

# Inspection of Eastfield Infant and Nursery School

Pig Lane, St Ives, Cambridgeshire PE27 5QT

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Inspection dates: 25–26 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

Pupils enjoy school and are happy. They are well cared for by staff and encouraged to do their very best. Pupils are confident and are keen to talk about their school. They told us they enjoy school because the teachers 'are nice and learning is fun'. Pupils are polite and considerate towards one another and adults.

Behaviour in lessons and around the school is good. The expectations of teachers encourage pupils to 'own their own behaviour'. Teachers help them to make the right behaviour choices. Pupils proudly showed us the rewards they received for good behaviour and work. Pupils have positive attitudes towards their learning and disruption in lessons is rare. Teachers are quick to pick up pupils who are misbehaving. Teachers have high expectations of pupils. Pupils are taught 'never to give up' and to 'try, try, try'.

Pupils told us they feel safe in school. Bullying is rare and, if it does happen, teachers deal with it quickly and effectively. Pupils enjoy taking part in the clubs provided by the school. Take up is high and clubs soon become full.

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

Leaders have created a caring school where pupils are known individually. Expectations are high. The changes made have led to a significant improvement in the quality of education.

Subject plans make it clear to teachers exactly what pupils need to be taught and in what order. They allow time for pupils to master the basics and then apply them to more-challenging tasks. This is done particularly well in mathematics, reading and computing. In these subjects, pupils do well.

Pupils' work shows that in subjects such as geography, music and religious education (RE) they are not always given enough opportunities to practise what they have learned before they move on to the next topic. As a result, pupils' knowledge in these subjects is not as strong.

Reading is a high priority from the start of the early years. Adults read to pupils daily to develop their love of books. Phonics (letters and the sounds they represent) is well taught; pupils quickly learn their letter sounds. Pupils read well as most staff match books to their reading ability.

Pupils with special educational needs and/or disabilities (SEND) are receiving good support. Teachers and teaching assistants adapt work so that pupils with SEND are able to make strong progress. The same approach is taken to support disadvantaged pupils so they achieve well.

Senior leaders check what is happening in the classroom and the quality of pupils' work. They have a good understanding of strengths and what needs to be improved in different subjects.

Pupils study the full range of subjects that allows for pupils' broader development, for example creative and sporting. Teachers make good use of visits to local places to enliven learning. Pupils often visit the library, museum and mosque. Pupils learn about other faiths and cultures. They enjoy the many clubs and activities open to them and participation is high. Leaders ensure that disadvantaged pupils have full access to these activities.

Children quickly settle into the early years as transition is carefully planned. Learning activities meet the children's needs and interests. Children are challenged to try new things, for example tasting different fruit and vegetables as part of their healthy eating topic. Relationships are positive and staff support children's learning and behaviour well. Children achieve well in Nursery and Reception. Children are well behaved and work and play cooperatively together.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained. Teachers know the pupils well and are quick to identify any signs that may suggest a child is at risk of harm. Staff follow the procedures for reporting concerns, however minor. The safeguarding team are quick to follow up concerns and take appropriate action. They work closely with the relevant agencies. Pupils are taught how to keep themselves safe in personal, social and health education lessons. Online safety is taught in computing lessons.

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

- Although curriculum planning builds on previous learning, the quality is not consistent. Planning in geography, music and RE does not always provide enough opportunities for pupils to apply their learning to secure knowledge. Leaders need to make sure that all subject plans provide the opportunity for pupils to apply and deepen their knowledge.
- Continue to train subject leaders so they are able to personalise the curriculum offered to pupils.

## **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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>	110707
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10110198
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Warren Drummond
<b>Headteacher</b>	Lisa Valla
<b>Website</b>	<a href="http://www.eastfieldschool.co.uk">www.eastfieldschool.co.uk</a>
<b>Date of previous inspection</b>	28–29 June 2017

## Information about this school

- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils with SEND is below average.
- Most children attend Nursery part-time. The small number of pupils who are entitled to 30 hours of pre-school education attend full time.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The inspectors met with the headteacher, deputy headteacher and special educational needs coordinator. The lead inspector met with six members of the governing body. She also had a telephone conversation with a representative from the local authority.
- The subjects considered in depth as part of this inspection were reading, mathematics, computing and music. In each subject, inspectors visited lessons, scrutinised the work in pupils' books and held discussions with subject leaders,

teachers and pupils.

- Inspectors observed pupils' behaviour at break and lunchtime. They spoke to pupils to gather their views of the school.
- Inspectors reviewed school information related to pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding the lead inspector reviewed the school's policies and procedures. She also met with a member of the safeguarding team to review the actions taken to keep children safe. Inspectors spoke to staff to check that they understood the school procedures.
- Inspectors held conversations with the early years leader and newly qualified teachers. They took into account the view of the 28 members of staff who completed the Ofsted questionnaire.
- Inspectors spoke to parents at the start and end of the school day. Inspectors considered 56 responses to Parent View, Ofsted's online questionnaire, including 38 free-text comments.

### **Inspection team**

Caroline Pardy, lead inspector	Ofsted Inspector
James Richards	Ofsted Inspector
Rachel Welch	Ofsted Inspector

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