

Eastbury Infants' School

Inspection report

Unique Reference Number	101189
Local Authority	Barking and Dagenham
Inspection number	276464
Inspection dates	5–6 July 2006
Reporting inspector	Judith Dawson

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Ms Madeleine Baker Mrs Christine Bramwell
Date of previous school inspection	Not previously inspected
School address	Dawson Avenue Barking IG11 9QQ
Telephone number	020 8270 4077
Fax number	020 8270 4076

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized infant school serves an area of multiple deprivation. The number of pupils known to be eligible for free school meals is well above average. Almost two-thirds of the pupils come from minority ethnic groups, the largest being Black or Black British African, Pakistani and Black or Black British Caribbean. Five pupils are at an early stage of English language acquisition with almost half of the pupils coming from homes where English is not the first language - significantly higher than at the time of the last inspection. An increasing number of pupils join the school at times other than the normal admission time. This applies to a third of the oldest pupils. An average number of pupils have learning difficulties. The school holds the Basic Skills Quality Mark Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Provide more opportunities for children to develop their creativity in the Reception classes.
- Endeavour to create stronger links with the junior schools.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good in the Foundation Stage. In Years 1 and 2 they are outstanding. Children in the Nursery get a good start to their education. Very good systems for measuring the children's day-to-day achievements enable adults to match activities to their needs. Interesting activities, such as searching for mini-beasts, generate enthusiasm for learning. As a result, one child said 'Ladybirds can fly but spiders can't.' Basic skills are taught well in the Reception Classes. This gives children a very good foundation on which to start the National Curriculum in Year 1. They make steady progress in other aspects of learning but teachers do not provide enough opportunities for children to make their own choices in practical tasks. Children often paint within prepared outlines or use materials and tools put out by the teachers. This limits opportunities for children to develop their own ideas.

All the lessons observed in Years 1 and 2 were good or outstanding. Teachers and pupils have excellent relationships. Teachers have high expectations and pupils know what is expected of them. The teaching of basic skills is impressive because excellent assessment procedures enable teachers to meet the needs of all groups of pupils. As one pupil said 'Teachers give us hard work to do but know that we can manage it.' Pupils use their skills of English, mathematics and ICT very effectively in other subjects, further establishing skills for their future lives.

Curriculum and other activities

Grade:

The impact of the well planned and balanced curriculum on the pupils' learning is good. The National Curriculum is fully covered and the school has been very successful in adapting the curriculum for reading, writing and mathematics to meet the specific needs of all the pupils. These basic skills, alongside ICT, are beginning to be formally incorporated into other subjects and there are many examples of informal links to enable pupils to apply their skills. This prepares them very well for their future learning. The Foundation Stage curriculum meets the needs of the children very well in the development of their skills in communication language and literacy and mathematical development. The curriculum for other areas of learning is good but some teachers provide too much material support for children's creative development, limiting their own ideas. Children and pupils throughout the school enjoy a wide range of visits and visitors

to enhance their learning. During the inspection, an excellent 'Maths Day' was enjoyed by children, pupils and parents and gave pupils opportunities to take responsibility for their groups and to work in teams. Occasional lunchtime or after school activities build on the pupils' enthusiasms and broaden their range of experiences.

Care, guidance and support

Grade:

The school provides good care, guidance and support. This is a school where every pupil matters, so that the educational and pastoral development of each individual is carefully monitored. Pupils know what they have to do to improve their work, enabling them to take some responsibility for meeting their challenging targets. This constant evaluation of pupils' progress ensures that, at all times, pupils are moving on to the next stages in their learning. By the time they leave, they are confident young people well able to benefit from the next stage of education. In spite of this, many are apprehensive about their transfer to the juniors because the school's links with the local junior schools are limited.

Eastbury Infants' School is a safe place in which pupils develop their confidence. Their health and safety is well taken care of, procedures for pupil welfare, protection are consistent and known by all staff and the pupils.

Mealtimes are well managed and sociable; the food provided is healthy and each child receives milk and fruit daily. Physical activities are plentiful and pupils in Year 2 benefit from swimming lessons.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Children

Thank you so much for your friendliness and the help that you gave to us during our visit to your school. We really enjoyed talking to you all and are especially grateful to those of you in Year 2 who left your exciting Maths Day to talk to us. You told us how you enjoy coming to school, how hard you work and how well you are cared for. We agree with you. Your school is outstanding. Your teachers are very clever at making sure that you learn all that you need to and that your work makes you think hard. Those of you who need extra help with your work have all the help you need so that you soon learn new things. Many of you speak two languages because of the way the school helps you to quickly learn to speak and understand English. This means that you all have the chance to learn as well as you can and your work is very good.

You are cared for very well, are given opportunities to do important jobs around the school and learn how to keep healthy and safe. You behave very well, work extremely hard and care for each other. I was very impressed by the way you care for children who are new to the school. They told us they were made very welcome. Mrs Bramwell is an excellent headteacher and she makes sure that you have everything you need. She is very good at thinking of new things that will make your school even better and helping your teachers to become the outstanding teachers that many of them are.

We have asked the school to make sure that those of you in the Reception classes have more chances to choose the tools and materials you use to paint and make things so you can use your own ideas. Some of you in Year 2 are anxious about moving to your new schools and we would like the school to make closer links with them so you feel confident about your move. Well done children. You should be very proud of yourselves and your school.

Best wishes

Judith Dawson

Lead Inspector