

Inspection of Eastfield Primary School

Eastfield Road, Thurmaston, Leicester, Leicestershire LE4 8FP

Inspection dates: 24 and 25 October 2023

| Overall effectiveness | Requires improvement |
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| The quality of education | Requires improvement |
| Behaviour and attitudes | Requires improvement |
| Personal development | Good |
| Leadership and management | Requires improvement |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

Ofsted has not previously inspected Eastfield Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

The headteacher of this school is Timothy Gilbert. This school is part of the Bradgate Education Partnership Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Nelmes, and overseen by a board of trustees, chaired by Stephen Cotton.

What is it like to attend this school?

The school is in a period of transition. There have been many recent changes to systems and procedures. Most parents and carers at Eastfield appreciate these improvements to the school. As one parent commented: 'The school has changed dramatically. It has a new lease of life.' However, expectations of what pupils should achieve are not fully realised. Some of the curriculum, including for pupils with special educational needs and/or disabilities (SEND), varies in quality. This holds back pupils from knowing and remembering more.

Pupils enjoy the wide range of extra-curricular activities on offer. The 'aspiring sports leaders' work alongside coaches to deliver activities after school for their younger peers. Visits and experience days in school are carefully considered so that they link to pupils' learning. For example, children in the early years use the school grounds and farm visits when learning about different animals and habitats. All pupils have equal access to these opportunities.

The school rules have been simplified to 'be kind and be respectful'. Older pupils follow these well. However, some pupils in key stage 1 do not fully comply with school routines. This inhibits them from learning in a calm and orderly environment.

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

The school's curriculum has been reorganised to ensure that the breadth and ambition of the national curriculum is met. The trust supports the school with these developments. However, some of this redesign is not complete or, in some subjects, is inconsistently implemented. Some staff do not have the necessary subject knowledge and expertise to deliver the planned curriculum. Many leaders are at the early stages of understanding how to make checks on the subject for which they are responsible. This limits how well pupils know and remember more over time.

In some subjects, teachers encourage pupils to use vocabulary to explain their understanding. In these lessons, pupils are asked to recall what they have learned previously. This helps them to connect ideas and concepts. However, this is not typical across all subjects or across key stages. Teachers sometimes overlook errors in pupils' work, including for pupils with SEND.

Pupils love reading, even during social times. The 'reading shed' in the school's playground is a place where books are shared. The reading ambassadors encourage their peers to read recommended texts. Local bookshops work with the school to consider which books should be promoted at school fairs. Pupils learn to enjoy poetry alongside contemporary and traditional stories.

Most pupils learn to read well. The school ensures that reading books are well-matched to pupils' stages of reading development. The early reading programme is delivered effectively by most staff. Regular checks help teachers to understand what

sounds need to be revisited. Extra lessons are provided for pupils who may need help to catch up.

The knowledge that some pupils with SEND need to know is not precisely identified. Support documents for these pupils are not as specific as they could be. Sometimes, some pupils do not receive the right equipment to help them to overcome barriers to their learning. This hinders the progress that pupils with SEND can make.

Children in the early years get off to a strong start. They develop secure relationships with adults and their peers. They learn to be independent and demonstrate self-help skills. For example, they use cutlery to serve their own snack and learn to recycle their waste. Children in the Reception classes learn to hold a pencil with a correct grip. Recently, the school has improved the early years outdoor learning space. These new areas invite children to use communication and language in their play. However, routines for behaviour are not consistently embedded in key stage 1. Sometimes this results in learning being disrupted.

Pupils who uphold the school's 'character counts' receive special recognition in assemblies. These values include being kind, compassionate and tolerant. Pupils told inspectors that everyone would be welcome at the school, no matter their background. They learn to appreciate the values of modern society, including the right of expression and respecting different viewpoints. Pupils know that a healthy mind is just as important as exercise and diet. They welcome the 'calm corners', the 'peace garden' and the school farm where they have opportunities to be still and reflect.

The trust has worked alongside the school to ensure systems to check on pupils' attendance and punctuality have a positive impact. Where needed, the school supports families to ensure pupils attend school regularly.

All staff enjoy working at this school. They appreciate the actions the school has taken to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the knowledge that pupils should learn and recall is not precisely identified. In other subjects, the quality of how teachers deliver the curriculum and/or address pupils' misconceptions varies. This holds back pupils' learning and does not help them to know and remember more over time. The school must ensure the curriculum is coherently ordered, taught and assessed so that pupils can know and remember more over time.

- Pupils with SEND do not always receive a curriculum that is well matched to their needs. SEND support documents are not precise. Some pupils with SEND do not receive the right equipment to reduce their barriers to learning. This does not help pupils with SEND to develop independence and fluency in their knowledge of the curriculum. The school must ensure that pupils with SEND receive a curriculum that enables them to know more over time and ensure that any barriers to learning are minimised.
- The leadership of some subjects is not fully established. As a result, the school is not yet precisely identifying what is going well and what actions are needed to improve the delivery of the curriculum further. The school should provide subject leaders with the knowledge and expertise to monitor the implementation of the curriculum so they can identify how it could be developed further.
- Routines and expectations in behaviour for pupils in key stage 1 are not embedded. This inhibits these pupils from learning in a calm and orderly environment. The school must ensure that expectations for behaviour and conduct are consistently implemented throughout the school.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 138806 |
| Local authority | Leicestershire |
| Inspection number | 10254796 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 378 |
| Appropriate authority | Board of trustees |
| Chair of trust | Stephen Cotton |
| CEO of trust | Gareth Nelmes |
| Headteacher | Timothy Gilbert |
| Website | www.eastfield.bepschools.org |
| Date of previous inspection | 23 and 24 March 2010, under section 5 of the Education Act 2005 |

Information about this school

- Eastfield Primary School is part of the Bradgate Education Partnership.
- Eastfield Primary School converted to become an academy in October 2016. When its predecessor school, Eastfield Primary School was last inspected by Ofsted, it was judged to be outstanding overall.
- The headteacher, deputy headteacher, assistant headteacher and early years leader were all appointed in September 2021.
- The school does not use of any alternative provision.
- The school has provision for two-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgment about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the headteacher and other senior leaders, including leaders for attendance, behaviour, SEND and the early years.
- The lead inspector met with representatives of the trust, including the chief executive officer, chair of trustees and the director of education.
- Inspectors carried out deep dives into these subjects: early reading, English, mathematics, history and art and design. For each deep dive, inspectors met with the curriculum leaders to consider planning documents. They visited lessons and spoke with pupils and teachers. Inspectors also sampled curriculum plans for geography and physical education.
- Inspectors observed pupils' behaviour in lessons and around the school, including at playtime and lunchtime. They met with multiple groups of pupils to discuss behaviour in school.
- Inspectors considered the responses to the online staff surveys and the responses to Ofsted Parent View. Views of parents were also considered while on site.

Inspection team

| | |
|---------------------------------|-------------------------|
| Shaheen Hussain, lead inspector | His Majesty's Inspector |
| Kate Mann | Ofsted Inspector |
| Lisa Harrison | Ofsted Inspector |

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