



Eastfield Junior and Infant School

Inspection Report

Unique Reference Number 104342
Local Authority Wolverhampton
Inspection number 286913
Inspection dates 9–10 January 2007
Reporting inspector John Eadie

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

Type of school	Primary	School address	Colliery Road off Willenhall Road Wolverhampton WV1 2QY
School category	Community	Telephone number	01902 558604
Age range of pupils	4–11	Fax number	01992 558607
Gender of pupils	Mixed	Chair	Linda Pearson
Number on roll (school)	164	Headteacher	Nick Cunliffe
Appropriate authority	The governing body		
Date of previous school inspection	7 October 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves an urban area in which there is considerable deprivation. This is reflected in the high number of pupils eligible for free school meals. There is also a high proportion of pupils with learning difficulties. Most pupils are from White British backgrounds and there are small groups representing a range of other heritages. A few of these do not speak English at home, though very few are at an early stage of learning English. A much higher than usual number of pupils join or leave part-way through their schooling. The school has been successful in obtaining funding through Creative Partnerships. This enables groups to come into school to work on major projects, which are initiated and planned by the pupils, in a range of creative areas. The school has employed learning mentors who support pupils with behavioural difficulties. In the recent past the school suffered considerable disruption to staffing with absences and staff leaving.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is providing a satisfactory education for its pupils and is improving. Much progress has been made recently and recognised by parents. Several made comments such as, 'Especially over the last 12 months, the headteacher and all staff have worked really hard to improve the school and make it a happy place to work and play in.' The most noticeable improvement has been in standards of behaviour. Exclusions, which were high, have not been used for some while and pupils are now well behaved and polite.

Standards are below average in English, mathematics and science, but they are improving well and results in the 2006 national tests in Year 6 are amongst the most improved in the country over the last three years. Pupils' achievement is now satisfactory and they are making progress at the expected rate. The weakest areas of learning are pupils' vocabulary and speaking skills. Teachers have to take time to explain some of the words used in lessons and pupils often struggle to give full answers. The high number of pupils with learning difficulties have clear plans for their learning, are supported well and make the same progress as their classmates.

One of the major reasons for the improvement in pupils' progress is that there is now a stable, keen and hard-working team of staff. Although several of them are relatively inexperienced, teaching is now satisfactory and pupils' learning is therefore satisfactory. There are a number of positive features to lessons. For example, relationships are good and pupils are therefore keen and want to do well. A general area for development in teaching is that lessons do not always move along briskly enough, giving pupils a range of activities and experiences to improve their learning.

The curriculum is satisfactory. The school has recently adapted it to meet the needs of the pupils more successfully. However, this is a recent change and it has not yet had an effect on improving pupils' progress. Provision for children in the Reception class is satisfactory and these children have a suitable range of learning activities so that they make sound progress. An outstanding feature of the curriculum is the work done with Creative Partnerships. This has been wide-ranging and pupils have benefited enormously, not just in being able to plan and carry out major projects, but because their self-esteem is raised.

Care, guidance and support are satisfactory. Levels of pastoral care are good and this is why pupils' personal development is good. Pupils are developing into sensible and thoughtful young citizens who enjoy their school life enormously. However, there are areas for development in academic support and guidance. Systems to check on pupils' progress are relatively new and have not yet been refined so that teachers can give pupils clear guidance about what they need to learn next.

Leadership and management are satisfactory and are the major reasons for the improvements being made. The school's leaders have a very clear view of where the school needs to improve and how to make these improvements. This vision has been very well communicated to all staff and there is a sense of common purpose and direction.

What the school should do to improve further

- Raise standards in English, mathematics and science by:
- using assessment more effectively so that teachers and pupils know clearly what pupils need to learn next
- improving the pace of lessons so that pupils are more actively involved and engaged in their learning
- putting in place a systematic scheme for improving pupils' vocabulary and speaking skills.

Achievement and standards

Grade: 3

Children start in the Reception class with low levels of skills and knowledge. Pupils' achievement is satisfactory but standards are still low by the time pupils leave at the end of Year 6. The school has been working hard to improve the progress that pupils make. This was inadequate a couple of years ago and the effect of the school's work is that progress is now satisfactory through the school. Work done to raise standards in writing and mathematics over the last year has been particularly effective in improving progress in these areas.

Although the school has developed a programme to improve speaking and listening skills, this does not focus clearly enough on increasing pupils' vocabulary and encouraging them to speak at length and in complete sentences. This is holding back their progress in other subjects.

The small number of pupils who are at an early stage of learning English are supported well and make the same progress as their classmates.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good, though their awareness that they live in a culturally diverse society is limited. Year 6 pupils said they appreciate a range of responsibilities, such as being responsible for helping the younger children and being expected to be role models for behaviour. Pupils enjoy being members of the school council and feel they make a difference in decision-making. Through these opportunities, pupils make a good contribution to the school community. Their good contribution to the wider community is seen in the range of charities that are supported. For example, pupils decided to raise money for guide dogs after a visit from a person with limited sight and his guide dog.

Pupils confidently explain what constitutes a healthy lifestyle. They are keen to earn points for eating their vegetables and take lots of exercise. Older pupils talk knowledgeably about the harmful effects of drugs, smoking and alcohol. All know about staying safe and stranger danger. Pupils' preparation for their future life is satisfactory. Although there is scope to improve pupils' basic skills in literacy and

numeracy, there are good opportunities for them to understand the importance of these. For example, Year 6 pupils use their initiative to raise money for a trip through organising a sponsored read.

Quality of provision

Teaching and learning

Grade: 3

Classes are very calm, orderly places in which pupils say they feel safe. They are therefore confident to give answers and take full part in lessons. Pupils appreciate the expectations that teachers have of them, saying such things as, 'Teachers push you to do well.'

Despite all these positive features, there is one general area for development in teaching. Teachers usually organise their lessons well, with activities planned to interest pupils and this results in pupils working keenly. However, lessons do not always move along sufficiently briskly. Pupils spend too long doing the same thing or sitting listening. Opportunities for them to become involved in a range of learning activities during a lesson are therefore limited.

Marking does not always help pupils see how to improve their work. However, a good start has been made in some classes in involving pupils in considering how well they have grasped the learning in a lesson or in a piece of work.

Curriculum and other activities

Grade: 3

In the Reception class, a range of interesting activities is available for children. However, sessions are sometimes too rigidly organised and this results in limited opportunities for children to explore for themselves and make the most of the activities on offer. The secure outdoor area is new and as yet planning does not include sufficient activities for this area.

Through the rest of the school, planning now includes links between subjects but this has been in place too short a time to make any real impact on pupils' progress. The school is very committed to the SEAL project, which is a national development to improve pupils' social and emotional learning. This is being very effective in improving pupils' personal development.

The curriculum is very well enriched through a variety of visits and visitors. The most notable is the opportunity for all pupils to participate in the Creative Partnership projects. The pupils spoke very enthusiastically about their involvement. A good variety of well attended extra-curricular activities is available for pupils of all ages. There are good links with local schools and other organisations, such as theatre groups, all of which give pupils valuable extra learning opportunities.

Care, guidance and support

Grade: 3

The school is a happy, friendly place where children show respect for each other. Staff know the pupils well and are committed to their well-being. The school provides a secure and welcoming environment where the pupils feel confident in approaching an adult if they have a problem. Pupils who may be having social problems are supported well by learning mentors and this enables them to take a full part in school life.

The school has recently started recording the progress of pupils each term rather than annually. This has enabled teachers to identify more quickly those pupils who might be struggling, but has not yet had an impact on improving their progress. These new systems are not yet used to identify the next steps in pupils' learning. Teachers and pupils are not therefore sufficiently clear about what pupils need to learn next.

Leadership and management

Grade: 3

There is a strong sense of the school moving forward. Leaders and managers have a very clear vision of priorities and what they want pupils to achieve. The staff wholeheartedly share the direction and purpose and are enthusiastic in adopting systems to increase pupils' rate of progress. However, many of the new systems have not been in place long enough to raise standards.

Leaders' analysis of the strengths and weaknesses of the school is accurate. However, strategies to improve pupils' progress are not always sufficiently precise. For example, when monitoring teaching and learning, areas for development are not sufficiently clearly identified. However, with the common purpose evident and the clear progress that has been made in recent years, the school is well placed to continue to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Thank you so much for making us feel so welcome when we visited your school this week. We really enjoyed meeting and talking to many of you and hearing how proud you are of your school. Your school is providing a satisfactory education for you and it is improving.

Here are the things that are best about your school

- You work hard, behave very well and you are very polite and welcoming to visitors.
- The work you have done with Creative Partnerships, such as the artwork around school and the CD some of you made for young children, is excellent.
- All staff in the school take very good care of you and make sure you are happy and safe.
- Lots of important things are improving, such as the progress you make. This is because your headteacher and other staff have made good plans to make this happen.

The standards you reach in English, mathematics and science are not high enough and we think that this is how the school could make them better

- You need to know exactly how you can make your work better.
- Sometimes your lessons could be even more exciting and interesting.
- Work needs to be done to extend your vocabulary and to encourage you to answer questions in full sentences.

Keep up the good work and good luck.