



Ewell Grove Infant and Nursery School

Inspection Report

Unique Reference Number 124955
LEA Surrey LEA
Inspection number 281845
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Christopher Parker AI

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

Type of school	Infant	School address	West Street
School category	Community		Ewell
Age range of pupils	3 to 7		Epsom KT17 1UZ
Gender of pupils	Mixed	Telephone number	020 8393 4393
Number on roll	253	Fax number	020 8786 8773
Appropriate authority	The governing body	Chair of governors	Mrs G Jowett
Date of previous inspection	8 May 2000	Headteacher	Mrs Kate Keane

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is larger than many infant schools. It has a 52 place nursery. The pupils are predominantly from White British backgrounds. The number of pupils from minority ethnic groups is small. Three pupils are at an early stage of learning English. Fewer pupils than usual have learning difficulties and disabilities. One pupil has a statement of special needs. The proportion of pupils entitled to free school meals is below average. The pupils come from homes where they, and the work of the school, are well supported. Attainment on entry is wide ranging but most children enter the Foundation Stage with skills which exceed those expected for their age. The headteacher took up the post two years ago. The school has a stable and experienced teaching staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its own performance to be good. Inspectors agree with this evaluation and found some features to be outstanding. Under the dynamic leadership of the headteacher the school is very well placed to improve further. Standards are high and the pupils achieve very well. The pupils' personal development is outstanding because they are given good guidance and an excellent range of opportunities. As a result, they grow in confidence and develop very good relationships. Provision in the Foundation Stage is good. The children make a good start to school life because the nursery and reception classes capture and nurture the children's interest. The teaching throughout the school is consistently good. The pupils are making good progress because of the teachers' careful consideration of how the pupils learn. The school has a good and increasingly coherent curriculum that is enhanced by a wide range of interesting visits and clubs. The pupils are well cared for and helped to do their best. The leadership and management are good. The headteacher is outstanding and her work has resulted in significant improvement in the leadership at all levels. Subject leaders are now influential in improving achievement and raising standards. However, the evaluation of the impact of their work is not yet as incisive as it should be. The school provides good value for money. Parents hold the school in high regard. Many parents commented very positively on the work of the teachers and particularly the headteacher. One wrote, 'the headteacher is fantastic and an enthusiastic influence on the school - her commitment to providing the best education for the children is without question'.

What the school should do to improve further

* Ensure that self evaluation is sharper and more incisive.

Achievement and standards

Grade: 1

Achievement and standards are outstanding. The results of national tests at the end of Year 2 have been significantly higher than the national average in reading, writing and mathematics for the last three years. Nevertheless, the school has sought to make improvements year on year by setting challenging targets. Over the last two years the headteacher has instigated considerable change in approaches to learning. As a result standards have continued to rise. In 2004, the results in the national tests improved in all subjects and in 2005, they rose again in reading and writing. A high proportion of pupils attain the highest level in these tests. In lessons, all groups of pupils consistently make good progress. They are set tasks which challenge and motivate them to achieve very well. They learn new knowledge at a good rate. Pupils with learning difficulties and disabilities make good progress towards their targets because they are well supported. In the nursery and reception classes, the children make good progress. As a result, nearly all of them meet the goals expected at the end of the reception year, with a good proportion exceeding them.

Personal development and well-being

Grade: 1

The pupils' personal development is outstanding because they benefit from the many worthwhile opportunities offered to them. A high priority is given to promoting the children's personal development in the nursery and reception classes. The close attention paid to each child's development ensures they have high self esteem and confidence. The pupils' spiritual, moral, social and cultural development is good. Their recent work on the importance of Remembrance Day illustrates very well their growing understanding of moral issues. In assembly, the children reflect on 'special things' and gain a growing self awareness. The pupils behave well, listen carefully and contribute fully in lessons. They enjoy many interesting activities. When they were singing for the recording of a Christmas CD they contributed wholeheartedly and thoroughly enjoyed the event. The teachers remind the pupils of the need to consider their own and others safety. Attendance at 'practical pedals' develops their road awareness and safety. Consequently, they have a very good appreciation of how to stay safe. Fruit and vegetable snacks, access to drinking water and regular physical education lessons promote healthy lifestyles. As a result, the pupils know how important diet and exercise are. The pupils contribute to the community through charitable donations to, for example, cancer research and desks for schools in Africa. Their future economic well-being is fostered very effectively through their achievements in English and mathematics and their increasing use of information and communication technology (ICT).

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good. Under the direction of the headteacher it has been transformed. In all lessons there is a clear focus on learning. The teachers recognise the benefits for their practice and for the pupils. Carefully prepared tasks challenge pupils at different levels, engaging and motivating them to learn effectively. As a result, they make good progress. In the nursery and reception classes, teaching is good. The teachers plan a range of activities that interest the pupils and encourage them to 'have a go'. As a result they concentrate well when involved in both teacher led and self chosen tasks. The school places considerable emphasis on identifying what the pupils already know and what they need to learn next. These processes are increasing in their effectiveness. In lessons the teachers often work with groups of pupils assessing the extent of their learning. They use the information they gain with increasing precision to plan the next stage of learning. Targets are set, shared with parents and pupils, and monitored carefully by the teachers.

Curriculum and other activities

Grade: 2

The school provides an enjoyable and varied curriculum for its pupils. Teachers plan the curriculum so that each year's learning builds on previous work and enables pupils to make good progress. Throughout the school, planning is being successfully revised so that the pupils can apply their literacy, numeracy and ICT skills in other subjects. The curriculum is enlivened through a variety of visits in the local area and beyond and through visitors to the school. A good range of lunchtime and after school clubs adds to the richness of the pupils' experiences. The school is successful in enabling pupils with learning difficulties and those who are learning English as an additional language to enjoy a full curriculum. Basic skills are taught well and suitable emphasis is given through the curriculum to help pupils' understanding of how to stay safe and healthy.

Care, guidance and support

Grade: 2

The school systems to ensure the safety and protection of the pupils are good and enable the pupils to feel safe and secure. Parents appreciate the care that the school provides. One parent wrote, 'I have every confidence that my children are taught and cared for in a happy, inspiring and nurturing environment'. The school provides good support for children with learning difficulties and for those learning English as an additional language. This enables them to make good progress. The procedures to promote good attendance are successful. The school's encouragement of considerate behaviour and care among pupils is effective. Pupils confirm that they know that the staff will support them if they have worries. The school is setting up a school council in order to give pupils more opportunities to express their views. All staff work well with parents and external agencies to enhance pupils' academic and personal development as well as their health, safety and welfare. Teachers provide pupils with clear and effective guidance about their performance and how they can improve. The pupils feel that the teachers' marking of their work helps them to make improvements.

Leadership and management

Grade: 2

The leadership and management are good. The work and influence of the headteacher are outstanding and bringing further improvement to a good and effective school. The headteacher, with the support and commitment of the teachers, has changed the culture of the school and made learning its predominant feature. It is a culture where the teachers as well as the children are learners. As a result, the teachers talk about 'greater openness', 'professional dialogue' and sharing their strengths and tackling their weaknesses to 'benefit the children'. School self evaluation has many strong features and takes full account of parents' views. It is comprehensive and effective in identifying what the school is doing well and where further improvement is needed. Subject leaders have undertaken training and been enabled, by the headteacher, to

lead improvement in their subjects. They are influential and effective but evaluation is not yet as incisive as it needs to be to bring continuing improvement. The headteacher frequently monitors the quality of teaching. She involves the teachers, very effectively, in discussion about their lessons and the pupils' learning. As a result, the teachers know what is working well and where they might improve. Governors play a very active role in school improvement and hold the headteacher and the school to account. The headteacher provides them with a detailed termly self evaluation report. Subject leaders make presentations and governors visit the school. Consequently, they are able to monitor the school's performance and know how well it is doing.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

This letter is to tell you about the inspection of your school and to thank you for talking to the inspectors about your work. We enjoyed visiting your school.

We found that: * You are doing really well in lessons * The teachers help you to learn lots of new and interesting things* You behave well and listen carefully * You get on well with each other and work together happily* Everyone at the school takes good care of you* Mrs Keane is doing an excellent job of making the school even better.

The teachers want you to do very well. They are trying new ways to help you to do the best that you can. We have asked them to look very carefully at the changes they make to check that they are working well.