

Eastfield Primary School

Inspection report

Unique Reference Number	117772
Local Authority	Kingston upon Hull City of
Inspection number	339073
Inspection dates	11–12 January 2010
Reporting inspector	Roger Sadler

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	624
Appropriate authority	The governing body
Chair	Rev Simon Elliott
Headteacher	Mrs Katie Beal
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons; analysed pupils' work, especially in writing and mathematics; and held meetings with governors, staff and groups of pupils. They observed the school's work, including at assembly and play times; and looked at pupils' work and records from the current and previous academic years. School documents, including the school improvement plan and pupils' safeguarding procedures and records, were evaluated. Inspectors analysed 105 questionnaires returned by parents and carers, 96 from pupils and five from staff.

- how effectively staff are working to raise standards and improve achievement, especially that of higher-attaining pupils
- how effectively assessment is used to promote learning
- how effectively and to what effect leadership roles are shared throughout this large school.

Information about the school

This very large school is situated on the south west side of the city of Hull. An average proportion of pupils are entitled to free school meals. Most pupils are of White British heritage and few pupils are from families where English is believed not to be the home language. The proportion of pupils with special educational needs and/or disabilities is similar to that in most schools. Early Years Foundation Stage education is provided in three Reception classes which children can join full time from the beginning of the school year following their fourth birthday. Child care before and after school and in holidays, a breakfast club and learning opportunities for families are available and this provision was inspected separately. Since the previous inspection, the school has received the Basic Skills Quality Mark, the Healthy Schools Award and the Activemark for physical education (PE).

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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils, and parents and carers, agree that this is a good school. Many pupils enter Reception with skills below the levels expected for their age. Attainment is rising throughout the school. Standards are broadly average by Year 2 and national assessments for the last two years indicate that pupils left Year 6 with above average attainment. Although more-able pupils mostly make good progress during whole-class lessons, they make a little less progress than other pupils because they occasionally find the whole-class input and the work they are given too easy. Consequently, the proportion of pupils who attain higher levels in national assessments in Year 2 and in Year 6 is broadly average. Pupils with special educational needs and/or disabilities make good progress due to good-quality provision. Teaching is good and staff are especially effective at promoting excellent relationships and positive attitudes to learning. In some classes pupils are unclear about the next steps in their learning, often because their targets or the criteria used to assess their work are expressed in language they find difficult to understand. In addition, although good in some classes, marking does not consistently provide pupils with clear guidance on how to improve their work.

Excellent care, guidance and support result in first-rate relationships throughout this very happy school. Many pupils, and parents and carers, speak very highly of teachers and the school. A number of aspects of pupils' personal development and well-being are outstanding. For example, pupils feel very safe and secure, act with great consideration for the safety of others and have a very clear understanding of how to lead a healthy life. Their excellent behaviour is a credit to the school and their families and is a key reason why pupils make good progress and achieve well. Pupils also make a particularly strong contribution to supporting the school community.

The headteacher, working closely with the deputy headteacher, provides a very clear vision for the school and has united other leaders and staff in the aim for continual improvement. The school has formed excellent partnerships with key organisations such as the pre-school settings, local businesses, sporting organisations and support services for vulnerable pupils. Monitoring and evaluation are rigorous and systematic and operate in a well-established and comprehensive cycle. Findings from the accurate self-evaluation are appropriately used to shape the direction of the school improvement plan and school improvement activities such as staff training and coaching. Leaders have been particularly successful in ensuring that all teachers know exactly which pupils are at risk of underachieving and carefully tailored additional programmes are provided for these pupils. These factors and the rising standards indicate that the school has a good capacity to continue to improve in the future.

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What does the school need to do to improve further?

- Increase the proportion of pupils attaining higher levels in national assessments by ensuring that higher-attaining pupils are fully challenged and supported, especially during whole-class lessons.
- Ensure that pupils throughout the school are helped to understand where and how to improve particular aspects of their work by:
 - - ensuring that pupils' targets and the criteria by which their work will be assessed are expressed in language that they fully understand
 - - ensuring that teachers' marking of work in all classes shows them how to improve.

Outcomes for individuals and groups of pupils

2

Pupils achieve well throughout the school and standards are above average by Year 6. This is because the school's positive ethos and excellent relationships result in pupils enjoying learning. It is also because the school very closely monitors the progress of each individual and ensures that potential underachievement is effectively addressed. The achievement and progress of pupils with special educational needs and/or disabilities is good due to consistently good-quality provision for these pupils. Although higher-attaining pupils make good progress, a few do not do quite as well as they could as they are not consistently provided with more demanding work. Pupils are confident and articulate in speaking by the time they reach the older classes because, throughout the school, they are given frequent opportunities to hold discussions in lessons in small groups or in pairs. This practice also often deepens their understanding and supports their progress in other subjects, such as writing and mathematics. Standards in reading are rising due to good-quality daily teaching of letters and sounds in younger classes and effective daily guided reading sessions in older classes.

Pupils have a very clear understanding of the difference between right and wrong and are polite and mature for their age. Older pupils are rightly proud of the extensive contribution they make to the school community. They take the jobs and additional responsibilities they are appointed to, following formal application and interview, very seriously. They have a good understanding of a healthy diet and take regular exercise, for example in physical education lessons, twice-daily class exercise sessions and in after-school activities. Their understanding of health matters have been strongly promoted by such initiatives as work towards the Healthy Schools Award and Activemark and the excellent sports partnerships the school has established. Pupils enjoy school and most arrive punctually, attend regularly and respond well to the school's effective and improving procedures to encourage and assure good attendance. However, rates of attendance are only average because of a higher than typical level of absence due to illness. The school is aware of the need to improve pupils' knowledge of the cultural diversity of modern Britain. Their above average basic skills and strong personal development provide them with a good preparation for the next stage of education and the world of work beyond.

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These are the grades for pupils' outcomes

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	2

How effective is the provision?

High expectations of behaviour, strong relationships, interesting resources and ideas all help pupils develop very positive attitudes to learning. Whole-class teaching, based on consistently good subject knowledge, is invariably clear and interesting; additional impact is provided by teachers' effective use of interactive whiteboards. Although teaching assistants make a good contribution to pupils' progress when they are working in groups, they are sometimes passive and under-deployed in whole-class lessons. Some aspects of the use of assessment are very strong, for example each teacher is very clear about the level at which each pupil is working and where individuals need to improve. Pupils themselves are much less clear about the next stage in their learning because targets are expressed in language that they find difficult to understand and remember. Marking provides clear guidance for learning in some classes, but this is not consistently effective. Pupils are often given checklists or criteria to help them assess their work, but these are sometimes too complicated to have real impact on pupils' learning.

As reflected in the award of the Basic Skills Quality Mark, the curriculum gives

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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appropriately strong emphasis to developing pupils' basic skills, resulting in their good progress in reading, writing and mathematics. The curriculum is mostly modified well to meet the learning needs of pupils. It is strongly adapted to meet the needs of pupils with special educational needs and/or disabilities and those at risk of not attaining the standards expected for their ages, but is a little less well suited to providing additional challenge for more-able pupils. The school has a good range and take-up of interesting clubs and activities which contribute to pupils' social development. Pupils enjoy the learning opportunities available to them, such as the modern foreign language lessons. Starting points for units of work are often stimulating, exciting and relevant. For example, work on the history of Hull is promoting keen interest and excellent concentration in lessons. The curriculum to develop pupils' personal skills is strong and results in aspects of pupils' personal development being outstanding.

Pupils are treated with great sensitivity and respect, helping them to grow in confidence as they mature. Excellent care ensures that the needs of all pupils, including potentially vulnerable pupils and those with special educational needs and/or disabilities are identified early. Staff work very effectively with families and other professionals to ensure that pupils' needs are fully met.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and deputy headteacher have earned the respect and trust of staff, pupils, governors, and parents and carers and have been successful in developing the leadership roles of others. Careful analysis of pupils' current and past progress ensures that any emerging patterns in their academic or personal development are promptly tackled. All staff take their share of responsibility for the overall development of each pupil as individuals progress through the school. The school places appropriate emphasis on ensuring equality of opportunity and sets ambitious targets for all pupils. Targets for the proportion of pupils who will reach nationally expected standards in mathematics and English and for the rates of progress that pupils make are particularly ambitious. Targets for how many pupils should exceed levels expected for their ages are a little less demanding. Procedures for safeguarding pupils are rigorous and fully meet current requirements. Partnerships with other organisations, such as support agencies for vulnerable pupils, are excellent and these have a positive effect on pupils' progress and well-being. Because governors receive high-quality information from senior leaders they

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have a clear idea of the school's strengths and where further improvement is needed. This information also enables them to ask searching questions that challenge the school to improve. The school has recently audited the way that it contributes to community cohesion. It is aware that the school itself is a very cohesive community and that the school has strong links with the local community. It is also aware that a clear plan is needed to develop some aspects of community cohesion, especially pupils' knowledge of other cultures in modern Britain. The school also appropriately plans to build on its recent link with a school in Tanzania to improve pupils' understanding of international and global issues.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

From below expected levels of development on entry to Reception, children make good progress and achieve well due to strong induction arrangements, good-quality provision and good links with parents and carers. By the end of Reception, many children meet the levels of development expected for their age and reach average standards. They are encouraged to grow in independence and are sensitively and effectively prepared for more formal learning as they grow older. Their social development is especially good and their behaviour exemplary. However, children's knowledge and understanding of the world and aspects of boys' language development remain below expected levels.

Children enjoy taking part in a great variety of interesting and challenging activities, some of their own choosing and some led by staff. All adults continually assess each child's personal and academic development but do not always use this information to

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modify planning and activities so that provision fully meets the differing needs of children. Teaching and learning is especially focused on children's personal, social and physical skills and it is in these key aspects that they make the most progress. Vulnerable pupils are promptly identified and the school works closely with parents and carers, and outside support agencies, to ensure excellent care and support. Classrooms are well equipped and the outdoor provision is particularly good, but outdoor areas are sometimes not used in inclement weather.

Leadership and management are good. Staff have a common sense of purpose, hold high expectations and have a clear and accurate view of where further improvements are needed. Child safeguarding procedures are fully effective. Parents and carers are welcomed and actively encouraged to share and contribute to their children's development. Parents and carers speak highly of staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are almost unanimously supportive of the school. The vast majority of their comments and their oral reports to inspectors indicated that they were confident that their children were well taught, happy in school and that the school met their children's needs so that they were making good progress. Parents and carers were particularly appreciative of the quality of care and support provided. Parents and carers of Reception children were particularly strongly supportive. There was no clear pattern in parents' and carers' views of which particular aspects of the school's work they were not fully satisfied with.

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 105 completed questionnaires by the end of the on-site inspection. In total, there are 624 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	59	39	37	4	4	0	0
The school keeps my child safe	54	51	50	48	1	1	0	0
The school informs me about my child's progress	34	32	57	54	12	11	0	0
My child is making enough progress at this school	44	42	54	51	7	7	0	0
The teaching is good at this school	47	45	55	52	3	3	0	0
The school helps me to support my child's learning	38	36	51	49	12	11	1	1
The school helps my child to have a healthy lifestyle	43	41	53	50	6	6	2	2
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	34	47	45	8	8	0	0
The school meets my child's particular needs	38	36	59	56	3	3	1	1
The school deals effectively with unacceptable behaviour	29	28	54	51	14	13	1	1
The school takes account of my suggestions and concerns	33	31	54	51	11	10	2	2
The school is led and managed effectively	41	39	55	52	5	5	2	2
Overall, I am happy with my child's experience at this school	50	48	51	49	3	3	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.



13 January 2010

Dear Pupils

Inspection of Eastfield Primary School, Hull, HU4 6DT

Thank you all for making us welcome when we inspected your school and for completing the pre-inspection questionnaire. We enjoyed our visit and would like to give special thanks to those who talked to us about school life during their lunchtime and after play on the second day of the inspection. Yours is a good school and we found it to be a very happy place where people get on very well and treat each other with great respect. You make good progress in your work. New children in Reception are helped to settle in quickly and are soon on the way to learning to read, write and count. Those who find learning difficult are given extra help so that they also make good progress.

Your behaviour is excellent. You clearly feel very safe in school and know that adults look after you well. Many older pupils apply for, and are appointed to, special responsibilities which are taken very seriously. Both you and many parents and carers reported that you regard your school highly and appreciate the work of the staff. We saw that you enjoy school life and most of you attend regularly.

Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help more of you, especially those who find learning easier, always to do their very best work
- help you understand how to improve your work.

For your part, you can try and remember the targets you are given to help you improve your work.

Yours sincerely

Roger Sadler

Lead inspector

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