



Eastfield Primary School

Inspection Report

Unique Reference Number 119968
Local Authority Leicestershire
Inspection number 291586
Inspection dates 4–5 December 2006
Reporting inspector Doris Bell

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

Type of school	Primary	School address	Eastfield Road
School category	Community		Thurmaston
Age range of pupils	4–11		Leicester LE4 8FP
Gender of pupils	Mixed	Telephone number	0116 2694692
Number on roll (school)	208	Fax number	0116 269736
Appropriate authority	The governing body	Chair	Graham Love
		Headteacher	Bill Griffiths
Date of previous school inspection	1 March 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school serves an area with a number of social and economic disadvantages. Children start school with particularly low literacy skills and overall attainment that is lower than expected for their age. The proportion of pupils with learning difficulties or disabilities is above average, as is the number of pupils who join the school other than at the usual times. An average proportion of pupils come from minority ethnic backgrounds. None is at an early stage of learning English as an additional language.

The school has achieved the Basic Skills Quality Mark twice and it has received two achievement awards. It also has the Investors in People Award and a silver Eco award, and is working towards Green Flag Eco status. In September this year, it took over the on-site pre-school that had previously been privately run.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with several outstanding features. The good quality of education provided is evident in pupils' good achievement and the above average standards reached by the end of Year 6. Pupils do well as a result of good teaching which, closely monitored, usually meets the needs of all groups of pupils well. However, the school is not yet making full use of the improvements it makes in pupils' literacy skills, particularly speaking and listening, to increase their ability to think and reason mathematically. Information and communication technology (ICT) is used well in all subjects to enhance pupils' learning. The school is highly successful in integrating pupils with behavioural and learning difficulties and physical disabilities. As a result, these pupils make good progress in their learning and excellent progress in their personal development.

Although standards remain below average in Reception, the pupils' good progress begins with the effective provision there. The school has made a good start on integrating the pre-school into its overall provision. However, the pre-school outside area is not yet used well enough to support children's progress in all areas of learning. In all other year groups, the outdoor environment is used very effectively to promote learning and personal development.

Pupils' behaviour is excellent in and around the school and overall, their personal development and well-being are outstanding. These positive outcomes reflect the excellent care, guidance and support pupils receive. An excellent range of enrichment activities enhances a good curriculum and makes pupils really enjoy their learning. These activities include, for example, caring for the chickens, looking after the school garden, the Eco work and the particularly impressive work undertaken with visiting artists. Overall, pupils leave this school well prepared for later life.

The good leadership and management of the school is the outcome of the headteacher's excellent leadership. The school's evaluation of its own work is rigorous and accurate. Although the work of the various leadership teams is at different stages of development, the good quality work done so far has successfully raised all staff's awareness of their collective responsibility for how well pupils achieve by Year 6. Improvement since the last inspection has been good, and the school has good capacity for further improvement.

What the school should do to improve further

- Make more use of the pupils' improved speaking and listening skills to sharpen their thinking and reasoning skills in mathematics.
- Improve the use of the outdoor area to promote learning for the pre-school children.

Achievement and standards

Grade: 2

Achievement is good in all age groups. Children make good progress in Reception. Most reach the nationally expected standards in personal, social and emotional development but few do so in literacy or numeracy. Standards are average in Year 2 and above average overall in Year 6.

The school tracks pupils' progress well and constantly challenges itself to do better, for example, by revising its targets upwards as pupils' progress improves. Even so, pupils did considerably better in English and mathematics than expected nationally or predicted by the targets, especially at the higher Level 5 at the end of Year 6. In English, this represents exceptionally good progress. Pupils also make good progress in ICT.

Pupils are beginning to work faster and more accurately in mathematics as a result of the school tackling identified weaknesses from last year's tests. However, pupils' ability to think and reason out mathematical processes is not as well developed as their mathematical knowledge. This is because they are not given enough opportunities to approach mathematical problems in this way. The school's drive to equip pupils with basic skills for life, whatever their background, ability or disability, underpins its success so far. It is working very hard to sustain the improvement seen in 2006.

Personal development and well-being

Grade: 1

The pupils' excellent behaviour is fostered from the moment they start school and learn to work and play together. Overall, their spiritual, moral, social and cultural awareness is good, with many outstanding features. All pupils have a really good understanding of how to keep themselves safe, fit and healthy. They throw themselves wholeheartedly into the wide range of activities that encourage them to do this. They thoroughly enjoy everything the school offers them. A very strong sense of community is evident in the way all pupils are fully integrated into the life of the school. They care for and support each other, respect adults and appreciate and care for the environment, very well.

School councillors have a heavy workload, which they undertake diligently, acting also as Eco councillors and playground councillors. They fulfil their roles well but the same pupils are responsible for everything. Therefore opportunities for more pupils to show initiative and take similar levels of responsibility are more limited. Attendance is average because some families still take holidays in term time.

Quality of provision

Teaching and learning

Grade: 2

All teachers are focused on getting the best from their pupils. They plan their teaching carefully, taking account of what pupils already know and, in most lessons, challenging all pupils to do better. Occasionally, pupils are not challenged fully. For example, in one mathematics session, the teacher talked to the class for too long and did not really check pupils' understanding of the vocabulary being used. As a result, opportunities were missed to stretch more able pupils who had a good understanding, and to support less able pupils who needed a more practical approach to improve their understanding.

Teachers all translate the objectives for a lesson into language pupils understand and then re-visit the objectives to help pupils check that they are on track to meet them. As a result, pupils gain a clear insight into their learning and are aware of their successes. Specific individual targets help pupils recognise the next steps in their learning and further smaller steps are usually well identified in teachers' marking. This has contributed effectively to pupils' improved achievement.

Curriculum and other activities

Grade: 2

A good start has been made on integrating the curriculum for Reception and pre-school children. In the pre-school, however, outdoor provision, which has only recently been available, is not organised well enough to support children's progress across all areas of learning. This contrasts with the rest of the school, where outstanding enrichment opportunities, visits, visitors and the good use of the outdoor environment greatly add to pupils' enjoyment and achievement.

English, ICT and personal, social and health education are successfully integrated into the whole curriculum. This has greatly improved pupils' progress, self-awareness and interpersonal skills and prepares them well for later life. Within this positive picture, opportunities are sometimes missed to encourage pupils to think logically, explain their reasoning and apply their mathematical knowledge and understanding to real life problems.

Care, guidance and support

Grade: 1

Staff are very strongly committed to pupils' welfare and all child protection, health and safety procedures are very securely in place. Pupils who find learning difficult for any reason are identified quickly, monitored carefully and supported extremely well. The school is justifiably proud of its well-earned reputation as a truly inclusive school enabling all pupils to do well, whatever their background, ability or disability. Parents are overwhelmingly positive about the school, several praising it highly for these aspects of its work.

Pupils are also supported very well academically through, for example, regular feedback on their work. However, they are given more precise guidance on how to improve in English than in mathematics. Pupils are becoming increasingly involved in assessing their own work but they are not yet fully involved in working out what they need to do to improve. The school is working on this.

Leadership and management

Grade: 2

The excellent leadership of the headteacher gives the school a very clear sense of direction that is shared by staff and governors. Recent changes in the management structure, including the creation of leadership teams to replace subject leaders, contributed greatly to the considerable improvements in the English results in 2006. The impact is less evident in mathematics, where more remains to be done to improve pupils' mathematical thinking. The school provided the pre-school with an outdoor learning area before it became part of the school. However, the area is not yet well enough organised to support all areas of learning for this age group.

Rigorous checks on all aspects of the school's work provide staff and governors with an accurate picture of the strengths and weaknesses in teaching, learning and the curriculum. This feeds into a comprehensive, measured plan that sets a precise agenda for further improvement. The school has wholeheartedly embraced the 'Every Child Matters' agenda, providing equal opportunities for all pupils to thrive and succeed, regardless of background, ability or disability. All staff work together really well to achieve this, and governors provide good support for the school.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
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?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
The behaviour of learners	1
The attendance of learners	3
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 for making us so welcome in your school. We really enjoyed talking with you and finding out that you really like being at school. You and your parents are right in thinking that you go to a good school. Here are some of the positive things we found when we came:

- Your teachers teach you well. They watch carefully how well you are doing and help you to learn more every day. Therefore, you make good progress and reach higher standards than expected for your age by the time you leave the school.
- You behave well. You care for and respect each other and all the adults who help you. You work and play well together.
- You know how to keep yourselves safe and why it is important to keep fit and healthy. You join wholeheartedly in all of the activities the school provides to help you in this.
- All of the staff care for you well. They do their best to support and guide you when you find something difficult or need to solve any personal problems. This helps you to feel good about yourselves and to feel confident about asking for help.
- The headteacher and governors run the school well. They constantly check that what everyone is doing is helping you to learn better. They try hard to find ways to improve the school for you. You help them with your suggestions.

We have asked your school to keep up its good work and to help you to do even better by:

- Encouraging you to use your speaking, listening, reading and writing skills better in mathematics to help you think mathematically and reason out your answers to problems.
- Giving young children in the pre-school more opportunities to play and learn outside.

We hope that you will continue to enjoy learning and to be as enthusiastic and caring as you are now when you grow up.