

Eastfield Primary School

Inspection report

Unique Reference Number	102017
Local Authority	Enfield
Inspection number	286246
Inspection date	13 July 2007
Reporting inspector	Keith Williams

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	480
Appropriate authority	The governing body
Chair	Mr J Stevens
Headteacher	Mr C Luck
Date of previous school inspection	17 September 2002
School address	Eastfield Road Enfield EN3 5UX
Telephone number	020 8804 5013
Fax number	020 8292 8544

Age group	3-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This large primary school serves an area containing significant deprivation and an above average proportion of pupils are eligible for free school meals. About half of the pupils are of White British heritage; almost a quarter are from other White backgrounds and the remainder are from a wide range of ethnic backgrounds. More pupils than usual are learning English as an additional language. The proportion of pupils identified with learning difficulties is below average. However, the percentage with a statement of special educational need is much higher than usual and the school has an 'Inclusion Resource Base' (the 'base') for pupils with complex needs, largely those on the autistic spectrum. More pupils than usual join or leave the school at other than the usual points. The school has the Activemark and Healthy School awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Eastfield is an outstanding school because it enables pupils to make excellent progress both academically and in their personal development. Exceptional leadership, management and teaching are at the heart of the school's success, and pupils play their part by rising to the very high expectations that staff have of them. All pupils, whatever their background or ability, are valued and thrive in the school's safe and supportive environment. The school sets out to make a real difference to pupils' lives and succeeds handsomely by preparing pupils very well to be future citizens. Most parents are very supportive, one reflecting the views of many in noting, 'The school has provided an excellent foundation for my children's learning, allowing them to progress to maturity.'

Pupils join the school with a range of skills but, taken overall, their attainment is well below average. It is particularly low in communication, language and social development. In addition, many pupils have little or no English when they first start school. Their achievement in reaching above average standards by the end of Year 6, particularly in English and mathematics, is outstanding. Children in the Foundation Stage get off to a flying start because every effort is made to help them develop independence and the skills of working alongside others. They make rapid progress because the staff have a very good understanding of how young children learn and provide them with a broad and exciting range of experiences. By the end of Reception, just over a half of the children reach the goals expected of them. From an early stage, staff keep a very close check on pupils' progress and, across the school, they use this information exceptionally well to provide help where it is most needed. As a result, pupils new to English receive excellent support, rapidly gain in confidence and achieve very well. They make a brisk start to learning the language in Reception and Key Stage 1 and, as they become increasingly proficient in their use of English, their progress accelerates through to Year 6. High quality support given to pupils with special educational needs, including those in the base, enables them to overcome some significant barriers to learning and they, too, make excellent progress towards their targets.

The high priority given to pupils' care and welfare ensures that pupils feel safe and able to learn. More than the usual number of pupils join the school after Reception and every effort is made by staff and pupils to help them settle in. As one pupil put it, 'Everyone is really welcoming and you feel accepted straightaway.' Pupils appreciate their teachers' efforts to make lessons interesting and an excellent curriculum contributes strongly to their high levels of enjoyment. Staff and pupils are very clear about what pupils are expected to learn and how they can check on their success. The written comments provided for pupils usually contribute strongly to this feedback, although occasional inconsistencies mean that some opportunities are missed, particularly in mathematics. Despite this, most pupils have a very clear understanding of how they are doing and, crucially, what to do to improve.

The excellent leadership team ensures that complacency is not tolerated. Staff share their vision of continued improvement and they work tirelessly to identify and tackle areas for development. They have successfully raised standards since the last inspection and improved the quality of teaching. Given their track record, they are very well placed to continue to improve.

What the school should do to improve further

- Reduce inconsistencies in marking.

Achievement and standards

Grade: 1

From their starting points, pupils' achievement is outstanding and pupils of all backgrounds, gender and ability make rapid progress. Children make an excellent start in the Foundation Stage because of outstanding teaching and planning. Recognising that standards by Year 2 were exceptionally low, the school has worked determinedly to improve pupils' basic skills and confidence in using spoken English. This led to significantly improved results in 2006, when standards were below average, and this good progress is reflected in the current Year 2. Pupils' progress accelerates in Years 3 to 6 as they become increasingly proficient in the use of English and more confident in other subjects. As a result, standards are above average by Year 6 in English and mathematics, and broadly average in science. Compared with their performance when in Year 2, this represents excellent progress. Indeed, in 2005 and 2006, their achievement in English and mathematics was amongst the top five per cent in the country, a situation likely to be maintained by the current Year 6. Good proportions reach the higher Level 5 in English and mathematics, reflecting the high quality challenge and support given to more able pupils.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. This makes a significant contribution to their all-round development. Pupils flourish in the secure and supportive environment and enjoy all that it offers. From their earliest days in the Nursery, relationships are very positive and, across the school, outstanding moral and social development means that pupils' behaviour in-and-out of lessons is excellent. Pupils of different backgrounds play and work together very well and report that rare instances of challenging behaviour are dealt with very effectively by staff. Attendance is increasing year-on-year. It is now close to the national average because everything possible is done to make school an enjoyable place to be, to reward good attendance and to follow up absences systematically. Pupils make a very strong contribution to their school and the wider community. For example, they raise considerable funds for charities through the highly effective school council and carry out wide-ranging extra responsibilities, such as acting as playground friends. Further afield, many pupils represent the school in regular sporting and musical events. Pupils have a very good understanding of how to lead safe and healthy lives. Excellent progress in basic skills means that they are very well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Outstanding teaching is the significant factor in pupils' learning and the excellent progress they make. Teachers and learning assistants form highly effective teams and ensure that pupils' widely differing needs are very well met. Much is expected of pupils, whatever their capabilities, but pupils also appreciate the patience they are shown when they find work difficult. Pupils have increasingly high aspirations of themselves and they learn without fear of failing. Lessons are invariably briskly paced, challenging and, often, humorous and are firmly focused on what pupils are expected to learn. Staff check carefully on pupils' understanding as the lesson progresses and any misconceptions are soon tackled. Pupils are given very clear verbal feedback

on their efforts. Marking is usually of high quality, although there are occasional missed opportunities in mathematics. Very knowledgeable Nursery and Reception staff ensure that children make rapid progress in the early skills of reading, writing and counting. They promote spoken language very well by providing many opportunities for children to talk about their work and experiences. This emphasis continues across the school and contributes to the rising standards and pupils' excellent progress, including those who are at an early stage of learning English.

Curriculum and other activities

Grade: 1

The school provides an excellent curriculum that promotes pupils' personal and academic development exceptionally well. Subjects fit together seamlessly, so that pupils have many opportunities to use and develop their writing, mathematical and computer skills in other subjects. There is a very strong and successful emphasis on the arts, and music provision is of a very high quality. Pupils are taught how to stay safe and healthy and involvement in the excellent school garden enhances their understanding of sustainability. A rich range of activities outside lessons adds considerably to pupils' enjoyment. Excellent use is made of the local and wider community. Further afield, Year 5 and 6 pupils speak warmly of their residential visits. Planning in the Foundation Stage gives children regular access to all areas of learning, and provides a good balance of activities initiated by adults and those chosen by the children. This has a significant impact on their progress, particularly their independence and social development.

Care, guidance and support

Grade: 1

The school rightly claims to be highly inclusive and outstanding care, support and guidance have a significant impact on pupils' all-round development and their high levels of achievement. Provision for the large number of pupils who are new to learning English is excellent, so that they soon gain in confidence and are able to access all aspects of the curriculum. Similarly, pupils with learning difficulties, including the many with a statement of special educational need, receive excellent support to enable them to achieve as well as their classmates. A very close check is kept on the progress of different groups of pupils, including those who attend the base, and staff set very clear learning targets. As a result, pupils are very clear about how well they are doing and what they should do to improve. A high priority is given to securing pupils' health, safety and welfare and pupils report that they feel very safe in school. Excellent links with specialist agencies play a very successful part in the care and support offered.

Leadership and management

Grade: 1

Leadership and management at all levels are outstanding and this has a considerable impact on pupils' excellent progress. Good teamwork is seen as paramount and staff share the excellent headteacher's vision for continued improvement. All aspects of the school's work are monitored very closely and areas identified as needing improvement are tackled rigorously. Consequently, the school has improved well since the last inspection. Work to improve writing has been very successful, for example, and has resulted in higher standards. Governors have an excellent understanding of their strategic role in the school's development and have very good systems

for checking on its effectiveness and holding the leaders to account. As a result, although the leaders have a modest view of their effectiveness, they have very clear understanding of what is working well, what can improve and how it can be achieved. Most parents appreciate the high quality of the school's leadership and confirm that the school takes good account of their views. Pupils, too, feel that they have a strong voice. For example, the school is aware that some pupils would like more playground equipment, and plans to review this provision are well in hand.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

20 July 2007

Dear Pupils

Inspection of Eastfield Primary School, Enfield, EN3 5UX

Many thanks for the very friendly way you welcomed me to your school during the recent inspection. I am writing to tell you what I found out. I enjoyed talking to you and your views and opinions gave me lots of helpful information. Many of you told me how good you think your school is and that you feel you are getting on well. I agree with you and you will be pleased to hear that I think your school is outstanding.

Your excellent headteacher and staff work very hard to make sure that you are safe and able to do your best. You are making excellent progress with your work. Many of you told me how much you enjoy lessons and I could see this for myself. Your teachers keep a close eye on how well you are doing, so that those of you who need extra help or harder work get it. They mark your work very carefully and usually give you lots of helpful information in their comments, especially in your English books. It could sometimes be better in your mathematics books, so I have asked them to check on this. Well done to the school council for raising so much money for charity and congratulations to Reception children. I thought your assembly was wonderful, with excellent singing and drumming! Your garden is lovely, too, and I know that you learn a lot from it.

Even though your school is excellent, the staff want it to be even better. I am sure that you will want to help them by coming to school every day and carrying on working hard and behaving excellently. Once again, thank you very much for your help. You are right to be proud of your school and I wish you good luck for the future.

Yours sincerely

Keith Williams Lead inspector