

# Inspection of Eastfield Academy

St Albans Close, Northampton, Northamptonshire NN3 2RJ

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Inspection dates: 8–9 January 2020

<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>
Previous inspection grade	Requires improvement

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

Pupils are proud of their harmonious school. They respect the beliefs and range of languages spoken by their friends. They say the principal makes sure the school gets better day by day. They respect their teachers and are keen to learn.

Leaders want pupils to have skills and knowledge to broaden their horizons. Pupils appreciate that teachers help them to improve their reading, writing and mathematics. They enjoy learning sophisticated vocabulary and discussing interesting issues. For example, in history, Year 6 pupils consider why suffragettes risked their freedom and lives for their cause.

Pupils enjoy responsibilities as school councillors and as English as an additional language ambassadors. They take pride in special moments, such as playing for the hockey team or singing at public events.

Pupils behave well. They want to be 'good as gold' by showing respect and doing their best work. They say they are treated fairly. They enjoy receiving team points for demonstrating the school's values, such as 'aspiration' and 'courage'. Pupils say that bullying rarely happens. They feel very safe because adults listen to them. They know that adults are quick to sort out any issues.

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

The school has improved rapidly since the principal was appointed. She has made sure new leaders are clear about what is important. All leaders make sure staff have high expectations of every pupil. Pupils' achievement has improved across the school.

Leaders make sure that phonics is consistently well taught from the very start. Staff receive regular training to keep their subject knowledge fresh. Pupils use the sounds they know to tackle well-matched reading books. They read with enthusiasm.

In key stage 2, teachers help less confident readers to read more fluently and with expression. Teachers show pupils how to tackle difficult vocabulary. Teachers read to pupils every day. They choose interesting and demanding texts. They ensure that confident readers can choose from a wide range of books. Leaders encourage parents to read with their children. Leaders have improved the library, the range of books available and the reading areas. Pupils' love of reading is growing.

Pupils achieve well in mathematics. The leader checks how well the curriculum is delivered, and helps teachers to improve. Teachers plan lessons in mathematics that build on what pupils already know. Pupils develop their number skills well. They become confident at solving mathematical problems. They are confident to take on more demanding work year-on-year.

The trust has worked with leaders to improve the curriculum. They have written clear plans for all subjects. These include what they want pupils to learn, revisit and remember. The trust has provided training for subject leaders and teachers.

Teachers are clear about what pupils need to learn and when. Pupils told inspectors that in subjects such as geography and history they 'go deeper'. Pupils could recall detailed information about the solid core at the centre of the earth. In history, they could explain how what they already knew about Victorian women had helped them with new learning about suffragettes. Leaders have plans in place to provide further training in modern foreign languages, and in design and technology. They want to improve teachers' subject knowledge so that these areas become as established as the strongest.

Leaders accurately identify pupils with special educational needs and/or disabilities (SEND). They make sure these pupils' needs are met. Pupils with SEND achieve well.

Staff in the early years work well with families. Parents appreciate regular updates about their child's achievements. Caring staff help children settle well. They carefully consider the needs of the youngest children. Children are quick to join in the clear routines. Staff develop children's language skills at every opportunity. They plan learning that captures children's interests. For example, children told inspectors that their favourite dinosaur 'is a vegetarian, with a long neck'. Teachers make sure children get off to a strong start with learning phonics and numbers. Children are well prepared for Year 1.

Pupils behave well. Staff give pupils many opportunities to develop as well-rounded individuals. They take part in residential visits and visits to museums. They work with local magistrates and organise charity fundraising events. Visits from international athletes and university representatives raise pupils' aspirations. Pupils take part in multi-faith events. They find out about each other's beliefs. Visitors from other faiths answer pupils' respectful questions.

Leaders care about staff's well-being. Leaders have developed a strong sense of teamwork across the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff put pupils' welfare first. Leaders provide staff with regular safeguarding updates and training. Staff know and recognise the signs that may mean a pupil is at risk of harm. They let leaders know of any concerns without delay.

Leaders work well with external agencies to provide support for pupils who need it. Leaders check staff's suitability to work with children before they start to work at the school.

Pupils learn how to keep themselves safe. Pupils understand how to stay safe online and what to do if they feel worried.

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

### **(Information for the school and appropriate authority)**

- Leaders have revised the curriculum to make sure that it is ambitious and builds knowledge progressively. Curriculum plans are in place and being implemented for all subjects. In subjects such as mathematics, English, history, geography and physical education, these plans are particularly well developed. They are being implemented effectively and are having a positive impact on learning. The plans and implementation for some subjects, for example modern foreign languages and design and technology, are not as far on. Leaders should ensure that plans for all subjects are fully developed and implemented.

## **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 are the school and you are 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>	138423
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10121215
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	229
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Ross
<b>Principal</b>	Clair Mills
<b>Website</b>	<a href="http://www.eastfieldacademy.co.uk">www.eastfieldacademy.co.uk</a>
<b>Date of previous inspection</b>	26–27 September 2017, under section 5 of the Education Act 2005

## Information about this school

- The principal was seconded to the school from a senior leadership role at another trust school from March 2018. She took on the substantive role from January 2019.
- Other leaders and most of the class teachers have taken up post since the last inspection.
- The school provides places for two-year-olds in the nursery class.
- There is a breakfast club and after-school care provided by the school.

## Information about this inspection

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

- Inspectors met with the principal and vice-principal. They spoke to the trust's regional director for primary education. They met with a trustee, who is the chair of the local governing body, and two other local governors.
- We did deep dives into these subjects: reading, mathematics, history and personal, social, health and economic education. This included discussions with

subject leaders, teachers and pupils, visits to lessons with leaders and scrutiny of pupils' work. Inspectors also looked at the curriculum framework across other subjects with leaders.

- Inspectors checked the school's approach to safeguarding. They met with the designated safeguarding lead, the pastoral leader and school administrative staff. They scrutinised documentation, including school policies and records of recruitment and vetting checks. Inspectors spoke to a range of staff about safeguarding, including breakfast club supervisors, lunchtime supervisors, office staff and classroom-based staff.
- Inspectors spoke to pupils about their school. They observed pupils during the school day, including at lunchtime and breaktime. They spoke to parents at the start of the school day and considered the 13 responses to Parent View, Ofsted's online questionnaire. They considered the 21 responses to the online staff questionnaire and 23 responses to the online pupils' questionnaire.
- Inspectors examined a range of documentation, including published information about the school's performance in national assessments, the school's self-evaluation, the school's improvement plan, information related to behaviour and attendance, and information published on the school's website.

### **Inspection team**

Mandy Wilding, lead inspector

Ofsted Inspector

Janis Warren

Ofsted Inspector

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