



Earlswood Infant and Nursery School

Inspection Report

Better
education
and care

Unique Reference Number 124987
LEA Surrey LEA
Inspection number 281852
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector George Rayner AI

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

Type of school	Infant	School address	St John's Road
School category	Community		Redhill
Age range of pupils	3 to 7		RH1 6DZ
Gender of pupils	Mixed	Telephone number	01737 765125
Number on roll	330	Fax number	01737 763306
Appropriate authority	The governing body	Chair of governors	Dr Revd Tony
Date of previous inspection	9 October 2000	Headteacher	Mrs Sue Winterton

Age group 3 to 7	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 281852
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Situated close to the centre of a large town, Earlswood is larger than most infant schools. It is located in a generally advantaged area and the proportion of pupils entitled to free school meals is below average. Standards on entry to the Foundation Stage are broadly average. The proportion of pupils with learning difficulties and disabilities is also average. The ethnic mix broadly matches that in most schools. Although slightly more pupils than average have other first languages, few are at an early stage in learning English. The school is popular with parents from the Muslim community and Plymouth Brethren and the school welcomes the contribution that their children make to school life.

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 overall effectiveness as satisfactory. The inspectors found that this is a modest view, as it is a good school with some outstanding features. Quality and standards in the Foundation Stage are good. In their very positive responses to the questionnaire, parents showed that they agree with this judgement.

Pupils achieve well in all years. The school has effectively focused on improving writing, which was previously the weakest area. Personal development and well-being are outstanding because pupils' behaviour and response to the exceptional care that they receive is excellent. Pupils feel very secure and happy. Teaching and learning are good. In most respects, teachers use assessment very well to match their lessons to the needs of all pupils. However, while they provide good opportunities for pupils to choose their activities, they occasionally allow more capable ones to select tasks that are less challenging than they could be for their abilities and experience. The curriculum is good overall and has an outstanding range of extra-curricular clubs and other activities. Although planned ICT provision is good, the computer suite, which is in an annexe, is not very accessible to most classes. This makes it difficult for them to take the more spontaneous opportunities to improve and use skills as they arise. Leadership and management provide a very clear direction for the school and are effectively focused on improving achievement. The school has a good capacity for further improvement and provides good value for money.

What the school should do to improve further

- * Ensure that, when pupils are given opportunities to choose their own tasks, they always select the most challenging for their capability.
- * Improve the provision of computer equipment in the main building, so that it is easier for pupils to use ICT to support their work in different subjects.

Achievement and standards

Grade: 2

Achievement is good in all years. The curriculum in the nursery and reception classes is well geared to the needs of very young children. As a result, their learning is active and exploratory and they make good progress, with almost all reaching their learning goals.

Good progress continues in Years 1 and 2, so that pupils reach above average standards in reading, writing and mathematics. The school's commitment to making reading an enjoyable activity, that children will seek to do, is a key ingredient in the particularly good progress made in this area. In the 2005 national assessments for pupils in Year 2, writing was the weakest area. Although standards were average overall, the most able pupils did not reach expectations. Pupils currently in Year 2 are succeeding well in achieving challenging targets for improving standards. They are making particularly good progress in understanding the structure of stories.

No group of pupils achieves less well than others. A very caring commitment to the needs of vulnerable children and those with learning difficulties ensures that they also do well.

Personal development and well-being

Grade: 1

Personal development, including spiritual, moral, social and cultural development, is outstanding. The school is a very orderly community where each individual is highly valued and achievement is widely celebrated. As a result, pupils are proud of their school, enjoy learning and say that 'teachers are friendly and really help you learn'. Behaviour is outstanding and pupils report that bullying is rare.

Attendance is good. There is no unauthorised absence. Boys and girls of all ages, abilities and ethnic backgrounds play happily together. They understand how to stay safe and have an excellent knowledge of healthy lifestyles. They choose healthy eating options and take full advantage of the games and physical activities at lunchtime. One pupil commented that exercise and healthy food 'stimulate your immune system so you can fight diseases'. Pupils willingly take responsibility for duties that support the smooth running of the school and eagerly participate in the school council by representing the views of their classmates.

Pupils make an outstanding contribution to the wider community and are fully involved in raising funds for different charities. The high priority the school places on valuing and developing all pupils as individuals means that they thrive and grow in confidence and maturity during their time there. As a result, they are very well prepared for the next phase of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is consistently good. Teachers have very good relationships with their pupils and high expectations of work and behaviour. As a result, pupils usually try their best to do well and behaviour is exemplary. Teachers enjoy a good partnership with teaching assistants who make an important contribution to pupils' learning, particularly those pupils with learning difficulties and disabilities, or who are at the early stages of learning English. This is particularly evident in the school's new approach to developing writing, which uses variety, visual stimulation and activity as ways of understanding and practising skills.

Teachers in the foundation classes create a stimulating and welcoming environment and plan lessons with a good understanding of how very young children learn. Consequently, children rapidly gain skills and confidence.

On occasions there is a conflict between the freedom to let pupils choose an activity and the need to guide them to make the most appropriate and challenging choices.

This works well in many lessons, but is not yet consistent in all. Occasionally, pupils capable of the highest standards are allowed to select tasks that are less challenging than they could be. In all other respects, teachers use assessment very well. They plan very effectively for the next stages of learning and to identify where pupils need extra support. Teachers mark pupils' work regularly and always provide feedback, which helps them to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It covers a wide range of interesting activities and experiences, which help pupils to achieve well. The Foundation Stage curriculum provides well-planned opportunities for children to develop all areas of their learning.

The school has skilfully identified the important skills that children will need to practise from the nursery to Year 2. It has used this knowledge to develop links between subjects, which allow pupils to develop their personal qualities successfully and practise their learning skills in unusual and interesting ways. It has created strong links between the Foundation Stage and the older years. These ensure that learning by exploring continues to make a significant contribution to pupils' learning.

Teachers plan computer lessons to give pupils good opportunities to practise their ICT skills and enhance their work. However, the computer suite is situated in an annexe. This means that it is not easy for classes in the main school to make the very best use of computers by following up the more spontaneous opportunities as they arise, for example, for small groups of pupils.

The school provides an outstanding range of extra-curricular activities and visits, which add greatly to pupils' enjoyment, learning and personal development.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. As a result, pupils flourish in a very secure, supportive environment. Robust arrangements for the protection of children are in place and understood by all members of staff. There are regular safety checks and potential risks to children are carefully assessed. Governors support this with commitment and effectiveness. The school works sensitively with the relevant organisations to ensure that it takes very good care of all its vulnerable children. As one parent commented, 'The school is especially good at tailoring support to the child's personality and needs'.

The school takes particular care to involve parents and carers. For example, it recently held a multi-professional 'tea party' in the nursery where they could chat informally with specialists such as educational psychologists.

Procedures to track individual pupils' progress are excellent and very good use is made of the information gathered. Because it is so well organised, staff are able to use it very well to help pupils to meet their individual targets. They know exactly the strengths

and weaknesses of all children, plan for them on a daily basis and adjust the curriculum to meet their needs.

Leadership and management

Grade: 2

Leadership and management are good. Since taking up their posts, within the last two years, the headteacher and her deputy have worked together very well to set a clear direction for the school. They have quickly and effectively identified the ways in which the school can improve and strengthened productive working relationships, to put the school in a strong position to improve yet further.

All other staff have responded well to the opportunities that they have been given to contribute. For example, the school has made effective use of very strong leadership and teamwork in the Foundation Stage to provide a lead in shaping curricular improvements in Years 1 and 2.

Monitoring and evaluation of teaching and learning are carried out regularly and rigorously. The information gained is used both to guide teachers on how they can improve their lessons and to identify ways in which the curriculum can be developed. The school takes very good account of the views of all stakeholders. The recently established Breakfast Club, for example, was initiated by a parental suggestion. Many parents praise the extent to which they are made to feel that their comments, questions and presence in the school are welcomed.

The governors are well organised, well informed and willing to challenge the school where necessary. They provided valuable stability during the recent changes in leadership.

Financial management is good. A previously high budget surplus has been efficiently and thoughtfully directed towards improving achievement, by for example, increasing the number of learning assistants.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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?	1	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	1	NA
The behaviour of learners	1	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	1	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?	1	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	1	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	2	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	Yes
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

Children

Thank you for welcoming us into your school. We think your school is good and that some things about it are very good indeed. The headteacher and staff have a very good idea of how to make it even better. They are all working together well to make sure this happens.

You do well in all of your learning. In the nursery and reception, this is because the adults give you many opportunities to learn by playing and trying things out. In Years 1 and 2, you learn to read very well. This is because the adults think carefully about how they are going to make reading enjoyable. Teachers know that you have not always done quite so well in writing. They have improved the help that they give you in this and we could see that you are now doing much better.

We like the way that teachers often let you choose what you are going to do. We think they sometimes need to give you a little more help to make sure that you choose the best things to do in independent learning. Teachers mark your work very well. They give you a lot of help so that you can make your work even better. The clubs and other things you can do outside of lessons are extremely good. You have some good opportunities to use computers. This could be even better if there were more computers in the main building. It was good to see that you are cared for so well. Many of you told us that you enjoy school very much. You help the adults a lot by behaving very well indeed. That is an important reason why you do well. You also do other very helpful things, such as making sure the school council works well. Well done to you all and good luck for the future.

Yours sincerely

George Rayner

Lead Inspector