



# Louth Eastfield Infants' and Nursery School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 120458  
**Local Authority** LINCOLNSHIRE  
**Inspection number** 291744  
**Inspection dates** 2–3 November 2006  
**Reporting inspector** John Brennan

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

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<b>Type of school</b>	Infant	<b>School address</b>	Lacey Gardens
<b>School category</b>	Community		Louth
<b>Age range of pupils</b>	3–7		Lincolnshire LN11 8DQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01507 603376
<b>Number on roll (school)</b>	194	<b>Fax number</b>	01507 608900
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr P Barber
		<b>Headteacher</b>	Mrs S Akhurst
<b>Date of previous school inspection</b>	4 June 2001		

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Louth Eastfield Nursery and Infant school is situated on the outskirts of Louth. The local area is characterised by marked social and economic deprivation. Children's skills and abilities on entry to school are well below average, especially in speech and language. Approximately fifteen per cent of pupils are entitled to free school meals which is average. Almost all pupils are of a White British background. A very small number of pupils are at the early stages of learning English. The percentage of pupils who have learning difficulties and disabilities is above average. The school has achieved the Basics Skills Quality Mark, a Healthy School Award and a Youth Esteem Award. It has Investors in People Status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

As one parent astutely noted, and others endorsed, the school 'provides a great atmosphere for children to thrive in.' This is a good school that has improved well and gives good value for money. There is depth in leadership and it is well placed to continue to improve.

The good leadership of the school is typified by an open and searching attitude. The headteacher leads the school very well, creating a strong sense of team spirit and shared ambition. Other leaders, including governors, play their part well. Very productive partnerships have been established with the local authority, the adjacent junior school and with parents to ensure all pull together in helping all pupils succeed. Training needs are based on clear understanding of the needs of pupils. As a result the quality of teaching is good and the work of teaching assistants highly effective. Their work forms part of the outstanding provision for pupils who have learning difficulties and disabilities. Those with learning difficulties make rapid progress and those with emotional needs develop positive attitudes towards themselves, their peers and to school life in general. Standards are average but pupils are achieving well. Speaking and listening skills are well taught. There are many opportunities for pupils to explain and deepen thinking and to extend their vocabulary. Teachers are especially skilled at building talk into reading and mathematics lessons. However, although aspects of writing, such as handwriting are well taught pupils are given too few opportunities to write in thought provoking and imaginative ways. The curriculum is good because it is adapted to pupil needs. Talk and 'hands on' activities form the bedrock of learning in the Foundation stage. The Nursery and Reception succeed in helping children progress rapidly in many areas of learning. In the main children are very well prepared for life in Year 1 but the lack of daily access to information and communication technology (ICT) places some restrictions on their learning. Much thought has been given to extending elements of the Foundation Stage curriculum to Years 1 and 2. This, and the many activities which enrich pupils' experiences, help make school life enjoyable.

Pupils are confident and feel good about themselves and learning. This typifies their good personal development. The promotion of talk helps pupils reflect on their work and their behaviour. Pupils get on well with each other and in lessons in particular they behave very well. When play equipment is available at break times they make good use of it; playing actively and socially. Thorough assessment procedures give purpose to lessons and help pupils know for themselves how to improve their work. Pupils know relatively little about the lives and customs of groups that make up society in multi cultural Britain.

### What the school should do to improve further

- Extend the opportunities for pupils to be creative in their writing.
- Give children in the Foundation Stage more regular access to ICT equipment to raise standards in all areas of learning.
- Improve pupils' knowledge of life in multi cultural Britain.

## **Achievement and standards**

### **Grade: 2**

Children in the Foundation Stage make rapid progress in learning to speak, read, write and count. Many reach expected goals but about a quarter are still to do so by the time they start Year 1. Consequently standards remain below average but children achieve well in relation to their starting points. Pupils who have learning or emotional difficulties receive prompt and sensitive help and as a result achieve extremely well. The emphasis given to language helps the very small number of pupils who are at the early stages of learning English to achieve well. School data, together with work seen in books and in lessons, shows that pupils achieve well in Years 1 and 2. The school sets challenging targets for pupils which are generally met. National test results consistently match national averages. The targeting of speaking and listening helps pupils succeed in a range of subjects, especially reading and mathematics. The promotion of speech and successful efforts to broaden pupils' experiences of books has increased the vocabulary pupils have to draw upon when writing. Pupils use new words to good effect when writing factually and achieve well in acquiring basic writing skills such as handwriting. Efforts to foster imaginative writing have not been as successful and much of what pupils write lacks excitement.

## **Personal development and well-being**

### **Grade: 2**

'You learn a lot here.' said one boy, summing up the positive feelings many pupils have of school. Although attendance rates are average they are much improved. Celebration of good behaviour and good work motivates all pupils and especially those who have particular needs. As one parent said, and others echoed, 'small milestones as well as larger ones are recognised.' Most pupils behave very well, especially in the classroom. They feel safe in school and are aware of dangers outside of school. Pupils are more active and social at morning play than at dinner time because there is more for them to do. Pupils know a lot about healthy lifestyles and of the importance of a balanced diet. The introduction of a school council is helping pupils have a greater say in wider aspects of school life. The encouragement of talk helps pupils to explore feelings so that they begin to understand themselves. However, they know too little about the lives and customs of people in multi cultural Britain. This forms a weaker aspect of pupils' otherwise good spiritual, moral and social development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Classrooms are calm and purposeful because behaviour is managed in an affirming manner. Thorough assessment procedures ensure that lessons are precisely planned and that pupils understand the purpose of lessons. Perceptive leadership has equipped

teachers with skills suited to the context of the school, especially promoting speaking and listening. Teachers successfully use a raft of techniques to draw language out and to help pupils verbalise thinking. Training in the teaching of reading is also paying dividends. Teachers and teaching assistants plan for a range of reading related activities and model the sounds letters make with clarity so that pupils quickly gain in confidence. Training in writing has been less widespread. Teachers are skilled at promoting basic skills, at helping pupils' structure factual writing and in increasing pupils' vocabulary. Writing tasks do not always build on this ground work because writing tasks often lack imagination. For instance, the thoughtful use of dance and acting about bonfire night elicited a lively verbal response from pupils. The follow up writing task did not challenge pupils enough to put their thoughts into well crafted creative prose.

## **Curriculum and other activities**

### **Grade: 2**

A thorough programme for pupils' personal development boosts pupil's confidence and self esteem. The curriculum in the Foundation Stage is rightly very practical. Most key skills, especially talk, are woven into everyday learning. ICT does not form a sufficiently robust part of children's day. Learning is aided by well resourced outdoor areas and the thoughtful development of the wider school grounds. Careful consideration has been given to extending practical and creative approaches that underpin the Foundation Stage to other year groups. Role play and outdoor learning have been successfully introduced to Years 1 and 2 and do much to add to pupils' enjoyment of school. There are numerous clubs and other activities for pupils to join, and regular visitors and trips out of school. Whilst these are used to good effect to encourage talk and to enrich pupils' experiences, the school is yet to make the most of them to promote imagination in writing.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of pupils. Some shared approaches to learning with the junior school, for example handwriting, give pupils confidence about moving on. The school seeks and secures tremendous support from a plethora of agencies to help pupils who have learning difficulties and other disabilities. Teaching assistants have considerable expertise and are very well deployed. Consistent approaches to teaching pupils with learning and behaviour needs filter into every class. This is helped by thorough assessment procedures which pinpoint where pupils are in their learning, diagnose need and track future progress. Several parents of pupils with particular needs were fulsome in their praise of the school. As one typically said, 'my child is receiving the best possible education.' Health and safety procedures, including those for child protection, are robust. However, at lunchtimes, although supervisors are vigilant, they do not engage with or encourage pupils to play sufficiently well enough to ensure this time is put to good use.

## **Leadership and management**

### **Grade: 2**

This is a school with ambition and one that asks searching questions of itself. The search for improvement is based on a thorough understanding of the context of the school. The very good leadership of the headteacher, aided by other staff, has helped create a school whose encouraging ethos provides well for pupils' personal and academic development. The school is rigorous in its analysis of performance and has a good understanding of strengths and weaknesses. This helps direct training which, with the exception of aspects of creative writing, has been widespread and successful. A strong partnership with the local authority has helped equip key staff with the necessary skills for monitoring teaching and learning. Weaknesses noted in the last inspection have been tackled purposefully and a well directed and realistic improvement plan sets a clear agenda for the future. Staff morale and team spirit are high. Parents express great confidence in the school and are helped by the school to play a full part in their child's learning. Governors too play their part; they carry out their duties well and ask searching questions of the school. Visits to the school are not always used as well as they might because some lack focus and are not used to specifically check up on key improvements.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

6 November 2006

Dear Children

Louth Eastfield Infant and Nursery School, Lacey Gardens, Louth, Lincolnshire, LN11 8DQ

Thank you very much for making us so welcome when we visited your school recently. It felt like we were visiting one big happy family. We would like to share with you what we thought about your school.

You go to a good school. All the adults in your school are working very hard to make your school better still. They have many good ideas for the school.

Many of you told us you were happy at school and we could see why. Staff at the school are very quick to reward your good work and behaviour and you work hard to earn their praise and rewards. You behave very well in lessons. We saw that when games equipment was put out that you played with it well.

There were lots of good things going on in your classes and for you to do when lessons happen outside. The 'Welly Walk' was great fun and got you talking about lots of things. We were impressed with how much talk goes on in your lessons and by how interesting and fun many lessons are. We saw that you were talking a lot in reading and mathematics lessons and that this helped you with your work. We were very impressed with the help given to those of you who find work and school life hard. We could see how hard you worked in lessons and were very impressed with how many of you could talk about your targets and how much you know about your work.

We could see that you found it harder to talk about how other children and their families live in different parts of Britain live. We have asked the school to help you learn more about others. We also thought that the school could give you more interesting writing activities to do. You can help in this by trying to use your imagination when writing. We have also asked the school to give children in Nursery and Reception classes more chances to use computers.

Thank you once again and good luck in the future.

John Brennan

Lead Inspector