

Earlswood Infant and Nursery School

St John's Road, Redhill, RH1 6DZ

Inspection dates 21–22 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children have a good start to school life and make good progress in Nursery and Reception.
- Good progress continues in Years 1 and 2 and standards by the end of Year 2 are usually above average in reading, writing and mathematics.
- Pupils benefit from good teaching across the school.
- Leaders and staff have created a positive atmosphere and a stimulating environment where pupils learn and develop.
- Pupils show a keen interest in their learning and participate well in the activities provided.
- Behaviour is good in lessons and in other parts of the school.
- There are good procedures to make sure that pupils are safe. Pupils say they are safe and very well looked after by staff.
- Pupils make good gains in their spiritual, moral, social and cultural development.
- The executive headteacher provides good leadership in promoting pupils' achievement and developing teaching. She is well supported by other senior leaders, subject leaders and staff.
- Governors work well to support the school.
- The school works well in partnership with its federated school, sharing leadership skills and staff expertise.
- Parents and carers hold very positive views about the care and education provided for their children.

It is not yet an outstanding school because:

- There is not enough outstanding teaching. Occasionally in lessons, work is not at the right level of difficulty for different groups of pupils.
- In a few lessons, pupils are not entirely clear about what they are expected to learn.
- Some boys in Reception do not do as well as the girls, especially in language and literacy.

Information about this inspection

- The inspectors observed teaching and learning in 20 lessons. Some of these were seen jointly with the executive headteacher and senior staff.
- Discussions were held with the executive headteacher, staff, a representative from the local authority, governors and pupils.
- The inspection team took account of 106 responses to the online survey, Parent View.
- Questionnaires from 32 members of staff were analysed.
- The inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work, safeguarding procedures and the school's development planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Fatiha Maitland

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized infant school.
- Nearly two thirds of the pupil population are White British. Pupils come from a range of other ethnic heritages, including Any Other White background, Indian and Pakistani.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported through school action plus or with a statement of special educational needs is average.
- A below-average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The school is part of a federation with Earlswood Junior School. There is an executive headteacher for the two schools and one governing body.
- The executive headteacher took up her post in April 2014. She was previously an associate headteacher of the two schools.

What does the school need to do to improve further?

- Improve teaching and learning so that more is outstanding by:
 - ensuring that pupils always know what they are expected to learn
 - making sure that work is always set at the right level of difficulty for different groups of pupils.
- Build on the current work to increase the progress of some boys in Reception, particularly in language and literacy.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with a range of knowledge, understanding and skills, but their overall attainment on entry is broadly as expected for their age. In Nursery and Reception, children make good progress because of effective teaching.
- In the Nursery, children are excited about their learning. They listened carefully to a space story read to them. Children acquired new vocabulary and they applied words such as astronaut, alien, gravity and rocket in talking about their learning. Children showed a good knowledge and understanding of different planets and spacecraft. They successfully set the direction for small programmable floor devices.
- Children in Reception also learn well and make good progress. They showed good knowledge and understanding of the life cycle of a butterfly. They identified stages of eggs, caterpillars and chrysalis and experimented with colours to produce vivid pictures of butterflies. Children's writing in Reception is developing well. However, the attainment of some boys is lower than the girls', particularly in the areas of language and literacy. Positive steps are being taken to tackle this issue. For example, topics which appeal to boys are being provided.
- Pupils make good progress in Years 1 and 2 and, by the end of Year 2, pupils' attainment is usually securely above average in reading, writing and mathematics. In 2013, attainment dipped to average levels. In the current Year 2, pupils have made good progress and assessments show that attainment is back to above-average levels.
- The pupil premium funding is used well to provide additional support to eligible pupils and to accelerate their progress. In 2013, Year 2 pupils supported by the pupil premium attained lower standards than the others in reading, writing and mathematics. Effective steps are being taken to narrow the gap in attainment between the two groups, including additional support and one-to-one tuition. Overall, eligible pupils make good progress from their starting points.
- An above-average proportion of Year 2 pupils usually attain at the higher levels, particularly in writing and mathematics. This is because activities provided are usually challenging and demanding for the most able.
- Most disabled pupils and those who have special educational needs make good progress. They receive effective support and work is usually well adapted in line with their needs. Just occasionally, work is too difficult for these pupils.
- Pupils make good progress in reading. The results of the Year 1 screening check in phonics (letters and the sounds they represent) were average in 2012 and in 2013. Pupils enjoy reading and read regularly at home and school. Pupils apply their reading skills well to find useful information about different topics.
- Pupils make good progress in writing and they apply writing skills successfully to different topics. For example, in Year 2, pupils wrote clear and interesting accounts about transport, schools, toys and sport in Victorian times. Pupils' handwriting is a clear strength. Letters are well formed and most pupils in Years 1 and 2 are joining effectively. Punctuation, spelling and grammar are developing well.
- In mathematics, pupils apply different mathematical methods and operations and make good progress. They apply numeracy skills competently to solving problems. For example, in Year 2, pupils used a combination of coins to solve challenging problems involving money.
- Pupils are developing healthy lifestyles and physical fitness well through the school's physical education programme and the additional sports opportunities provided.

The quality of teaching is good

- The quality of teaching is good in all year groups and this contributes significantly to pupils' good learning and achievement. Throughout the school, teachers establish positive relationships with their pupils and manage them well. Teachers expect pupils to do their best in their learning

and in their behaviour. The pupils respond well to these high expectations.

- Good teaching in the Nursery and Reception helps to ensure that children make good gains in their learning. They receive effective guidance and instruction from adults. Plenty of opportunities are provided for children to explore and be creative. The learning activities provided are interesting, stimulating and motivate the children. Imaginative role play areas, such as the spacecraft, promote language and creativity well. Teachers are taking steps to improve the progress of boys in language and literacy.
- The teaching of essential skills is effective. Pupils make good progress in consolidating and extending their phonics skills. The effective teaching of handwriting skills has resulted in most pupils in Years 1 and 2 writing with a fluent and joined hand by the summer term. Mathematical operations are taught well and pupils are given good opportunities to use their mathematical knowledge and skills to solve interesting problems.
- In the main, teachers make good use of the information about pupils' attainment to plan their teaching and to set suitably demanding work for different groups of pupils. As a result, pupils are almost always challenged well, their interest is sustained and they make good gains in acquiring knowledge, deepening their understanding and applying skills. Just occasionally, work is not set at the right level and so pupils can find it too easy or too difficult. This slows their progress.
- In a successful session in Year 1, pupils made good progress in writing an account of their recent visit to a local natural area. Writing in chronological order and in the past tense, they used time connectives and adjectives to good effect. The teacher provided very clear demonstrations and guidance to help pupils accomplish their task. Skilful questioning and constructive feedback further enhanced their learning.
- Occasionally, pupils do not receive sufficient guidance and instruction from their teacher and so they are not entirely sure about what they are expected to learn.
- The teaching of disabled pupils and those who have special educational needs is good. Teaching assistants make a useful contribution to pupils' learning. Small-group teaching and one-to-one tuition in literacy and numeracy help pupils who might be falling behind in their work.
- The marking of pupils' work is effective and helpful. Teachers recognise good work by providing encouragement and praise. Constructive comments guide the next steps of pupils' learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school's work to keep pupils safe and secure is also good. Pupils feel safe at school and very well looked after by the staff.
- Children in the Nursery and Reception enjoy the interesting indoor and outdoor activities provided. They share the learning resources, take turns and work very well together. The strong relationships between adults and children and the positive behaviour support children's learning well.
- Pupils in Years 1 and 2 show a keen interest in their learning. They participate with enthusiasm in the activities provided. Some of their comments included: 'We learn lots of new things'; 'I like mathematics'; and 'We enjoy learning because teachers make it fun.'
- Pupils are making good progress in their spiritual, moral, social and cultural development. They are considerate, polite and relate very well to adults and other pupils. Pupils work well in pairs or small groups where required to do so. They show a clear understanding of different religions and cultures. Pupils thrive in the school's positive and welcoming atmosphere.
- The school's records of incidents show that behaviour is typically good. Pupils show a clear understanding of bullying. They informed the inspectors that bullying was rare and that any mean or unkind behaviour is quickly and effectively dealt with by staff.
- Attendance was above average in 2012 but then dipped to below average in 2013. The school has clear systems for checking and promoting good attendance. Attendance is rising and is currently average.

The leadership and management are good

- The executive headteacher provides clear leadership and ambition for the school. She is well regarded by pupils, staff, governors and parents and carers.
- The senior leaders, subject leaders, staff and governors share the executive headteacher's ambitions for the school. Leaders effectively promote good teaching and good achievement for pupils. The federation between the two schools works well and both organisations benefit from the partnership. Leadership skills and subject expertise are successfully shared between the two schools.
- There are good systems for checking the school's performance. As a result, leaders, staff and governors know what the school does well and what needs to be improved. Information from self-review is used well to plan action and bring about improvements. Subject leaders are fully involved in checking performance, particularly pupils' progress, and improving their areas of responsibility.
- Senior and subject leaders carefully check the quality of teaching. New teachers, particularly those new to the profession, receive good mentoring and coaching. There are good procedures for appraising the performance of teachers. Teachers' targets are well linked to pupils' progress and to the school's improvement priorities. Effective training and support are provided to extend teachers' skills.
- The school provides a good range of subjects and activities which promote good achievement for pupils and enable them to make good progress in their personal and social development. Pupils thoroughly enjoy the additional activities, such as clubs, sport and educational visits. There are no signs of discrimination in the school and all pupils have full access to the learning activities provided.
- The primary school sports grant has been used effectively to extend pupils' opportunities. The use of a specialist physical education teacher and sports coaches helps to increase the skills of staff.
- The pupil premium funding is used effectively to provide eligible pupils with additional support. One-to-one tuition, small-group work and other initiatives are having a positive impact on their progress.
- The local authority has an accurate view of the school's performance and provides good support. It has confidence in the leadership of the school and its ability to improve.
- Positive partnerships have been established with parents and carers, and the results of the Parent View survey indicate that parents and carers are very happy with the care and education provided for their children. They are particularly positive about their child being happy at school, feeling safe and being well looked after. They have confidence in the leadership and management of the school and are pleased with the teaching, their child's progress and how the school promotes good behaviour.
- **The governance of the school:**
Members of the governing body are supportive and enthusiastic. They show a clear understanding of pupils' attainment and progress and of the quality of teaching. They use this information to challenge the leaders and hold the school to account, having a clear awareness of how the school's performance compares with that of other schools. Governors are familiar with the school's appraisal and performance management procedures and ensure that promotion and pay awards reflect the progress that pupils make. They know how the pupil premium funding is used and check that this is effective in raising pupils' achievement. The governors have attended useful courses and training to help improve their effectiveness. All safeguarding requirements are met.

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

Unique reference number	124987
Local authority	Surrey
Inspection number	443754

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The governing body
Chair	Nick Pitts
Executive headteacher	Geraldine Tidy
Date of previous school inspection	4 March 2009
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