

Eastfield Primary School

Inspection report

Unique Reference Number	119968
Local Authority	Leicestershire
Inspection number	339569
Inspection dates	23–24 March 2010
Reporting inspector	Keith Williams

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

The registered childcare provision, 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Mr Graham Love
Headteacher	Mr William Griffiths
Date of previous school inspection	4 December 2006
School address	Eastfield Road Thurmaston Leicestershire
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Age group	4–11
Inspection dates	23–24 March 2010
Inspection number	339569

Registered childcare provision	Tiddlywinks
Number of children on roll in the registered childcare provision	20
Date of last inspection of registered childcare provision	Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors who visited 15 lessons, during which eight teachers were observed. Meetings were held with pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work, and looked at its monitoring and assessment records, safeguarding documents and those relating to their health, safety and attendance. In addition, 75 questionnaires returned by parents and carers were considered, together with those returned by pupils in Key Stage 2 and staff.

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

- pupils' progress, particularly in Key Stage 2, and the extent to which those in Year 6 are on track to maintain the improvement in test results seen in 2009
- how well the school's view that pupils make outstanding progress in aspects of their personal development is reflected in practice
- the school's evidence to validate its view that it provides outstanding support for vulnerable pupils and those with special educational needs and/or disabilities
- the extent to which leaders use the outcomes of their monitoring to give them an accurate view of the school's performance.

Information about the school

Most pupils at this average-sized primary school are from White British backgrounds. Among minority ethnic groups represented, the largest is of Indian heritage. Few pupils are from families whose home language is not English. The proportion of pupils identified with special educational needs and/or disabilities, in the main relating to moderate learning difficulties or specific learning difficulties (dyslexia), is above the national average. The proportion with a statement of special educational needs is below average. An average proportion of pupils is eligible for free school meals. Children in the Early Years Foundation Stage join the school in the Reception Year. The school hosts the Tiddlywinks pre-school group and an after-school club, which are managed by the governing body. In addition, the local Sure Start Children's Centre is based on the school's campus. Among its awards, the school has Healthy Schools Status and International award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Key to the success of this outstanding school is the high and successful priority given to promoting pupils' personal development. The school is highly inclusive. Pupils of all backgrounds and abilities thrive because they feel extremely safe and well cared for, and they enjoy the rich and exciting range of activities provided for them in and out of lessons. They behave impeccably. The school engages extremely well with parents and carers, who are overwhelmingly supportive. As one put it: 'I believe that the teachers genuinely care about the children and the school. My son is progressing well and responds well to his teacher. The extra activities they offer in addition to the normal curriculum are excellent.' Inspectors agree.

The innovative curriculum places as much emphasis on outdoor learning as it does on work in classrooms. The school's farm is much loved by pupils, who learn enthusiastically and maturely about animal husbandry and food production, as well as tackling the ethical issues surrounding both. This experience makes a very strong contribution to pupils' excellent spiritual, moral and social development. The extensive grounds are used imaginatively to promote learning in more conventional subjects too, which motivates pupils. As a result, they work hard, are keen to please and achieve well. When children first start school, their attainment covers a broad range but, overall, it is below that typically found. They get off to a flying start in the Early Years Foundation Stage and make good progress across the school so that, by Year 6, attainment is above average. Levels are rising, as reflected in the exceptionally high results achieved by Year 6 pupils in 2009. Their work in books and lessons, and the school's assessments of their performance, show that pupils currently in Year 6 are making good progress and are on track to maintain above-average standards. Inspectors looked closely at the learning of potentially vulnerable pupils, and those with special educational needs and/or disabilities, including some with significant needs. This analysis revealed that they make good and, occasionally, exceptional progress - a direct result of the high-quality care and support they receive.

Under the excellent leadership of the headteacher, senior staff have an accurate and perceptive view of the school's performance. They keep a close check on how well all groups of pupils are learning, so that they can provide a boost when necessary. Regular checks are made on the quality of lessons, and tests and other assessments are evaluated thoroughly to identify what can improve. Staff share this drive for improvement and, consequently, pupils benefit from teaching that is consistently good and, occasionally, outstanding. A considerable strength is the way teachers use their on-going assessments to check pupils' understanding and plan their next steps. The accuracy of the school's self-evaluation, the rigour with which staff tackle weaknesses

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and their success in raising attainment show that the school is exceptionally well placed to sustain further improvement. Governors play their part by supporting the school and holding senior leaders to account, although some of their policies are overdue for review.

What does the school need to do to improve further?

- Re-establish, by July 2010, the formal cycle for reviewing policies by governors.

Outcomes for individuals and groups of pupils**1**

Pupils, including those from minority ethnic groups and the few from families whose home language is not English, achieve well and enjoy school very much. National assessments and the work of current pupils show that attainment in Year 2 is above average. Pupils make good progress across the school. Although the school's tracking shows there is some unevenness in Key Stage 2, staff quickly identify any pupil at risk of underachieving and give them the extra help they need. Consequently, the great majority make good progress across the key stage, and this is reflected in lessons and pupils' work. Pupils are invariably keen and eager to learn, work hard and persevere when they find learning difficult. This was seen to great effect in an outstanding mathematics lesson in Year 4, where many pupils experienced great difficulty in grasping the concept of mixed numbers (whole numbers and fractions). A combination of skilful teaching and pupils' determination ensured that pupils of all abilities made great strides in their understanding. As one boy exclaimed, 'Miss, I've got this now!' This is typical of the fortitude displayed by pupils of all ages, and is an important factor in their successful learning. Pupils are actively involved in reviewing their own learning and in making decisions about their next steps. Some pupils have significant special educational needs and/or disabilities. These pupils, those with moderate learning difficulties and pupils with dyslexia, make good progress academically and outstanding progress in their personal development.

Pupils' good progress in the basic skills means that they are well prepared for their future economic well-being. Attendance levels have been broadly average in recent years, but the rate is rising and recent figures show that attendance so far this year is above the national average. Pupils have an excellent understanding of healthy lifestyles, and this is reflected in the school's long-established Healthy Schools status. They develop into mature, well-rounded individuals who make a conscientious contribution to their school community. Pupils contribute to the school's smooth running by joining the school council, acting as playground buddies and helping to run the farm. There are plentiful opportunities, which they readily adopt, for them to contribute further afield, for example by raising funds for local, national and international causes. They have an excellent understanding of a wide range of cultures.

These are the grades for pupils' outcomes

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

How effective is the provision?

Good teaching ensures that pupils of all abilities progress well. A good proportion of outstanding teaching was seen during the inspection, matching the school's own monitoring. Teachers' expectations of what pupils can achieve are high. A considerable strength is the way that teachers keep a check on pupils' understanding during lessons. They pose challenging questions, draw the class together regularly to check on pupils' progress, and use a wide range of strategies to enable them to show what they can do. Misconceptions are soon spotted and dealt with sensitively. Pupils contribute enthusiastically, knowing that their efforts will be valued. Teachers thoughtfully evaluate the success of pupils' learning and use this information systematically to plan the next lesson. Teaching assistants support well during individual and group work although, on a few occasions, their role during whole class sessions is not made sufficiently clear. Staff provide pupils with high quality verbal and written feedback that ensures that pupils have a good understanding of their next steps.

The school's innovative curriculum has received recognition for its work in developing programmes of study for outdoor education with a local university. Extensive and imaginative links are made between subjects so that, for example, when children in the Reception Year learn about 'larger', 'smaller', 'taller' or 'shorter' objects, they enhance their understanding by using their writing, computer and mathematical skills, as well as constructing huge towers in the outdoor area. Similarly, pupils in Years 5 and 6

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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extended their mathematical understanding by carrying out practical calculations on the farm. Enrichment and extra-curricular opportunities are widespread. Provision for music is a considerable strength and the school has a strong and successful track record in inter-school sport.

High-quality care, guidance and support underpin the school's success and ensure that pupils feel safe and valued. Parents and carers agree, one writing, '...with pride after attending my son's parents' evening, I was overjoyed with his progress and how quickly he has calmed his behaviour.' Every step is taken to ensure that pupils, including those who find learning difficult or who are potentially vulnerable, are able to learn in a safe and secure environment. Close checks on pupils' learning ensure that extra support is well targeted, timely and very effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All staff share the headteacher's single-mindedness, drive and ambition to provide the very best for pupils. They go the extra mile to provide high-quality learning experiences, and ensure that all pupils, whatever their backgrounds or abilities, are fully included in school life and are able to succeed. Discrimination of any sort is not tolerated and pupils feel that, were it to occur, it would be tackled swiftly. Governors have a good understanding of their strategic role and have appropriate systems to gather information about the school's performance, which they use to hold senior leaders to account. They generally fulfil their statutory role well, although their system of reviewing and revising policies has slipped recently, when a third of the governing body changed. There are very secure systems to safeguard pupils. Close checks are made on the suitability of adults to work with children, risks are assessed robustly and the security of the school site is reviewed and improved regularly.

The school has established very strong links with parents, and these have a positive impact on pupils' learning and well-being. Staff constantly explore ways of extending and maximising these links, for example through providing family allotment plots or encouraging parents and carers to help with the farm. Relationships are especially productive with parents and carers whose children have special educational needs and/or disabilities. Links with outside agencies are used extremely well to support these and other pupils in need. Support for families is strong, too, and is enhanced by close links with the Sure Start Children's Centre and the work of the family outreach worker.

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The school has a very clear understanding of its own and the local community, and promotes community cohesion extremely well. Impact is evaluated thoughtfully, for example by using information gathered from taking part in a national pilot survey of pupils' perceptions. International links are very strong and are reflected in the school's international award.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The registered childcare provision complies with the requirements for registration. Children in the Tiddlywinks pre-school group enjoy their time very much, learn well and develop confidence and independence. Staff are vigilant of children's differing needs. They provide a broad and interesting range of activities, indoors and outside, and there are good opportunities for children to make choices and decisions for themselves. In the pre-school and Reception class, a close check is kept on children's progress, excellent care is provided, and staff place a high priority on providing a safe and stimulating environment. Children in the Reception Year make excellent progress so that, by the end of the year, the majority reach the goals expected of them. The teacher and support staff work very well together to provide an exciting and imaginative curriculum, and have an excellent understanding of how young children learn. The outdoor area is used exceptionally well to promote children's all-round learning. Their enjoyment of everything they are asked to do is plain to see. They show great maturity in their learning and relationships, concentrate for impressive lengths of time and are eager to succeed. Leadership of the setting is outstanding and works closely with staff at Tiddlywinks. There is smooth transition to the main school for those children who

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transfer. Harmonious links with the other settings from which children arrive ensure that staff receive the information they need to enable each child to settle in quickly and thrive.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Those parents and carers who returned the questionnaire are overwhelmingly positive about the school. Very few disagree with the statements included in the consultation. All indicate that the school keeps their children safe and almost all feel that their children enjoy school, make enough progress and that teaching is good. Inspectors agree with parents' positive views.

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 75 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	61	24	32	2	3	0	0
The school keeps my child safe	42	56	27	36	0	0	0	0
The school informs me about my child's progress	37	49	29	39	5	7	0	0
My child is making enough progress at this school	35	47	33	44	2	3	0	0
The teaching is good at this school	41	55	27	36	2	3	0	0
The school helps me to support my child's learning	39	52	29	39	3	4	0	0
The school helps my child to have a healthy lifestyle	39	52	30	40	3	4	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)	32	43	30	40	2	3	0	0
The school meets my child's particular needs	28	37	41	55	1	1	0	0
The school deals effectively with unacceptable behaviour	33	44	34	45	1	1	2	3
The school takes account of my suggestions and concerns	25	33	40	53	3	4	2	3
The school is led and managed effectively	31	41	34	45	3	4	2	3
Overall, I am happy with my child's experience at this school	40	53	28	37	3	4	0	0

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.



25 March 2010

Dear Pupils

Inspection of Eastfield Primary School, Thurmaston, LE4 8FP

Thank you for the friendly welcome you gave us when we inspected your school recently. A special thank you goes to those of you who met with us to give us your views or who completed the questionnaires. You gave us lots of helpful information. I am writing to tell you what we found out.

Many of you, and your parents, told us how much you enjoy school, and we could see that for ourselves. This is one of the reasons why your school is successful. We were very impressed with the way you always try your best. Your teachers work hard, too. They give you exciting and challenging things to do, and give you the right amount of help when you need it. Your farm is brilliant and we know how much you enjoy and learn from it.

Your school is outstanding. This is because you are making good progress with your work, attaining above-average standards, and you are quickly learning the skills that will help you in the future. You are very thoughtful towards each other and you do a lot to help children who are less fortunate than you. Your behaviour is first-rate and you have an excellent understanding of how to stay safe and healthy. Well done to the school council for your work in helping the school to improve, and to the playground buddies who help to make break-times so enjoyable.

Even though your school is excellent, your headteacher and the other adults are determined it will get even better. They have very good plans, and we have asked them to make sure that they check their policies regularly to make sure all are up to date.

We know you will want to help. The most important thing is to continue to behave brilliantly, work hard and try your best in everything you do. We wish you good luck for the future.

Yours sincerely

Keith Williams

Lead inspector

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