

Eastfield Primary School

Inspection report

Unique Reference Number	131224
Local Authority	North East Lincolnshire
Inspection number	328567
Inspection dates	18–19 June 2009
Reporting inspector	Jackie Barnes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	235
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Stubbley
Headteacher	Mrs Rebecca Shearer
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Margaret Street Immingham DN40 1LD
Telephone number	01469 572 455
Fax number	01469 576 405

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized primary school located in a mainly residential area in the port of Immingham. It was established almost two years ago as the result of the amalgamation of the infant and junior schools on the same site. A Children's Centre that serves the wider community is attached to the school although managed by an independent committee. The area has limited opportunities for employment and pupils' entitlement to free school meals is higher than usual. Most pupils live locally and almost all are of White British heritage. The proportion with learning difficulties and/or disabilities is broadly average. A Nursery and Reception class form the school's provision for the Early Years Foundation Stage. The headteacher was appointed in April 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Initially it did not prosper following amalgamation, and the national assessment results in 2008 were below average. With the excellent leadership of the headteacher, and effective intervention and support from the local authority, it has improved rapidly and now has good features. Parents have recognised the positive changes. Typical of their comments are: 'I am feeling happy that my son is in a school that is changing for the better' and 'I know things are not going to change overnight but I feel a lot more positive about my child's progress in the future'. When children enter the Nursery, their attainment overall is below what is typical for this age, although there are considerable differences between individuals and year groups. They make good progress in the Early Years Foundation Stage and by the time they enter Year 1 most attain average standards. Pupils' progress throughout the school has accelerated during the current academic year and is now satisfactory overall. The more capable older pupils generally achieve well but the progress of some of the lower attaining pupils remains too slow. As a result of the pupils' previously slow progress, there is much catching up to do and, although achievement is satisfactory, standards are not yet showing the full impact of the improvements and are below average by Year 6. Pupils with learning difficulties and/or disabilities are identified early and are effectively supported to make satisfactory progress.

Pupils' personal development and well-being are satisfactory. The school's priority focus on improving behaviour has worked well. Exclusions have been significantly reduced and behaviour is now satisfactory. Although a few pupils still need support for their behaviour, this does not disrupt the learning of others. Pupils enjoy school and attendance is average overall with fewer persistent absences than in similar schools. Pupils say they feel safe and recognise that staff take good care of them. Relationships with each other and adults in school are supportive and encourage self-confidence. They enjoy physical activity and are knowledgeable about healthy eating. The school community is developing well, with the newly established school council encouraging awareness of different preferences and the need to make concessions.

The school's curriculum provision meets statutory requirements. It provides productive opportunities for clubs, and educational visits and visitors which the pupils particularly enjoy. Best use is not always being made of the opportunities the curriculum offers and sometimes lessons can be dull. However, the curriculum has been used effectively to improve pupils' personal skills and, together with the personal guidance from staff, has led to improved behaviour and ample evidence of good manners and care for others. The school is aware that opportunities for wider cultural development are limited, especially the understanding of the multicultural nature of Britain, and has sound plans for development. Most pupils' personal skills provide a sound contribution to their future well-being although literacy and numeracy skills are not consistently secure for all pupils.

Teaching and learning are satisfactory overall, with some variability between classes. Most pupils are keen to learn and teaching is carefully planned. In the process of ensuring behaviour is well managed, sometimes lessons are too tightly controlled with too much adult talk and too few opportunities for pupils to participate. When given the opportunity to be more independent, pupils respond well to the consistent expectations for behaviour. Good collaboration when working with partners or in groups helps them to consolidate their understanding and develop their ideas. The school's assessment system has improved and staff now have data on pupils' attainment and progress. This information is at the early stages of being used to make sure that the progress planned for individual pupils is well matched to their needs. As a result, the

teaching and tasks are suitably challenging for most pupils but not for all. The school has identified this as an aspect for further development.

Leadership and management are satisfactory. The combined efforts of the three headteachers who have led the school in recent times, and the local authority and governing body, have successfully provided the necessary impetus to reverse the school's decline. There remains much work to be done. The substantive headteacher has shown exceptional leadership in accurately identifying the essential priorities for improvement, raising staff morale and setting a well judged pace of change. The roles of other leaders and managers are not fully effective in promoting higher standards at present, although useful progress is being made. The school has rightly focused its efforts for community cohesion on the school community which has worked well. Pupils' knowledge of the wider world is less well developed, but the school already has plans in place to develop this aspect. The school has good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents rightly value the welcome and good start their children have in the Early Years Foundation Stage. 'We can't praise the staff highly enough for the way they supported our son as he settled into Nursery,' is a typical comment. There is a well planned system for introducing the children into school and they settle quickly. Social skills improve rapidly and children feel safe in the secure and encouraging environment. Provision for their welfare is good. The Nursery and Reception classes are organised as a unit, with time and space allocated for separate learning when needed. This works well, challenging the older children while providing good opportunities for focused activities and play. The school's assessment data confirm that the children make good progress from their starting points and, by the time they are ready to enter Year 1, most attain average standards with a few children exceeding these. Good teaching is evident in both year groups, and the children are proud of their increasing competence in literacy, numeracy and their use of computers. The extensive space and facilities available following the amalgamation provide a wide range of options for use. The teaching team are still exploring the most effective ways of using the accommodation but good leadership and management ensures children's learning is given priority.

What the school should do to improve further

- Ensure assessment data is used effectively in teachers' planning in order to raise standards in all subjects, especially for lower attaining pupils.
- Increase the proportion of good teaching in all year groups.
- Develop the roles of subject leaders to be more involved in actively promoting higher standards and being accountable for pupils' progress.

A small proportion of schools whose overall performance is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are below average. The school's 2008 national test results at both Year 2 and Year 6 were below average overall and the pupils' progress from Key Stage 1 to Key Stage 2 was amongst the poorest nationally. Since then the situation has

improved. The assessment system is more rigorous with sufficient data available to enable checks to be made on pupils' progress, to group pupils for support and to set higher expectations for attainment. The school's current data indicate pupils' progress throughout the school has accelerated and is now satisfactory. The work in pupils' books and lessons confirms this. A significant minority of the older more capable pupils are making good progress. Although the progress of the lower attaining pupils has improved overall, it is not consistent across the year groups. In both key stages, the targets for pupils' attainment are suitably challenging. The school predicts that, although standards are likely to be below average overall at Year 2 and Year 6, there will be an improvement over the previous year. This reflects inspection findings. Pupils with learning difficulties and/or disabilities make similar progress to their peers, but there is scope for a minority to attain higher standards.

Personal development and well-being

Grade: 3

Pupils feel very positive about their teachers and rightly have confidence that the staff will take good care of them and keep them safe. They enjoy school and, although attendance is average overall, many older pupils have good attendance records. There are fewer pupils who are persistently absent than in similar schools and the school's efforts, along with other agencies, are working towards further improvement. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Relationships between pupils are positive and reflect the considerable progress the school has made in improving behaviour to its present satisfactory standard. The few pupils who still require considerable support to behave well are effectively supported by the school's approach to guidance and discipline, particularly the development of the role of the learning mentor. Pupils are especially knowledgeable about how to live safe and healthy lives, and when given the opportunity most make sensible choices. At present there are not enough opportunities for pupils to work independently or to take leadership roles although suitable plans are in hand to provide these in the immediate future. Enterprise initiatives are not systematically in place but examples, such as pupils organising and selling healthy snacks, are evident.

Quality of provision

Teaching and learning

Grade: 3

In most lessons, the positive relationships between adults and pupils encourage a willingness to learn, and give most pupils the confidence to contribute to discussions. The sequence of teaching points is carefully planned and, in the best lessons, these are introduced using stimulating resources which capture pupils' interest. Pupils respond well, working with their partners or in groups, and are keen to succeed. The school's assessment data and the pupils' work show clearly that the pace of most pupils' learning has increased considerably since the beginning of the current academic year. Where lessons are less successful, concerns about maintaining control linger and restrict the range of teaching strategies used. On occasions, introductions to lessons are lengthy and some pupils lose their concentration which slows their progress. The school's assessment system is at an early stage of development. The information available is used well to group pupils in lessons and identify those needing additional support but is not yet influencing teachers' planning with enough consistency.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It has several strengths including the provision for information and communication technology which enables pupils from Nursery to Year 6 to have ready access to sufficient computers. As a result, most pupils are competent users. Although residential opportunities are not available, the day visits by all classes to places of interest add positively to their learning and enjoyment. Links with sports partnerships and clubs provide additional opportunities for pupils to gain independence, leadership skills and to keep healthy; their take-up of the activities is good. The improvements in pupils' behaviour and social skills have been successfully supported by the provision for personal development. However, the overall use of the curriculum opportunities is not set within a coherent plan for pupils' academic and personal development. As a result, not all pupils gain the maximum benefit from the provision. Too much depends on individual teachers' ability to match opportunities for learning to pupils' needs. The school is aware of this and a curriculum review is planned for next term.

Care, guidance and support

Grade: 3

Staff take good care of pupils' welfare. The school's arrangements for safeguarding meet requirements and pupils say they feel safe. They trust the staff to resolve any problems they may have. A variety of different support is available and effective for those with particular learning or social needs. Guidance for improvement in personal skills is good as the recent improvements in behaviour and attitudes testify. Academic guidance is less secure mainly because not all staff are confident about accurately assessing what pupils need to do next to improve. Nonetheless, marking of work has improved over the course of the current year, pupils are familiar with their targets and most can identify their achievements. This is helping a culture of learning to develop.

Leadership and management

Grade: 3

When the school's decline was recognised, the local authority took effective action and, working with the recently established governing body of the school, provided well targeted support for the staff and leadership. This has worked well and the school has improved rapidly. The acting headteachers built well on each other's efforts so little time has been wasted by the changes in leadership. The substantive headteacher has a clear vision for the school's further development, has built good relationships with staff and, together with the governing body, has an accurate view of the school's strengths and weaknesses. Parents' confidence in the school has been raised and staff are committed to further improvement. A development plan is already in place which addresses the main priorities, and basic systems such as tracking pupils' progress, reducing exclusions and persistent absence, and working closely with other agencies are already supporting improvement. Those with leadership responsibilities at all levels, are developing their roles with enthusiasm. Although there is considerable work still to do, especially in raising standards there is a general consensus on the next stages and good capacity to make the necessary improvements.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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 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

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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

22 June 2009

Dear Pupils

Inspection of Eastfield Primary School, North East Lincolnshire, DN40 1LD

Thank you for making me and my colleague so welcome when we visited your school. You helped us to see how much you enjoyed school and how proud you were of the recent improvement you have made in your work. Most of you are making satisfactory progress. This is beginning to improve the standards you attain which are getting closer to where they should be. We were delighted to see how you helped each other, and to hear that you felt safe in school and trusted the staff to look after you. Almost all of you behave well and have good attendance records. A few of you do not manage to attend as regularly as you could, so you need to try harder to get to school every day. You are keen to learn and most of you make good use of your time in lessons, trying hard to pay attention even when you have to listen for a long time. Your teachers try to plan interesting work for you and they are getting much better at doing this.

Your headteacher and governors have worked hard to improve your school and you told us how much better it is. However, there are more improvements to be made. At present you do not all get the teaching and activities that mean you are able to make the best progress you can. So I have asked your school to do the following things to make your learning even better.

- Make sure that all the work that you are given is clearly based on what you have already learned and can do to raise standards in all subjects, especially for those of you who are not making the progress you could.
- Improve all teaching so that it is as good as possible.
- Enable the teachers who have special responsibility for making sure you achieve as well as you can, to do that job better.

Best wishes for the future.

Yours faithfully

Jackie Barnes

Lead inspector