

Eastfield Academy

St Albans Close, Northampton, NN3 2RU

Inspection dates 10–11 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils make good progress over time and reach standards by the end of Year 6 that are broadly average in reading, writing and mathematics.
- The present Year 6 pupils have made outstanding progress from their low results in Year 2 tests.
- Most teaching is good, with particular strengths in Nursery, Year 2 and Year 6.
- Teachers devise imaginative activities for pupils that engage them well in learning.
- Pupils' behaviour is outstanding. They have excellent attitudes to learning. They say they feel very safe at school, a view supported by all parents who responded to the online questionnaire, Parent View.
- The recently formed senior leadership team have been successful in driving improvement, as teaching has strengthened and standards have risen.
- Governors know the school well and have steered it smoothly since becoming an academy. There are positive links with the David Ross Education Trust.

It is not yet an outstanding school because

- Teaching is not yet outstanding because there are some variations in teachers' expectations of what pupils can learn and produce.
- Teachers do not always give pupils the time to act upon their marking advice or ensure that they are clear about how to improve their work.

Information about this inspection

- The inspectors observed 22 lessons or parts of lessons, including eight jointly with the headteacher or assistant headteachers.
- Members of the inspection team heard pupils read and, together with the headteacher and an assistant headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with: senior leaders, subject leaders, teachers and other staff; the Chair of the Governing Body and another governor; and a representative from the David Ross Education Trust.
- The inspectors took account of the 15 responses to the online questionnaire, Parent View, and spoke informally to parents in the playground. They also considered two letters from parents.
- The inspectors considered the 17 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Janet Duggan

Additional Inspector

Full report

Information about this school

- Eastfield Academy is an average-sized primary school. It converted to become an academy school on 1 November 2012 as part of the David Ross Education Trust. When its predecessor school, Eastfield Primary School, was last inspected by Ofsted, it was judged to be good.
- The school has a Nursery and a Reception class in the Early Years Foundation Stage.
- The proportion of pupils from minority ethnic backgrounds is high. Almost half of pupils speak English as an additional language, which is high.
- The proportion of pupils supported by the pupil premium (which provides additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is well above average.
- The proportion of disabled pupils and those who have 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 also above average.
- Two assistant headteachers were appointed in September 2013 following the retirement of the previous deputy headteacher. The headteacher is a local leader of education and supports other schools.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.

What does the school need to do to improve further?

- Make more of the teaching outstanding by:
 - ensuring all teachers have the same high expectations of what pupils can learn and produce
 - giving all pupils time to act upon marking advice and checking this helps them to be clear about what they have to do next to improve their work.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with levels of skill well below those typical for their age. Communication and language are particularly low, as many join speaking very little English. Staff give pupils a rich diet of activities that build their language skills and enable them to make very rapid progress. They still leave Reception with a level of development that is below average because of their low starting points.
- Pupils make good progress in Key Stage 1, especially in writing. Their books show the good progress they are making over time. Standards have been improving in Years 1 and 2, even though they are not yet in line with what is expected nationally.
- While some pupils who speak English as an additional language struggle with phonics (the sounds that letters make) when they take the Year 1 reading check, they invariably meet the required standard in Year 2. Across the school, pupils from minority ethnic backgrounds and those who speak English as an additional language make good progress, because the school caters well for their needs.
- Progress in Key Stage 2, while good overall, is not as strong in Years 3 and 4 as it is in Years 5 and 6. This is because of variations in the quality of teaching. Expectations are not always as high of pupils lower down the key stage.
- The current Year 6 pupils have made outstanding progress from low starting points and unvalidated data show that they have reached broadly average standards. This group of pupils benefited from additional support in Year 6, especially in mathematics, which accelerated their learning.
- Disabled pupils and those who have special educational needs make good progress like their classmates. They make the fastest progress where the teaching is strongest but all do generally well. Their needs are identified early and specific programmes arranged to help meet them.
- In 2013 and 2014 the progress made by pupils supported by the pupil premium compared favourably with all other pupils in the school. This group of pupils did better in reading and writing than their classmates in 2013 and their attainment is similar this year. There are no gaps between how well these pupils are doing and the others.
- Across the school, pupils supported by the pupil premium achieve well. They benefit from additional teaching and access to trips and clubs which boost both their academic attainment and their personal development.
- Pupils make good use of their phonics skills when reading unfamiliar words. Local students, who support pupils as 'reading ambassadors', have helped younger pupils make good progress. The school's focus on teaching key vocabulary to pupils and making use of high quality class texts, has promoted reading well. An online reading club is also proving popular with pupils and encourages them to read at home.
- In most year groups attainment is moving closer to national expectations. Writing has improved because of a raft of new approaches, including a focus on drama and pupils discussing their ideas with one another before setting pen to paper.
- In mathematics, teachers' subject knowledge has improved as a result of individual coaching.

The use of an online mathematics programme motivates pupils to practise their calculations both at school and at home. As a result, standards in mathematics are rising rapidly.

- Teachers set work that mainly challenges the most-able pupils and enables them to make good progress. As a result, increasing numbers are reaching the higher levels of attainment.

The quality of teaching is good

- Teachers make learning enjoyable for pupils by devising activities that are interesting and imaginative. For example, Year 6 pupils were asked to plan a summer holiday for their headteacher. They had to meet his very fussy requirements regarding distance from home and creature comforts and work to a strict budget. They then had to make a presentation from which he could choose the holiday he liked best. This work involved pupils in applying a wide range of mathematical and literacy skills.
- Staff in the Nursery and Reception classes have a very good understanding of how young children learn. They plan activities that are purposeful and designed to promote their early literacy and numeracy skills. For example, children were 'fishing' and describing the size of the fish they were catching.
- High quality learning blogs explain to parents on a daily basis what children have been learning in Nursery and Reception. Their online 'learning journeys' enable parents to find out at any time how well their children are doing, and access a vibrant and informative record of their achievements. Many parents often contribute to this themselves with news about what their children are learning at home.
- Teachers adopt a range of approaches to engage pupils in their learning. For example, the Year 1 classroom was overrun with snails. Pupils investigated what foodstuffs snails prefer, and enjoyed 'racing' them. Others made detailed drawings of the snails. No snails were hurt in these proceedings, as pupils treated them gently.
- Teaching assistants are trained well and make a valuable contribution to pupils' learning, whether working with individuals or small groups. They discuss learning with teachers and fully aware of the targets pupils need to meet.
- Books show that pupils make good progress over time, with some outstanding progress in Key Stage 1 and Year 6. While generally good, the quality of marking varies. It does not always enable pupils to be clear about what they have to do next to improve their work. Sometimes they are not given the time to act upon the guidance. Occasionally, teachers do not check that they have made the required changes.
- While most teachers have high expectations of pupils' work, this is not always the case in every class. Books show some variations in what pupils can learn and produce, especially in Years 3 and 4.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They have high levels of respect and tolerance for one another and for adults. They adopt excellent attitudes to learning. Pupils are very keen to participate in lessons and work hard without prompting.

- Pupils regulate their own behaviour. They know what is expected of them and see that they make the school an orderly and harmonious place.
- For those pupils whose circumstances make them vulnerable, the school's highly skilled well-being team offers excellent support, both to the pupils themselves and to their families. Letters from parents attested to the help their children had received. This support does not stop when school finishes. The team has run holiday clubs, and has trips out arranged this summer. In this way, the school includes all pupils, makes sure they all have an equal chance to succeed, and does not tolerate discrimination.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that on the rare occasions bullying has occurred it has been dealt with swiftly. They learn much about keeping safe when using the internet. They also know about keeping safe when cycling and what to do in the event of a fire.
- Pupils are involved in considering potential risks before they go on trips or engage in outdoor activities such as 'Forest Schools'. The school encourages them to push themselves, especially when they go on residential visits and engage in adventurous activities.
- The school council is active in making the school a safer and better place. For example, pupils suggested appointing 'corridor police' to ensure that movement at busy times was smooth and efficient.
- The school's hard work to improve attendance has paid off and it is now above average. This also reflects pupils' enjoyment of school. The number of pupils who miss much school has reduced considerably. Incentives, such as a class cup, motivate pupils in keeping attendance high.

The leadership and management are good

- The headteacher and assistant headteachers are relentless in driving improvement. Leaders have a very clear vision for each pupil to do as well as they can. Pupils are known as individuals. The school works hard to cater for their particular needs.
- Very effective systems track the progress of pupils and give teachers clear insight into how individuals and groups are doing. Rigorous meetings check that no pupil is falling behind and plan support for any who could be at risk of so doing.
- Teachers are held to account for the progress of the pupils in their care. Challenging targets are set for all staff linked to pupils' progress and whole-school priorities. Pay rises are not awarded unless staff can show the improvements pupils have made in their achievement.
- The quality of teaching and learning is checked regularly by all leaders. Staff are given clear feedback which is followed up to make sure they have made the required changes. Teachers spend time observing and supporting one another in order to learn from one another's good practice. Consequently, teaching has improved and is almost all consistently good.
- The school develops subject and other leaders well. The leadership of the Early Years Foundation Stage is outstanding. The leader has formed a tight-knit team and shares best practice with trainee teachers and other schools. Potential leaders are identified early and given every opportunity to hone their skills, so that they have a positive impact on the school's improvement. Senior leaders show by the rate of improvement that they are capable of

improving the school more.

- Teaching staff have benefited from courses run by the David Ross Education Trust. The headteacher and one of the assistant headteachers also help to run these in other schools.
- The range of topics and subjects is imaginative and engages pupils well. The school is very well prepared for the new curriculum that comes into play next year. Pupils enjoy numerous visits, visitors and clubs, such as to Cadbury's World as part of a topic on chocolate. Many pupils learn musical instruments. Pupils visited the Royal Opera House and they regularly visit universities to raise their aspirations.
- The school promotes pupils' spiritual, moral, social and cultural awareness well through, for example, assemblies on team work and whole-school projects. Recently, pupils in all classes studied a text set at the seaside and produced work at their level examining themes that it raised.
- The sports premium is spent on a sports coach, training for staff, additional clubs, transport to competitions and participation in a wide range of sports. These include basketball, cricket and rugby. The school has been successful in swimming events. More pupils are taking part in sports, and staff are more confident in teaching them.
- Parents are very positive about the school. All those who responded to Parent View said they would recommend it to others. The newly launched 'Parent Voice' is actively involving parents in shaping the work of the school. Special events, such as those organised for mothers' and fathers' day, welcome parents in.
- Leadership and management are not yet outstanding because the school does not have a sustained track record of high achievement and not enough teaching is outstanding.
- **The governance of the school:**
 - Governors know the school well and have a good understanding of pupils' performance and the quality of teaching. Some new governors have brought renewed energy and enthusiasm. Governors keep a close eye on the impact of the pupil premium and sports premium spending, and know how teachers are supported to improve their work and challenged to raise standards. Governors visit regularly to find out first-hand how the school is doing so that they can ask questions of senior leaders and fulfil all their responsibilities. They make sure that safe guarding arrangements are exemplary.

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	138423
Local authority	Northamptonshire
Inspection number	440045

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

Type of school	Primary
School category	Academy converter
Age range of pupils	2-11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Nanette Novell
Headteacher	Chris Hill
Date of previous school inspection	Not previously inspected
Telephone number	01604 405042
Fax number	01604 411509
Email address	enquiries@eastfieldacademy.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

