

# Inspection of Eastfield Primary Academy

Margaret Street, Immingham, North East Lincolnshire DN40 1LD

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Inspection dates: 1 and 2 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

The headteacher of this school is Kerry Thompson. This school is part of The Enquire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Holmes, and overseen by a board of trustees, chaired by Delyse Turrell.

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

Pupils are proud to attend this inclusive and well-run school. Pupils are taught by committed and passionate teachers. They receive help from knowledgeable support staff. This is true for all pupils, including children in the early years, pupils with special educational needs and/or disabilities (SEND) and pupils accessing the 'My Space' on-site provision.

Lessons are carefully planned. As a result, pupils find learning interesting, stimulating and fun. Pupils achieve highly. They remember much of what they have been taught. Their performance in tests and assessments is strong.

Pupils' behaviour is exceptional. Across all classes, and throughout school, pupils follow the well-embedded expectations of behaviour. Bullying is rare and pupils say that adults sort out issues when they arise. Pupils feel safe at school. They enjoy coming to school and most pupils attend regularly.

Children in the Nursery and Reception classes benefit from provision of an exceptional quality. The most is made of every opportunity to support children in these classes.

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

The curriculum at the school is comprehensive and coherent. Pupils access lessons in all national curriculum subjects. Members of staff have oversight of individual subjects throughout the school. Staff are passionate about these responsibilities. Following the previous inspection, in 2022, leaders have reconsidered some areas of the curriculum. In music, for example, there is a new, well-sequenced curriculum plan. Teachers follow this plan in their lessons. Lessons are well taught. As a result, pupils are starting to remember more of what they learn in music.

Leaders have prioritised the teaching of reading. Pupils begin to learn how to read as soon as they join the school. Reading lessons are usually well planned and well delivered. Leaders carefully track the progress that pupils are making in all subjects, including in reading. This allows them to intervene and support pupils who have fallen behind. Leaders have identified a group of pupils who currently need additional support to read fluently. Various strategies are in place to help these pupils catch up.

In some subjects, such as mathematics and history, the curriculum has been embedded for a longer period of time. Pupils remember much of what they have been taught in these subjects. In some other subjects, as a result of changes to improve the curriculum, some pupils have gaps in their knowledge. Leaders are aware of these gaps. Teachers are addressing them, with early signs of success.

Pupils with SEND are supported at school effectively. Their individual needs are known. In lessons, teachers use various strategies, often successfully, to help meet

these pupils' needs. There are, occasionally, unavoidable delays in getting some pupils extra help from outside agencies. Leaders do what they can to mitigate this.

Pupils are taught how to stay safe. They know how to recognise and tackle the risks they may face in life. They have been taught how to stay safe online. They learn lots about growing up in modern Britain. This learning is part of the high-quality personal, social and health education curriculum.

There are also other ways in which pupils are supported to develop their character and experience leadership opportunities. This provision is exemplary. For example, all pupils access termly enterprise events. This helps prepare them for the world of work. There are various clubs available to pupils, and leaders have plans in place to extend this offer further. Some pupil leaders are part of the established 'East team'. The East team members are very proud of their roles and responsibilities in school.

Children in the early years get off to the very best possible start in school. Every opportunity is taken by staff to help develop children's vocabulary. The curriculum in the early years provides a solid start for lessons in the later years. Children are continually stimulated in the Reception and Nursery classes. Activities are well delivered and the learning environment supports pupils with their learning. Children in the early years behave exceptionally. They show respect for each other and work well together.

The school hosts an additional resource provision to support pupils from local schools who are at risk of exclusion and/or have specific behaviour needs. This facility is known as 'My Space'. For the vast majority of the pupils who attend this facility, their experiences are positive. Pupils in the provision access lessons in a range of subjects. Expert staff act as coaches and mentors, supporting individual pupils successfully to help remove some of the barriers they face. Some pupils are reintegrated back into their host school, following a placement at 'My Space'. Some are supported to find specialist settings. Others may stay at Eastfield for an extended period of time. Decisions about next steps are made with the best interests of pupils in mind.

There is a culture of openness, transparency and honesty throughout the school. Staff enjoy working at the school. They want the very best for pupils. Leaders in the school are supported effectively by colleagues from the trust central team, in addition to leaders from other schools in the trust. All leaders, including trustees and members of the academy improvement committee, continually seek ways to improve and refine aspects of school life to help ensure that pupils' experiences of primary education are as positive as possible.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Leaders have made several improvements to aspects of the school's curriculum. These changes are supporting pupils to improve the knowledge and skills they develop across subjects. Some of these changes now need time to embed to ensure pupils achieve as well as they can. Leaders should continue to offer effective support to all staff during the implementation and consolidation of the recent changes to the curriculum.

## 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

<b>Unique reference number</b>	139981
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10267999
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Delyse Turrell
<b>CEO of the trust</b>	Darren Holmes
<b>Principal</b>	Kerry Thompson
<b>Website</b>	<a href="http://www.eastfieldprimary.net">www.eastfieldprimary.net</a>
<b>Dates of previous inspection</b>	24 and 25 May 2022, under section 8 of the Education Act 2005

## Information about this school

- The most recent graded inspection of the school took place in March 2016, where the school was judged to be outstanding. An ungraded inspection of the school took place in May 2022.
- The school has been part of The Enquire Learning Trust since 2013.
- The school has an additional resource provision to support pupils at risk of permanent exclusion from local schools. This resource, known as 'My Space', is funded by the local authority.
- The school does not use any alternative providers of education.

## 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 judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, senior leaders, the chair of the trust board, the chief executive officer of The Enquire Learning Trust and several members of the academy improvement committee.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also listened to pupils reading.
- An inspector reviewed aspects of the curriculum in the 'My Space' provision. The inspector met with staff and pupils in this facility.
- 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.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- The lead inspector reviewed a wide range of documents, including minutes from trust board meetings, minutes from academy improvement committee meetings, school improvement plans and information on the school's website.
- Inspectors took account of the responses to all of Ofsted's inspection surveys. An inspector also spoke to parents at the school gate.

### **Inspection team**

James Duncan, lead inspector

His Majesty's Inspector

Deborah Sanderson

Ofsted Inspector

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