils are good

- The integration of disabled pupils and those with special educational needs from the additionally resourced base and provision for their personal and social development are a strength in the school. These pupils are accepted well by other pupils and pupils respect each other's differences. Pupils from a wide range of backgrounds get on well with each other.
- Pupils behave well in lessons and around the site. They are polite and courteous to adults and to each other. The systems to support behaviour help pupils, including, 'volcano cards' and 'calm cards' as well as the coloured expectations chart, which teachers use to highlight when pupils are achieving beyond expectations or to alert pupils to concerns to support pupils' good behaviour. 'Golden time' is used to support younger pupils with activities on Friday afternoons. If there are problems, pupils are encouraged to reflect on which rule they have broken.
- Pupils say they feel safe in school and that behaviour is good. They say bullying is not a problem and feel they can talk to staff if there is a problem. School records confirm their view is accurate. There are few incidents and the school deals with these thoroughly. The school promotes good behaviour and ensures discrimination is not tolerated.
- Attendance has improved and is above average. Pupils are regularly punctual to school and to lessons. Behaviour and safety are not outstanding as pupils are sometimes a little distracted when teaching is less strong.

The leadership and management require improvement

- Leadership and management require improvement because leaders, managers and governors have not ensured teaching and achievement are good. There is not a data system for tracking pupils' progress so all staff, leaders and governors know how well pupils overall and groups of pupils are doing. Leaders do not all have an active role in leading improvements and developing teaching in their areas of responsibility.
- The new headteacher has an accurate understanding of the strengths and areas for development in the school and has already focused on improving teaching since taking up her post.
- There is a new performance management policy in place linked to the Teachers' Standards (the national expectations for teachers). Targets are now set for teachers linked to these standards, pupils' progress and leadership roles. There are examples of where staff have been supported successfully to improve their teaching.
- The school gives priority in the curriculum to the development of reading, writing and mathematics but these are not taught in a way that ensures pupils understand basic skills in a progressive way. Pupils' spiritual, moral, social and cultural development is well promoted and this supports pupils' good behaviour. Music is a particular strength with specialist tuition and the opportunity to learn a musical instrument and to take part in performances.
- The leadership and management of the additionally resourced provision require improvement because there is limited analysis of data and clear targets for pupils are not set. There is limited

monitoring of teaching and planning to make sure it supports disabled pupils and those with special educational needs and ensures additional adults are well used, especially when pupils are in mainstream lessons.

- The local authority has provided support to the acting headteacher, for the additionally resourced provision and to assist governors in the appointment process for a new headteacher.
- **The governance of the school:**
 - Governors are committed and loyal to the school. They visit the school regularly and know staff and pupils well. They receive updates on published data and pupils' progress from the school but are overly reliant on the school for this and do not fully hold senior leaders to account. They are aware of how the pupil premium funding is being spent and examples of where this is making a difference, but the lack of data systems means they are not aware of how this group of pupils are doing overall. Senior leaders report to them on the quality of teaching, and pay awards for staff are now signed off by them. Governors attend training provided by the local authority, including most recently 'safer recruitment' for the appointment process of the new headteacher. Governors do an annual audit on safeguarding and ensure this meets statutory requirements.

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	<p>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.</p> <p>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.</p>

School details

Unique reference number	102017
Local authority	Enfield
Inspection number	412004

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	489
Appropriate authority	The governing body
Chair	Sue Tayler
Headteacher	Christalla Jamil
Date of previous school inspection	13 July 2007
Telephone number	020 8804 5013
Fax number	020 8292 8544
Email address	headteacher@eastfield.enfield.sch.uk

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