

# Eastfield Primary School

Eastfield Road, Enfield, Middlesex, EN3 5UX

**Inspection dates** 16–17 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The school has made good progress since its previous inspection. Leaders, managers and governors have focused on improving teaching and raising achievement successfully.
- Attainment is rising rapidly because of consistently good teaching and is close to average in Year 2 and Year 6. Progress is good in other year groups.
- Outstanding provision for the early years means that children get off to an excellent start when they join the school.
- Gaps between disadvantaged pupils and others in the school are closing quickly.
- Learning assistants make a valuable contribution to pupils' learning.
- Pupils in the additional resourced provision make good progress because the work is tailored precisely to their needs.
- Pupils behave exceptionally well, both in class and around the school, and have a real thirst for learning.
- The school keeps pupils very safe and has meticulous systems to ensure they know how to stay safe.
- Governors are highly effective in holding the school to account and in driving improvement.

### It is not yet an outstanding school because

- Too few pupils reach the highest available levels of attainment by the end of Year 2 and Year 6.
- At times the most able pupils are not sufficiently challenged, particularly in mathematics.
- The quality of pupils' handwriting is not consistently good across the school.
- Leaders of foundation subjects do not have enough opportunities to check the quality of learning in lessons.

## Information about this inspection

- The inspectors observed learning in 35 lessons or parts of lessons, including several jointly with senior leaders. An inspector also attended an assembly.
- Members of the inspection team heard pupils reading and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of documents, including development plans, policies, self-evaluation reports and safeguarding materials. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair of the Governing Body and four other governors, and a representative from the local authority.
- The inspectors took account of the 37 responses to the online questionnaire, Parent View.
- The inspectors analysed the 62 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector	Additional Inspector
Victoria Turner	Additional Inspector
Nicholas Hunt	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year group.
- Three quarters of pupils come from a wide range of minority ethnic backgrounds. This is above average when compared with schools nationally. Half the pupils speak English as an additional language. This proportion is above average.
- Children in the early years attend the Nursery part time and the Reception classes full time.
- The proportion of disadvantaged pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is well above average.
- The proportion of pupils identified as disabled or with special educational needs is below average.
- The school provides specially resourced provision for disabled pupils and those with special educational needs in the form of additional resourced provision for nine pupils in Years 1 to 6 with complex needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The school has been supported in improving teaching by Worcesters Primary School, whose headteacher is a national leader of education.
- The new Chair of the Governing Body is also a local leader of governance.
- The school runs its own breakfast club.

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

- Make teaching outstanding by ensuring that:
  - the most able pupils are sufficiently challenged so that more reach the higher levels of attainment in national tests, especially in mathematics
  - pupils improve their handwriting.
- Develop the role of leaders of foundation subjects so that they have more opportunities to see first hand how their subjects are being taught.

## Inspection judgements

### The leadership and management are good

- The headteacher, senior leaders, managers and governors have set out a clear vision for the school that they have communicated very effectively to all staff. As a result, everybody has pulled together to improve the school and to bring its overall effectiveness up to good.
- Staff have created a culture where behaviour is outstanding and teaching is consistently good. Strong leadership of teaching has meant that senior leaders and governors have been successful at tackling underperformance at all levels. Where necessary, they have taken difficult decisions for the benefit of pupils. There is good support for staff new to the school and inexperienced teachers.
- Core subject leaders are very knowledgeable about their areas. They have undertaken rigorous monitoring which has ensured that teachers have introduced new approaches consistently well.
- Leaders of foundation subjects are enthusiastic about their work and have done some checks on the quality of provision. However, so far they have not been able to get into classrooms to see their subject being taught or its direct impact on pupils' learning.
- The leadership of the additional resourced provision is good. The inclusion manager ensures that pupils receive all the support they need and that their progress is kept under constant review. This helps them to achieve well.
- The pupil premium is being used effectively and this year, in particular, gaps in attainment between disadvantaged pupils and the others in the school are closing quickly. One-to-one support and additional small-group teaching are helping these pupils to catch up with their peers. The school also supports them in accessing a range of other activities to boost their confidence and includes them fully. These include opportunities in music, drama and sport.
- The school promotes equality of opportunity extremely well and ensures that no pupil is left behind. It fosters good relationships and does not tolerate discrimination.
- The range of subjects is well planned and underpinned by the school's values. These align closely to British values of fairness and kindness and knowing right from wrong. Visitors from different faith communities and visits to places of worship help pupils to understand different beliefs. Pupils celebrate their different cultures and learn from one another. As a result, pupils are well prepared for life in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural understanding well. They learn about different types of music and art through the curriculum and values through assemblies and personal and social education. In this way they work together as one harmonious community. As a pupil commented, 'We are all one big community here.'
- The primary physical education and sport premium is spent effectively on coaching for both pupils and staff and on introducing new sports such as American football and baseball. Pupils have more opportunities to take part in activities such as a recent dance festival and swimming. Sports coaches keep them active at lunchtimes as well as during sports lessons. Healthy lifestyle coaches help them to understand about living a healthy life. As a result, participation in sport has increased and pupils are enjoying success in sport, such as winning the netball league. This is having a positive impact on their enjoyment of sport and their well-being.
- All safeguarding arrangements meet requirements and are extremely effective in keeping pupils safe. The school keeps meticulous records of any concerns and ensures that all staff are fully trained in safeguarding pupils. Recruitment procedures are rigorous and follow best practice. The single central record meets all requirements and is kept up to date.
- The school has received considerable support both from local authority consultants and from the national leader of education and the partner school. This has had a very positive impact on strengthening leadership and improving teaching and learning. As the school has been able to sustain its own development the nature of the support has changed and is less intense.
- Parents are very supportive and all groups work well with the school. They benefit from workshops to tell them more about their children's learning and courses specifically designed for parents.
- **The governance of the school:**
  - The governance of the school is highly effective. The new Chair has inspired governors in their work and ensured that systems are tight and that the governing body fulfils all its obligations extremely well. A new online portal has enabled governors to store and retrieve valuable information and keep a running record of the effectiveness of their work. As a result, the effectiveness of governance has improved rapidly this year.
  - Governors have a very good understanding of data and how the performance of pupils compares with

other schools nationally, including different groups. They have been instrumental in ensuring that the quality of teaching improves and have tackled any underperformance decisively. Governors have used the national 'Teachers' Standards' to hold teachers to account through the management of their performance and set challenging targets for the headteacher. They have been very rigorous in rewarding good teaching only when the evidence and pupils' progress warrant it.

- Governors keep a careful check on the effectiveness of spending, for example, of the pupil premium for disadvantaged pupils, or the primary physical education and sport premium. They ensure that these sums are used for the purposes intended and that they have a beneficial impact on pupils.
- Governors take time out in 'away days' to reflect on their work and the school's priorities and so plan for the future as well as being fully aware of the school's strengths and areas for further development.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. They are thoroughly engaged in their work and focused on learning. There are excellent relationships between pupils and staff. There is a real sense of trust and respect.
- Pupils have outstanding attitudes to learning. They work hard and are very keen to take a full part in lessons. They discuss their work enthusiastically with their teachers and with one another so that they can improve it.
- Pupils in the additional resourced provision behave very well indeed. They enjoy a calm working atmosphere and are very clear about what is expected of them.
- Pupils move around the school very considerately. They behave outstandingly well at lunchtime. Pupils from all different backgrounds and cultures play happily together. They have a wide range of activities to take part in, led by adults.
- Pupils are polite and courteous. They are friendly towards one another and visitors. They enjoy taking responsibility as members of the school council, buddies at lunchtime and helpers in assembly. The Year 6 pupils act as play leaders for the younger children.
- Pupils reach out to their own and the wider communities through raising funds for charity and supporting the local food bank. The choir has entertained elderly people. Pupils have linked up with a community choir and are enjoying the collaboration with experienced singers.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. There are very thorough systems for keeping pupils safe. They say they feel completely safe at school, and this is a view shared by their parents.
- Pupils embrace the school's values. They know how to treat one another with kindness, so bullying is not an issue. They are confident that adults will sort out any worries they may have.
- Pupils have an excellent understanding of different types of bullying and how to tackle them. They know all about cyber bullying, for example. They look out for one another and are careful to spot the signs of bullying so that any incidents outside of school can be nipped in the bud.
- Pupils have a very thorough understanding of e-safety. Close links with the emergency services mean they know how to respond when exposed to risk. 'Gangs' workshops, for example, prepare them for facing the challenges around them.
- Pupils gain a wider understanding of keeping safe through cycling training and life-saving lessons. They take a pride in their school, and keep vigilant for any risks that may arise.
- Pupils who may be vulnerable are very well included and helped to overcome their difficulties. This means the school can point to individuals who have made very rapid progress in their personal development as a result of the support they have received. Staff taken every step to ensure that pupils in the additional resourced provision are kept safe.
- The breakfast club gets the day off to an excellent start as pupils of different ages socialise together and enjoy a healthy meal.
- Attendance is above average. Pupils enjoy coming to school and are punctual.

## **The quality of teaching** is good

- Teaching has improved well since the previous inspection and is now consistently good. Teachers have good subject knowledge and make clear to pupils what they are learning. They show them what good learning looks like and involve them in assessing how well they and their classmates are doing.
- Learning assistants play a key role in supporting teachers and work closely with them. This means they are well prepared when supporting groups or individuals and have a positive impact on their progress.
- Pupils think deeply as a result of probing questioning. In mathematics, pupils are encouraged to explain their thinking and how they have solved problems. This helps them and others in class to find a variety of approaches when using and applying their mathematical understanding.
- Pupils who find learning difficult benefit from teaching that engages them well and makes good provision for their particular needs. This includes visual aids and other prompts for learning. Pupils often refer to information on classroom walls that supports their learning. For example, when weighing, Year 2 pupils quoted specialist vocabulary that was on display.
- Pupils are confident in trying a range of approaches to help themselves so that they do not have to rely on adults all the time for guidance. This includes using dictionaries and other works of reference.
- The good teaching in the additional resourced provision means that pupils benefit from appropriate short, sharp activities that engage them well. The calm atmosphere means that they can focus on their tasks, which are well tailored specifically to their needs.
- The impact of teaching on learning in reading is good. Pupils are given texts appropriate for their ability and talk with enthusiasm about reading. Across the school, pupils read every day. They can relate the events in stories to their own experiences. They can predict what will happen. They read with expression and correct their own mistakes.
- Pupils have plenty of opportunities to write for a purpose and write extended pieces on a regular basis. This links to other subjects such as, during Black History month, when pupils wrote about the experiences of soldiers from different cultures in the First World War.
- There are excellent opportunities for children to develop their early writing skills in the early years, such as when making seed packets for their garden centre.
- Books show that writing is improving well over time as pupils' confidence increases. Teachers are carrying out the school's new marking policy effectively. Pupils receive frequent and helpful feedback about how well they are doing and what they could improve even more. They act upon this advice promptly and teachers follow it up to check the changes that have been made.
- The school does not currently have an agreed handwriting policy and there is some variation in the neatness of pupils' work. While work is generally set at the right level for pupils, sometimes the most able are not extended as much as they could be, especially in mathematics.

### The achievement of pupils

is good

- Children join the Nursery with skills well below what is typical, especially in language and communication and health and self-care. Despite this, they make outstanding progress in the early years. This is because staff know the children very well and plan activities that will promote rapid learning.
- The systematic teaching of phonics (the sounds linked to letters) means children gain early reading skills quickly. Assisted daily reading in small focused groups builds on their basic understanding and helps them to understand text. As a result, the proportion of pupils reaching the required standard in the Year 1 reading check has been rising year on year and is now in line with the national average.
- In the past, standards by the end of Year 2 have been well below average in reading, writing and mathematics. The current Year 2 pupils are benefiting from improvements in teaching and attainment is now rising. They are on course to be close to average by the end of the year. However, the proportion of pupils reaching the higher levels of attainment is not yet in line with the national figures.
- Books show that Year 1 and Year 2 pupils are making good progress over time and gaps in attainment are closing quickly.
- Because of weaker teaching in the past, pupils entered Key Stage 2 with gaps in their knowledge and understanding. Much has been done to close these this year. While standards by the end of Year 6 have been well below average, the current Year 6 pupils are on track to reach average standards overall.
- The proportion of Year 6 pupils reaching the highest available levels in mathematics is lower than it should be, because sometimes the most-able pupils are not sufficiently challenged. The school has focused on helping pupils who are behind in their learning to catch up and these pupils achieve well. The most-able pupils have increasing opportunities to extend their learning, but this has not fed through yet into increased test results.

- Pupils make good progress from their different starting points. In 2014, the achievement of Year 6 pupils compared very favourably with other pupils nationally in reading and writing. Many more made faster progress than their peers nationally. The improvements to teaching brought about by senior leaders mean that this good progress is continuing and being built upon this year in all subjects.
- Gaps between disadvantaged pupils and other pupils in the school are closing quickly because of the positive impact of the support they are receiving. For example, there were considerable gaps in 2014, with pupils around four terms behind the others in the school in mathematics, around one-and-a-half terms behind in reading and two-and-a-half terms behind in writing. However, for the present Year 6 there are no gaps in reading or mathematics and pupils are half a term behind the others in reading.
- Similarly, there were considerable gaps in 2014 between disadvantaged pupils and the others nationally, with the school's pupils being four terms behind the others in mathematics and around three terms behind in reading and writing. The rising standards of the current Year 6 mean that they are on course to close these gaps significantly this year.
- Pupils in the additional resourced provision make good progress from their low starting points. The work is well targeted to their individual needs.
- Other pupils with special educational needs achieve well because they are well supported by skilled learning assistants so that the education they receive meets their needs. The school employs graduates and specialists who can bring their expertise to bear when supporting individuals and groups.
- The focus on specialist vocabulary supports pupils who speak English as an additional language well. They receive additional resources tailored to their needs so that they make good progress.
- Across the school, the good teaching which now prevails means that pupils in all year groups and from all different ethnic backgrounds are making good progress and attainment is rising. Improvements in pupils' achievement have been more rapid than those seen nationally.

### The early years provision

### is outstanding

- Children work in a very rich and stimulating environment both indoors and outside. This enables them to sustain concentration, for example, when building with blocks. A child was observed using a spirit level with great care to ensure that all the bricks were level, for example.
- Children listen very well and follow instructions carefully. This was observed when they were 'writing' to music. They play safely and know how to keep safe, for example, when using shaving foam to write in or playing on the climbing frame.
- The outstanding teaching creates many opportunities for children to develop their early skills in reading, writing and number. They do this both under the guidance of an adult, for example, in daily mathematics workshops in Reception, or when playing independently.
- Children make outstanding progress over time. Staff make very thorough assessments of their progress and focus in on a few individual children each week, ensuring that they know the next steps in their learning.
- The current Reception children are reaching standards of attainment in line with those seen nationally and this is preparing them very well for Year 1, considering their starting points.
- Children's behaviour is outstanding. They share well and treat each other with consideration. They are able to reflect on their learning and enjoy looking at the records of their achievements.
- The early years staff have very close links with parents, who are very happy with how well their children are doing. They have regular opportunities to come in and discuss their children's learning and to see how well they are doing.
- The leadership and management of the early years are outstanding. There is a very knowledgeable team which is constantly reviewing the quality of the provision. A recent innovation in planning work around core texts has proven very successful in motivating children in their reading and writing.

## 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

<b>Unique reference number</b>	102017
<b>Local authority</b>	Enfield
<b>Inspection number</b>	462172

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	487
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Fernandez
<b>Headteacher</b>	Christalla Jamil
<b>Date of previous school inspection</b>	9–10 May 2013
<b>Telephone number</b>	020 8804 5013
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