



Eastfield Primary School

Inspection Report

Unique Reference Number 117772
Local Authority Kingston-upon-Hull
Inspection number 290924
Inspection dates 6–7 March 2007
Reporting inspector June Tracey

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

Type of school	Primary	School address	Anlaby Road
School category	Community		Hull
Age range of pupils	4–11		HU4 6DT
Gender of pupils	Mixed	Telephone number	01482 351150
Number on roll (school)	649	Fax number	01482 351002
Appropriate authority	The governing body	Chair	Rev Simon Elliott
		Headteacher	Mrs Katie Beal
Date of previous school inspection	1 June 2001		

Age group 4–11	Inspection dates 6–7 March 2007	Inspection number 290924
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a much larger than average sized primary school serving an inner city area in Hull. A substantial and increasing number of pupils come from disadvantaged areas beyond the immediate catchment of the school. Almost all pupils are of White British heritage. None is at the early stage of learning English. The proportion of pupils with learning difficulties and disabilities is above average. The school holds the Basic Skills Quality Mark. Pupils in Year 6 are taught in a separate building shared with adult learning education. Facilities for pre-school and before and after-school care are provided on-site by independent providers. The school does not have a nursery. Children's skills on admission to the Reception class are well below average, especially in language and communication.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Eastfield is a good school that provides well for all its pupils. It is well organised with effective management systems and dedicated teachers that make pupils feel secure and involved in the life of the school. The harmonious and calm atmosphere contributes to pupils' good personal development. Pupils behave well and say that they enjoy school. Despite being such a very large school, pupils' individuality is recognised and built upon. By the time they leave the school, pupils are confident and articulate young people who know what they want out of life.

Children settle well into routines when they start in the Foundation Stage. They gain in confidence through learning to express themselves in a meaningful way because the provision is good and sympathetic to their exact needs. By the time pupils are 11, standards are broadly average. Pupils make good progress overall. Although they achieve well in their journey through the school, higher ability pupils could achieve more. The recently introduced whole-school assessment procedures are very effective in identifying pupils who are not making the expected progress. This enables action to be taken quickly before pupils lose ground in their learning. Pupils' assessment of their own work is making a valuable contribution to the process because they share with the teacher their own perceptions of what they can and cannot do. The school has records to show that this, along with good teaching is leading to improvement in boys' achievement and writing, both of which are targeted in the school's action plan.

The curriculum provides well for pupils of all abilities and backgrounds. Opportunities to transfer and extend skills to other subjects are sometimes missed, however, because there is no whole-school structure to promote cross-curricular links. Provision for pupils with learning difficulties and disabilities is very good; it is the most significant factor contributing to their good progress. The curriculum is enriched by a wide range of activities and opportunities that broaden pupils' horizons, such as through links with colleges and the university. Pupils enjoy testing out their entrepreneurial skills through mini-enterprise schemes that include budgeting and acceptance of responsibility. The school actively seeks to encourage pupils to lead a healthy lifestyle. Pupils join in physical activities heartily at the beginning of the day.

The school is well led and managed by the headteacher and governors. Recent changes in the management structure are capitalising on the vast range of expertise in the school. The school knows itself well and is driven by a desire to raise standards further. There is good capacity for further improvement. Parents appreciate the well-structured approach to the smooth running of the school but some feel that there are not enough opportunities to talk to the leadership team and other teachers informally, for example, at the beginning and the end of the school day.

What the school should do to improve further

- Raise further the achievement of higher ability pupils.

- Plan for cross-curricular links between subjects to enable pupils to deepen their understanding of interconnected events and to extend the use of literacy, numeracy and information and communication technology (ICT) skills to other subjects.

Achievement and standards

Grade: 2

Pupils achieve well overall. Standards are broadly average in Year 6, which represents good progress, taking into account the above average proportion of pupils with learning difficulties and disabilities in many year groups. There is a declining trend in children's skills on entry to the Foundation Stage. They make good progress from their starting points but attainment is still below that of most children of similar age at the end of the Reception year. Evidence from the inspection indicates that standards are slightly below those expected for pupils' age in Year 2. Pupils make good progress overall in each key stage but the most able pupils could achieve more. Records show that in recent years progress in Key Stage 2 has been more rapid in Year 6 than in other year groups. This is no longer the case because new assessment procedures are finely tuned to identify, challenge and support pupils who are not making the expected progress during each year. Pupils' results in national tests taken in Years 2 and 6 in 2006 were similar to standards seen during the inspection. In Year 6, the proportion of pupils reaching the expected level for their age met the school's targets; they were similar to the national averages in English, mathematics and science. Smaller proportions than found nationally exceeded this level.

The school identified the need to improve boys' achievement and pupils' writing. Evidence from the inspection indicates that the action taken is having a positive impact. More able pupils are being challenged but they could still achieve more.

Personal development and well-being

Grade: 2

Pupils' personal development is good, as is their spiritual, moral, social, and cultural development. Pupils are sensitive to the needs of others and know that a happy community is one where everyone is respectful and kind to each other. They gain confidence and knowledge of the world through a wide range of experiences that engage them in discussion and practical activities that fire their imagination and creativity. Behaviour is good in lessons and about the school. Pupils are polite and courteous. They work well together, sharing what they know and taking account of each other's views. Attendance is broadly average compared with other schools.

Pupils know how to keep themselves safe and healthy, which has earned them the Healthy Schools Award and the Active Mark for physical education. Pupils accept their share of responsibility; for example, by acting as 'buddies' at playtimes. They are prepared well for their future well-being through the persistent emphasis on the use of literacy, numeracy and ICT skills and opportunities for involvement in enterprising initiatives. A typical example is their understanding of the importance of stock control

in the school stationery shop and its impact on profits. Members of the school council take their responsibilities seriously and are proud of the influence they have on decisions that affect their school life. They enjoy managing a small budget.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Consequently most pupils, including those with learning difficulties and disabilities, make good progress. Teachers plan enjoyable, interesting lessons, which operate at a pace that sustains pupils' interest and motivation. High expectations and good relationships contribute to pupils' eagerness to learn and to their good behaviour. Teachers encourage pupils' independence in thought, oral and written work. Assessment is used well to inform and modify planning but the quality of marking is inconsistent so some pupils are not always sure how their work could be improved. Pupils gain satisfaction from participating in the assessment of their own learning. They view the attainment of the next target as a challenge, which acts as a motivating factor. Detailed tracking of each pupil's progress enables teachers to match individual needs with appropriate tasks. Teaching assistants are a well-established and integral part of the teaching team that supports pupils of all abilities well throughout the school.

The quality of teaching and learning is positively influenced by regular professional development that is closely related to priorities identified through the school's self-evaluation procedures. The next stage is to plan for closer links between the teaching of different subjects to provide more opportunities for pupils to practise and apply their skills in wider contexts.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that meets the needs of all pupils. The quality of provision in the Foundation Stage is good. In Key Stages 1 and 2, much time is given over to the teaching of literacy and numeracy. The overuse of worksheets in some subjects however, limits the opportunities for pupils to extend their independent writing skills and to take responsibility for organizing their own work. Pupils are guided well in their academic work. Good provision is made for pupils with learning difficulties and disabilities. They are happy and well integrated into mainstream classes and benefit enormously from complementary work in individual or small group sessions. The very good provision for personal development successfully promotes pupils' good understanding of citizenship, staying safe and keeping healthy. The daily 'Activate' programme for all pupils, the lunchtime 'Huff and Puff' activities and the exceptional range of sporting opportunities contribute well to this, as does the wide variety of clubs, visits and visitors. Pupils particularly enjoy the special themed work such as World Book Day and World Week because they make learning meaningful and exciting.

Care, guidance and support

Grade: 2

Pupils are very well cared for and supported in a safe and secure learning environment from the time they start school in the Foundation Stage to the time that they leave. Every pupil is treated as an individual so that, whatever their circumstances, their specific needs at any time in their school life are known and attended to. Relationships are good and pupils say they feel comfortable in talking to adults about any worries or concerns. Child protection and all other checks to safeguard pupils' health, safety and well being are securely in place. Pupils with learning difficulties and disabilities are very well supported. The school works in very close partnership with outside agencies, which provide further valuable support when needed. As a result, these pupils make good progress towards the targets in their individual education plans. The recently introduced system for guiding pupils in their academic work is effective. It has the potential to raise standards further but has not been in place long enough to test out its full impact on results in national tests.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior managers provide strong leadership that is embracing new initiatives and driving the school forward. Teachers are dedicated, enthusiastic and forward-looking. They have created a caring and nurturing environment in which every child has the opportunity to thrive and grow in maturity. Changes to the organisation, systems and teaching styles have been managed carefully in response to accurate self-evaluation of the school's work. There has been good improvement since the previous inspection; for example, in procedures to track pupils' progress and to involve them in their own learning. Teachers and teaching assistants are deployed very effectively. The restructured roles of senior and middle managers are making them more accountable for planning and standards in their areas of responsibility. It is too early for the full impact of the school's work on priorities for improvement to be reflected in pupils' results in national tests.

Parents are supportive of the school's care and support for their children. They value the quick response to any specific concerns. The governors fulfil their responsibilities well. They are knowledgeable about the school's performance and challenges for the future, such as the changing profile of the children joining the school.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Eastfield Primary School

Anlaby Road

Hull

HU4 6DT

8 March 2007

Dear Pupils,

Thank you for your welcome and for talking to us so freely. We think Eastfield is a good school. Judging by what you told us you feel safe in school and value the opportunities that it provides.

We were impressed by what we saw, by your behaviour and your understanding of how it and your attitudes affect the well-being and happiness of everyone else in the school. The school council told us a lot about how each of you can influence decisions that affect your everyday life in school. You are learning successfully that compromises are sometimes necessary when everyone does not want the same thing. We think that you are growing up to understand that more and more is expected of you as you get older. Year 6, you showed us how well you have adapted to this challenge.

We were pleased to see that you understand the importance of a healthy lifestyle. You really seem to be enjoying your physical activity sessions in the mornings. In fact, we wished we could have joined in! The new assessment procedures for tracking how well you are doing and whether you are making enough progress seem to be helping you to know where you are up to and what you can do to improve further. This is good; it will help you to reach your targets. In the past, the boys have not always achieved as well as the girls but from what we saw in lessons it looks as though the boys are catching up. The main weakness for most of you is in your writing. Your teachers are working hard to get you to improve its accuracy, content and presentation. There are signs that it is getting better but you cannot afford to relax your efforts if you are to achieve as well as you can. Some of you are capable of achieving higher standards of work.

A few of you told us that you would like more variation in the timetable, for example, by sometimes doing subjects other than English and mathematics in the mornings. We have mentioned this to your teachers and asked the school to consider linking subjects together more so that you can transfer skills from one to another.

Thank you once again for your welcome and courtesy during the inspection. You have a lot going for you in your school. Make the most of what is offered.

Yours sincerely

June Tracey

Lead inspector