

# Eastfield Primary School

Anlaby Road, Hull, HU4 6DT

**Inspection dates** 17–18 June 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Not previously inspected    |
|--------------------------------|----------------------|-----------------------------|
|                                | This inspection:     | <b>Outstanding</b> <b>1</b> |
| Leadership and management      | Outstanding          | 1                           |
| Behaviour and safety of pupils | Outstanding          | 1                           |
| Quality of teaching            | Outstanding          | 1                           |
| Achievement of pupils          | Outstanding          | 1                           |
| Early years provision          | Good                 | 2                           |

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement is outstanding because all groups of pupils make rapid and consistent progress throughout the school and attain much higher standards, particularly in mathematics and reading, than similar pupils nationally. Mathematics is a strength.
- Progress in writing has improved rapidly over the last year and teacher assessments show that pupils across the school are now attaining much higher standards than similar pupils nationally.
- Pupils make rapid and sustained progress across all subjects because the curriculum is exciting and all adults have very high ambitions for all pupils. Pupils want to do their best and are proud to share their work with others.
- Progress in the early years is good and rapidly improving as a result of outstanding leadership in this area.
- Teachers plan lessons carefully, based on what pupils already know. They ensure that pupils are challenged to try their best. Much of the teaching is outstanding and never less than good.
- Pupils really enjoy learning and talk about lessons and visits confidently and enthusiastically. They enjoy being 'learning buddies' to others and helping them with their work.
- Pupils' behaviour and safety are outstanding. Attitudes to learning are excellent. Pupils know that adults will help to keep them safe, but they also understand their own responsibilities in this.
- The headteacher is ambitious for every pupil in the school. She challenges them continually to do even better. Pupils know that she expects them to do very well. They are inspired and motivated by her confidence in them.
- Senior and middle leaders provide teachers with outstanding support. They work as a team to eliminate any weaknesses and, as a result of this, teaching has improved rapidly.
- Systems for checking on pupils' progress are clear and thorough. Senior leaders have developed their own methods of doing this over the last year. These systems were carefully planned and trialled with two year groups before being used across the school.
- Robust challenge and support have also been provided by the Hull Collaborative Academy Trust, which the school is part of.
- Training for staff is very well planned and the school has worked in successful partnership with other schools in The Trust to provide mutual support and challenge.
- The governing body are determined that the pupils will achieve exceptionally well. They provide strong challenge to the headteacher and hold leaders to account. The Chair of the Governing Body is supported by a very strong team of knowledgeable governors who have a broad range of specialist knowledge.

## Information about this inspection

- Inspectors observed teaching in all classes, visiting lessons or part-lessons, four of which were joint observations with senior leaders. Inspectors also observed break times and listened to pupils reading. Groups of pupils shared their work with inspectors and talked to them about their learning.
- The inspectors held meetings with the headteacher, school staff, groups of pupils, the Chair of the Governing Body and four other governors and two senior members of the Academy Trust.
- To ascertain parents' opinions inspectors took account of 26 responses to the online questionnaire (Parent View) and responses to recent school surveys to which 50% of parents had responded. Inspectors also held brief discussions with parents during the inspection. Information from 44 staff questionnaires was also considered as part of the inspection.
- Inspectors examined a number of school documents. These included information about pupils' progress, school improvement plans, records of teaching over time and minutes from meetings. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

|                              |                      |
|------------------------------|----------------------|
| Karen Foster, Lead inspector | Additional Inspector |
| Barbara Martin               | Additional Inspector |
| Brian Stillings              | Additional Inspector |
| Rajinder Harrison            | Additional Inspector |

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- The majority of pupils are of White British heritage.
- It became a voluntary part of Hull Collaborative Academy Trust with Collingwood, Bellfield, Thoresby, Wansbeck and Dorchester primary schools on 4<sup>th</sup> July 2013. When its predecessor school, Eastfield Primary School was last inspected by Ofsted, it was judged to be good overall.
- The headteacher works closely with the local primary academies and has provided support to other schools within the local authority.
- The headteacher is a local leader of education (LLE). The associate headteacher works within inspection services. There are five specialist leaders of education (SLE); one for early years, two for mathematics, one for literacy and one for business management. The Chair of the Governing Body is a national leader of governance (NLG).
- Children enter school in the Reception Year and start school full time.
- The proportion of disabled pupils and those who have special educational needs is similar to that found in most schools.
- The proportion of pupils eligible for support through the pupil premium is slightly lower than that found in other schools. The pupil premium is additional funding for pupils known to be eligible for free school meals or for children in the care of the local authority.
- The school was awarded the Basic Skills Quality Mark in March 2015 for the fourth consecutive time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Raise attainment in reading and writing in the early years by using assessment to inform planning for progression.
  
- Continue to develop strategies to improve attendance for all groups of pupils.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher and her leadership team have shown great determination and success in driving forward improvements in the school. They work seamlessly as a team to raise and maintain standards and help pupils to become confident and able citizens of the future. Since the school became an academy in July 2013, standards across the school have improved rapidly.
- The headteacher and associate headteacher skilfully use the information on the progress all pupils make to identify further improvements. Through regular support, training and performance management they have increased the proportions of outstanding teaching over time.
- Leaders recognise the need to develop their own skills continually. The headteacher encourages them to make full use of opportunities, both across the academy trust and nationally. The headteacher is a trained local leader in education and five other leaders are trained specialist leaders in education. They have used these skills to improve outcomes for all pupils effectively.
- Performance management is robust and increases in salary link directly to pupil achievement. Professional development is given a very high priority and this has led to further improvements, particularly in writing, in the last year. All teachers know that they are accountable for the progress pupils make and want to do their best to support high achievement for all groups of pupils.
- Leadership of the early years is outstanding and has resulted in rapid improvements to the provision and outcomes for children in the last two years.
- Leaders have exceptionally high aspirations for all pupils and give the pupils confidence in themselves. As a result of this pupils know that to do their best they may need to draft and re-draft work to get it as good as it possibly can be.
- The rich and innovative curriculum inspires pupils and helps them to acquire basic skills rapidly through a broad range of activities. These are supported well with a wide range of extra-curricular activities. Pupils are well prepared for life in modern Britain. This includes homework activities such as drawing images of Britain, for families to work on together. All classes use enterprise skills to promote teamwork, negotiating skills, effective communication and positive attitudes.
- Leaders for mathematics and English work in teams to develop other teachers into future leaders. They know their subjects and the training needs of teachers very well and they provide them with high quality support. They have in-depth knowledge of the progress and achievement of the pupils in the school and that it compares very favourably with all schools nationally.
- Middle leaders are highly effective and support one another as a team. They know pupils very well.
- Pupil premium funding is spent very effectively and leaders at all levels regularly check that it is having maximum impact on closing gaps in achievement for these pupils.
- The school makes excellent use of the primary school sport funding and gives pupils a very wide range of sporting opportunities to participate in. Pupils are very appreciative of this and 68% of them have taken part in competitive sporting events. Parents spoken to at a sporting event during the inspection said that they like to watch and support their children. Many parents attended the event.
- Senior leaders ensure that health education is taught across the curriculum.
- **The governance of the school:**
  - Governors are passionate about the school and provide outstanding support and challenge to school leaders. Records of meetings show that governors ask very searching questions and continually check data and reports from leaders to ensure that pupils continue to achieve very well.
  - The Chair of the Governing Body is a national leader of governance and uses his expertise to guide a highly skilled team of governors. He uses his knowledge of education to work alongside leaders to check that all pupils make outstanding progress and that plans are robust and accurate.
  - Governors know how pupil premium funding has been spent. They know that this has had a very positive impact on the progress and achievement of the pupils eligible for this.
  - Governors are very clear about the links between pay and the performance of staff. They carefully check that targets have been met for all teachers.
  - Safety is a priority since the new build started. This is a point on the agenda for all meetings and governors regularly visit the school to check that procedures to keep children safe are all in place.

### The behaviour and safety of pupils are outstanding

## Behaviour

- The behaviour of pupils is outstanding. In classrooms and around school the behaviour of pupils is excellent. Pupils manage their own behaviour exceptionally well and encourage one another to behave well.
- They move around school calmly, even when not directly supervised. They respond exceedingly well to the trust that school leaders place in them to do this. They speak to adults and to one another very politely.
- In lessons pupils listen attentively to teachers and to other pupils. They respond to instructions quickly. Although pupils in Year 6 have only a few weeks left in their primary school, they talk about how much they enjoy school and how they will miss it as it is 'an amazing experience'.
- Pupils are proud of their school and of their work. They celebrate the successes of one another, for example, in sporting activities they congratulate the winners even when they wanted to win themselves.
- School leaders keep comprehensive logs of incidents. These logs show actions taken to reduce the possibility of further incidents. Logs also show that incidents of unacceptable behaviour are reducing.
- The school employs two well-being workers to ensure that pupils with a range of difficulties are supported sensitively so that they can continue to learn effectively in class. They talk to pupils outside and sometimes visit families at home. Parents are full of praise for this support; for example, a parent wrote a very long letter of thanks for the outstanding support provided for a pupil who had suffered a bereavement.
- Pupils have great empathy for others and understand that there are times that others misbehave or are less patient because they are worried about something. Pupils use their well-developed communication skills to discuss anxieties or to reassure their peers where needed.
- Parents and staff are almost all very positive about behaviour and say children feel very safe in school. One pupil commented that 'every day when I wake up I look forward to school'.
- All pupils spoken to during the inspection said how much they enjoyed school. They take pride in their work and their appearance and look after school resources well. Premises staff look after the building well, despite the difficulties associated with maintaining a very old building that is soon to be demolished.
- There have been no exclusions and pupils with potentially challenging behaviour are supported very well by the school and through additional advice from outside agencies. The school is highly successful with pupils who have found it difficult to manage their behaviour in other settings. This is as a result of the care, guidance and careful planning for vulnerable children and a resolute determination that they will be successful.
- Attendance is similar to that of other schools nationally, despite the support provided to families. Most of the absence is as a result of parents taking holidays in term time.

## Safety

- The school's work to keep pupils safe and secure is outstanding. There are excellent systems and routines in place to keep pupils safe.
- In a very recent major incident, just outside the school site, all pupils were required to evacuate the building and relocate to another school over a mile away. Systems and routines are so well established that this happened very quickly and adults and pupils evacuated promptly and sensibly.
- All pupils spoken to during the inspection were very clear about their roles and responsibilities for keeping themselves safe during the building of their new school. Additional staffing is in place during this time to make sure that pupils are never put at risk. Security and safety are given an exceptionally high priority by school staff and by building personnel.
- Pupils are well informed about different types of bullying and racism and say this is very rare. If there are any problems, they say adults help them to sort them out quickly. Behaviour buddies help others to sort out arguments and although they know they can ask adults for help if they need it, they say that this rarely happens as most arguments are minor. Although two parents raised concerns on the online questionnaire (Parent View), all parents spoken to during the inspection agreed with pupils and said they had no concerns about bullying.
- Pupils have regular lessons on how to keep safe on the internet. They know what they should do if they have concerns. They have trained e-safety buddies. Information to help parents is available on the school website.

**The quality of teaching****is outstanding**

- Teaching is always at least good and often outstanding. As a result all pupils, including those with disabilities and special educational needs, and those eligible for free school meals, make rapid progress throughout the school.
- Teachers set consistently high expectations of themselves and the pupils. They use the outstanding curriculum alongside their robust ways of checking on the progress all pupils make in basic skills to ensure that each pupil is working as well as they can.
- The teaching of reading, writing and mathematics is highly effective. Pupils have a love of reading. Three Year 2 pupils enjoyed a debate about whether fiction or non-fiction books were better. The pupils put forward very good arguments to support their reasoning and listened carefully to one another. At the end they agreed that there were positive features about both, but still held their views on their own preferences.
- The teaching of spelling and the sounds that letters make on their own or as groups of letters is well planned and in early years and Key Stage 1 pupils work in smaller groups so that they can be challenged to do their best. Teachers have very good subject knowledge and make sure that all pupils can repeat sounds accurately. Pupils use this knowledge to help them in their reading. By the end of Year 6 pupils are able to spell and read very efficiently.
- Almost all parents who expressed an opinion agree that their child is taught well, makes good progress and has appropriate homework.
- The quality of pupils' written work is at least good and often outstanding. This has improved rapidly over the last year as a result of school leaders identifying this as an area to develop. Pupils enjoy drafting and re-drafting their work to reach a level they are proud of. One pupil said that she wanted to do her best with a recent piece of work, because she wanted to show the teacher how much she had learnt over the last few months.
- Mathematics is taught very well across the curriculum. This links effectively with pupils' work on enterprise skills. Pupils were keen to share with inspectors how they had raised money for their class. In a Year 4 class they were putting on a film premiere of their own class film. Pupils had designed posters and tickets and were writing to persuade people to attend the screening. They knew that the more people who attended the more money they would make for their class. They were all excited and highly motivated by this.
- Marking and feedback is helpful, particularly in written work. Pupils can explain fully the policy for this and there is evidence that they respond to suggestions from the teacher. They are keen to read comments from adults as they know these will help them to do even better next time. They challenge themselves to improve in the next lesson.

**The achievement of pupils****is outstanding**

- Pupils make excellent progress across the curriculum. They are very well prepared for the next stage of their education. In Year 6 pupils say that although they do not want to leave the school, they are ready for high school and looking forward to the challenge of new learning.
- Pupils of all abilities make good or outstanding progress across the school in reading, writing, speaking and listening and mathematics. Adults plan lessons carefully, based on what they know pupils can already do and this has contributed to the outstanding achievements in all subjects.
- Children now start school in the early years with knowledge and skills just below those typical for their age. This is an improving trend, as at the time of the inspection of the previous school, children were entering school with knowledge and skills well below. In 2015 they are leaving the early years with skills just above those expected.
- In 2013 and 2014 the proportion who reached the expected standard in the Year 1 national phonics check was above average. This trend is expected to continue this year. Additional support is in place for pupils not reaching the required level.
- Achievement in Key Stage 1 is in line with pupils nationally and improving for reading, writing and mathematics.
- In Key Stage 2 achievement in the last two years has been above that of other schools in writing and significantly above in reading, grammar, punctuation and spelling and mathematics. Predictions for 2015 show that achievement is likely to be improved in all subjects.
- Disabled pupils and those who have special educational needs make at least good progress in reading, writing and mathematics. They are supported well by the leader for this area. Although she is new in post,



time was provided to shadow the previous leader before she retired. Support is also provided through the Academy Trust.

- Disadvantaged pupils supported through the pupil premium funding catch up with other pupils in the school as they move through each year group. By the time they leave Year 6 there are no gaps between the achievement of these pupils and all pupils nationally. This is as a result of effective use of the pupil premium funding and continual close monitoring by governors and senior leaders.
- The most able pupils are making outstanding progress. Provisional school assessments for the end of 2015 show that increasing numbers of pupils are being identified as working at levels well above those which would be expected for their age. This evidence covers all year groups within the school and is as a result of leaders challenging staff and pupils to achieve even more than they have done previously and stretch themselves to the limit. By the end of Key Stage 2 higher proportions are now working at Level 6.

### The early years provision

is good

- All groups of children make good progress from their individual starting points. When children enter the school they have knowledge and skills which are just below those typically expected for their age. This starting point has improved in recent years as pupils currently in Key Stage 2 started the school in the early years with skills well below those typically expected for their age.
- Progress is good and rapidly improving under the outstanding leadership of the early years leader. She is enthusiastic, skilled and determined that the provision will soon be enabling more children to make outstanding progress.
- Achievement in the early years has improved rapidly each year since 2013. In 2013 achievement at the end of the early years was well below that expected for children of that age. In 2014 it was below. In 2015 it is just above that typically expected for their age when compared with 2014 national data.
- Adults check what children can do when they start school, continue to check throughout the year and then again at the end to see how well they have achieved. The accuracy of these checks has been confirmed by other schools in the trust and by the local authority. Both agree that the school has an accurate picture of what each child can do.
- Parents of children in the early years spoken to by inspectors agreed that their children are doing well and have grown in confidence since they started school. Parents feel very supported by the staff. They agree that children settled into school very quickly at the beginning of the year and are very happy there.
- Children enter the school with particularly low skills in understanding the world and reading and writing. Additional support and opportunities have been planned to support progression in these areas and data show that this is having a good impact. Staff have been trained to work with children on speech and language skills. As a result, children are confident speakers and have a good vocabulary.
- When children have opportunities to choose their activities the adults observe them carefully and guide their learning through skilful questioning. Every activity is exciting and all areas entice boys and girls to use them. Children were observed climbing into the cosy reading den and looking through the books on offer. They enjoyed the real-life shop where they could purchase Father's Day gifts.
- The children get on well together and play and learn happily together. Boys and girls help one another when they need it. They enjoy sitting in pairs reading to one another.
- There is a high focus on basic skills. There are very many examples of writing across the curriculum and teachers have high expectations of letter formation, spelling and punctuation. Creative writing is developed well in storytelling.
- Transition arrangements are effective. During the inspection a group of children visited the reception class. The children welcomed them and were very proud to show them their classroom and enjoyed sharing their activities with them. When children enter Year 1 they are well prepared for their next stage of their education. Teachers have time to get to know the children before September and the leaders make sure that information on what children can already do is shared with the next teacher.
- Children enjoy physical activities. A wide range of these is planned. Pupils enjoyed being outside making sounds with their musical instruments and also being inside using scissors to cut carefully.
- Children are kept safe and quickly learn how to keep themselves safe. Adults only need to give gentle reminders as children know routines well. One child wanted to ask the teacher a question and the teacher asked what she needed to do first. The child quickly realised she was still holding scissors and put them down before continuing.

## What inspection judgements mean

| School | Grade   | Judgement            | Description  |
|--------|---------|----------------------|--|
|        | Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
|        | Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
|        | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
|        | Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |



## School details

|                                |                            |
|--------------------------------|----------------------------|
| <b>Unique reference number</b> | 139850                     |
| <b>Local authority</b>         | Kingston upon Hull City of |
| <b>Inspection number</b>       | 449966                     |

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

|  |                            |
|--|----------------------------|
| <b>Type of school</b>                      | Primary                    |
| <b>School category</b>                     | Academy converter          |
| <b>Age range of pupils</b>                 | 4–11                       |
| <b>Gender of pupils</b>                    | Mixed                      |
| <b>Number of pupils on the school roll</b> | 617                        |
| <b>Appropriate authority</b>               | The governing body         |
| <b>Chair</b>                               | Graham Wilson              |
| <b>Headteacher</b>                         | Katie Beal                 |
| <b>Date of previous school inspection</b>  | Not previously inspected   |
| <b>Telephone number</b>                    | 01482 351150               |
| <b>Fax number</b>                          | 01482 351002               |
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