

Eastfield Junior and Infant School

Inspection report

Unique Reference Number	104342
Local Authority	Wolverhampton
Inspection number	336288
Inspection dates	5–6 November 2009
Reporting inspector	Kath Campbell

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Mrs Linda Pearson
Headteacher	Mrs Sarah Hay
Date of previous school inspection	9 January 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 19 lessons, held meetings with governors, staff and pupils and talked to parents. They observed the school's work, and looked at samples of pupils' past and present work. They also looked at a wide range of documentation, including responses to 67 parental and 91 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether younger pupils were making enough progress and whether the school was doing enough to develop their early writing and numeracy skills
- why the number of pupils with special educational needs and/or disabilities had doubled since 2006
- whether standards had improved in 2009 after a dip in 2008
- whether the school had moved forward enough during a period of change?

Information about the school

Eastfield is a small school that serves an urban area of Wolverhampton. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups is increasing and is currently above average, with most pupils speaking English as their first language. A high proportion of pupils have special educational needs and/or disabilities and almost two thirds of pupils are entitled to free school meals, which is very high. The number of pupils who have a statement of educational needs is close to average. The school is currently involved in the City Action Zone, Black Country Challenge and Creative Partnership initiatives. It has received Artsmark, Activemark and Healthy Schools awards in recognition of its work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Eastfield is a satisfactory and improving school. It has strengths in its excellent pastoral care, guidance and support and it is particularly good at forging effective partnerships with other schools and with parents and carers. The headteacher and deputy headteacher provide strong leadership and are the major driving force behind the recent rise in standards. Staff show impressive loyalty and are totally committed to improvement. Parents and pupils hold the school in high regard. One parent typically commented, 'Eastfield helps the parents as well as their children.'

Children make satisfactory progress from their starting points and typically reach below average standards by the end of Year 6. Following a dip in standards in 2008, the school worked closely with the local authority to improve matters. Well-targeted support resulted in much higher standards in 2009 in both key stages, with more pupils reaching average levels. There is good evidence that the upward trend will be sustained in 2010. The introduction of, for example, the 'Big Write' initiative has proved a real success story. However, there is still further to go. Weaknesses are still evident in the current work of more able pupils, particularly in writing and mathematics. The rate of progress is by no means consistent. Although pupils make good progress towards the end of Key Stage 2, through good quality teaching and effective support strategies, the pattern of progress varies from class to class.

Teaching and the curriculum are satisfactory. One feature, common to all lessons, is staff's good behaviour management, resulting in a positive climate for learning. Teaching and support staff work together well and make lessons enjoyable so that pupils want to succeed. However, although there are several examples of good practice, the quality of teaching is too inconsistent to produce good overall learning. The curriculum has a strong and effective pastoral emphasis. Links with numerous outside agencies, such as Creative Partnerships, greatly enhance the learning environment with attractive displays. The high uptake on good quality extra-curricular clubs does much to encourage positive attitudes and successfully promotes a good understanding of healthy lifestyles. The wealth of opportunities provided to support potentially vulnerable pupils and families is a major factor in the outstanding care, guidance and support offered to pupils. The excellent work of learning and family support mentors enables pupils who sometimes find learning difficult to attend regularly and participate fully in school life. Leadership and management are satisfactory. Senior leaders monitor the work of the school effectively. They have a clear view of strengths and weaknesses but are sometimes overgenerous in their self-evaluation of, for example, pupils' progress. Although governors are very supportive of the school, they do not have an accurate enough overview of the school's work to provide satisfactory governance. The school's

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capacity to improve is currently satisfactory. It is not better than this because subject leaders do not yet have a prominent enough role in monitoring the learning outcomes for pupils. The school has rightly identified that their expertise is underdeveloped in this respect. Similarly, governors do not collect enough first-hand information to enable them to hold the school to account for what it achieves.

What does the school need to do to improve further?

- During the current academic year, raise the achievement of more able pupils, particularly in writing and mathematics, by:
 - sharing best practice in teaching, in order to ensure consistently good learning
 - developing confident, independent learners in Key Stage 1
 - developing writing and numeracy skills further through other subjects
 - increasing the level of challenge, particularly in Key Stage 1, so that more able pupils make the best possible progress.
- Strengthen the leadership and management role of subject leaders by:
 - giving subject leaders a more prominent role in monitoring the work of the school
 - enabling them to contribute more fully to the school's self-evaluation programme.
- Extend governors' oversight of the school by:
 - developing their role as critical friends
 - ensuring they become more knowledgeable about the work of the school
 - by giving them more opportunities to gather first-hand information about the school's work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In the 2008 national tests for eleven-year-olds and teacher assessments for seven-year-olds, writing and mathematics were highlighted as areas of particular weakness, with too few pupils reaching average or higher levels. The small group of older boys in this year group did not make as much progress as girls. Inspection observations focused on the progress of different groups and found boys and girls currently achieving equally well. Occasionally, however, more able pupils do not make as much progress in lessons as other groups, particularly when they are given undemanding tasks. The results of the 2009 Key Stage 2 tests present an increasingly positive picture. The marked improvement in, for example, the performance of boys and overall standards in writing, is very encouraging. However, inspection observations found that progress was satisfactory rather than good in Key Stage 1 because teachers'

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expectations were sometimes too low and there were too few opportunities for more able pupils to become confident, independent learners. Several initiatives are in their infancy and it is too early to measure their full impact on standards.

Many pupils start school with significant emotional and personal difficulties. It is to the school's credit that pupils form strong relationships with adults, and develop positive attitudes towards learning. In response to their questionnaires, pupils are very proud of their school and like their teachers and support staff very much. However, nearly half of them have concerns about behaviour. Inspectors looked carefully at behaviour in lessons and around school. They did not find any inappropriate behaviour and observed consistently good behaviour throughout the inspection. Pupils respond well to the responsibilities on offer and make a good contribution to the school and wider community through, for example, becoming peer mentors. Spiritual, moral, social and cultural development is good. There is a real sense of community. The 'Creative Partnerships' initiative has greatly enhanced pupils' cultural development. Pupils have a sound understanding of life in a multicultural society. They know how to keep safe and have a good understanding of how to eat healthily and stay fit. Most pupils leave with satisfactory academic and good social skills to support their future education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Good relationships and effective behaviour management ensure that classrooms are purposeful learning environments. Lessons throughout the school are enjoyable and teachers and support staff always try to respond to pupils' complex range of needs. Teaching assistants make a strong positive contribution towards the learning of pupils with special educational needs and/or disabilities. However, although teaching is satisfactory overall, with elements of good practice, it occasionally focuses too much attention on pupils with special educational needs and/or disabilities, to the detriment of other groups of pupils who may need support. In some classes, staffing changes have briefly slowed progress. Where teaching is at its most effective, teachers' enthusiasm inspires pupils to succeed. Expectations are high, the pace of learning is swift and pupils are totally focused on their work. Less effective practice is characterised by lengthy explanations and too few challenges. Marking is of good quality and pupils know what they need to do to improve.

Adaptations to the curriculum are carefully thought through in order to meet the ever changing needs of the school's intake. A strong personal, social and health education programme provides the basis for good personal development. Good links with outside agencies through initiatives such as Every Child a Reader cater particularly well for those with special educational needs and/or disabilities and those who speak English as an additional language. The curriculum is in the process of change. The school is aware that computers are outdated and that there is a need for the further development of pupils' literacy and numeracy skills through other subjects. Good enrichment opportunities successfully bring the curriculum alive.

The care, welfare and support for pupils and their families is at the heart of this school's work. A highly impressive range of support mechanisms for vulnerable and sometimes hard to reach families brings improvement by successfully developing self-esteem. Adults and pupils show respect for each other and get on well, resulting in trusting relationships. The excellent working links with outside agencies benefit the whole school community. Many pupils and families are very appreciative of the support they receive. Thanks to very effective monitoring procedures, attendance has risen to average levels.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

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The headteacher, senior management team and staff show a determined commitment towards improving overall school performance. The headteacher is supported by a capable deputy and two senior teachers, whose skills complement each other well. This relatively new leadership team has successfully steered the school through a period of change. It has established a good climate for learning, by, for example, improving pupils' attitudes and by making learning more enjoyable. The school has made satisfactory progress since the previous inspection. It has an accurate view of strengths and areas in most need of improvement. Although the school values each child as an individual, the monitoring of the academic performance of different groups is not yet fully effective in maximising the potential of individual pupils. The school tackles discrimination effectively through, for example, opportunities in class discussion time. School improvement planning is of good quality. However, the process of monitoring and evaluating sometimes lacks rigour and precision. Consequently, the school has not yet found effective ways to improve the consistency of teaching so that good learning is the outcome for all groups of pupils. The staff and governors are purposefully involved in developing community cohesion. Some classes already have established links with schools in other countries and there are plans in hand to broaden pupils' horizons through links with, for example, a school in Hereford. Good safeguarding procedures ensure pupils' welfare is given high priority. Governors are well organised and loyal to the school. However, they do not have an adequate overview of the school's performance because they do not monitor or evaluate the work of the school effectively enough to know whether outcomes of initiatives have been effective.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children enter the Reception class with low levels of skills, knowledge and understanding. Despite making a satisfactory start, many children do not reach expected levels by the time they move into Year 1. There is a strong, effective emphasis on children's personal, social and emotional development that establishes firm foundations for good personal outcomes. The staff develop secure relationships with parents and carers, encouraging them to become fully involved in their child's learning. Children quickly settle into routines and very much enjoy their time in the Early Years Foundation Stage. The staff take every opportunity to improve children's language skills by encouraging them to answer more fully in short phrases or simple sentences. Activities are interesting and lively and capture children's interest well. Learning is fun. Children gain a good early understanding of how to keep fit, healthy and safe. There is an appropriate balance of independent and adult-led activities. The outdoor area is used effectively to provide children with a rich variety of experiences. Children enjoy using this area, whatever the weather. However, there is no covered space and this occasionally restricts children's freedom of choice to work indoors or outside. Those children who are potentially vulnerable, or who need extra support, gain in confidence through good quality one-to-one attention. The school is adapting its Early Years Foundation Stage provision well to accommodate the needs of an increasing number of minority ethnic children. Assessment information is of good quality. However, it is not always used precisely enough to match activities to the needs, interests and abilities of individual children. Leadership and management are satisfactory and all staff have a strong shared commitment towards improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents' views are overwhelmingly positive. They particularly like the approachability of the headteacher and staff and the way in which the school keeps them informed about their children's progress. They have very few concerns and there is no pattern to the small number of negative comments received. Parents show great loyalty towards the school and feel that their children are safe and happy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	57	28	42	1	1	0	0
The school keeps my child safe	47	70	20	30	0	0	0	0
The school informs me about my child's progress	41	61	24	36	0	0	2	3
My child is making enough progress at this school	41	61	23	34	2	3	1	1
The teaching is good at this school	45	67	20	30	1	1	0	0
The school helps me to support my child's learning	40	60	22	33	3	4	1	1
The school helps my child to have a healthy lifestyle	46	69	19	28	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	54	25	37	2	3	1	1
The school meets my child's particular needs	37	55	25	37	2	3	0	0
The school deals effectively with unacceptable behaviour	40	60	23	34	0	0	1	1
The school takes account of my suggestions and concerns	37	55	23	34	2	3	0	0
The school is led and managed effectively	39	58	25	37	1	1	0	0
Overall, I am happy with my child's experience at this school	48	49	48	49	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 November 2009

Dear Pupils

Inspection of Eastfield Primary School, Wolverhampton, WV1 2QY

Thank you very much for looking after Mr Ransom and me so well when we visited your school. We enjoyed talking to you about your work and watching you in lessons, around school and in the playground. Mr Ransom particularly enjoyed talking to the new members of the school council.

You go to a satisfactory and improving school. You feel happy and safe there.

These are the things we liked most:

- most of you behave very well - well done!
- you like the grown ups who teach and look after you very much.
- you are very proud of your school, and the school gives you and your family excellent support whenever you need it.
- you know a lot about how to be fit and eat healthily.

These are things we have asked Mrs Hay and the other members of staff to do to make your school even better:

- help those of you who are good at writing and numeracy to reach even higher standards
- give some of your teachers a better chance to see how well you are doing in the subjects for which they are responsible
- give the governors time to monitor the work of the school to make sure you are making enough progress.

You can help by coming to school regularly, arriving on time and always trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell

Lead inspector

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