



Eastwick Junior School

Inspection Report

Unique Reference Number 125013
LEA Surrey LEA
Inspection number 281859
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector Christine Canniff AI

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

Type of school	Junior	School address	Eastwick Drive
School category	Community		Great Bookham
Age range of pupils	7 to 11		Leatherhead KT23 3PP
Gender of pupils	Mixed	Telephone number	01372 453277
Number on roll	382	Fax number	01372 451648
Appropriate authority	The governing body	Chair of governors	Mr Martyn Meadows
Date of previous inspection	8 May 2000	Headteacher	Miss Geraldine Wood

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Introduction

The inspection was carried out by 3 Additional Inspectors

Description of the school

Eastwick Junior is a larger than average size primary school. It has a Special Needs Support Unit attended by 18 pupils. It is a popular school and regularly oversubscribed. Pupils' attainment on entry to the school is above average overall. More pupils than usual in a school of this size have learning difficulties and disabilities. Most pupils come from white British backgrounds and only one pupil is at an early stage of speaking English. The school data shows the socio-economic circumstances of most pupils are advantaged. Entitlement to free school meals is well below average. There have been significant changes in staff since the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Eastwick Junior is a good school where pupils make good progress. The inspection team and school agree that it provides a good education for its pupils. The school has had an unsettled period for several years with many staff changes. The leadership has dealt effectively with this and standards are consistently good. From a good starting point most pupils, including those with learning difficulties and disabilities, make good progress because teaching is good overall. Teachers are clear about the best ways to ensure that learning is effective for every pupil, but this is not entirely consistent across the school. Most lessons are challenging and interesting. Pupils enjoy learning and are keen to participate in all aspects of school life. Their personal development and behaviour are good. Staff and pupils work well together to maintain a happy and orderly community. The school provides a good level of care and guidance for its pupils. All pupils, including the most vulnerable, are safe and secure. Parents express good support for the school. The curriculum is good and all subjects are covered well. It is enhanced by the addition of French and by a very good range of additional activities. The headteacher provides good leadership and is well supported by her deputy, staff and the governing body. The senior leadership team is strongly committed to raising standards further and now plays a full part in leading the school forward. The school has a clear picture of its strengths and of areas that need further development. However, its evaluation of the impact of measures taken to improve the school is not yet rigorous enough. The school has effectively tackled issues identified in the last inspection report, and the capacity to improve is good. Value for money is good.

What the school should do to improve further

- Improve teaching and learning so that it is consistently good or better throughout the school.
- Improve the quality of the school's self-evaluation so that the impact of actions taken is more clearly identified.

Achievement and standards

Grade: 2

Pupils enter the school with skills and abilities that, overall, are above national expectations for their age. The school has sustained standards at a good level for several years, in spite of the unsettled period with many staff changes.

By Year 6 many pupils gain standards well above those expected in English, mathematics and science. Standards in mathematics are particularly high, and the proportion of pupils achieving the higher Level 5 is significantly higher than the national average. The school data shows that progress is good overall, and accelerates in Years 5 and 6. Teachers use the school's well focused improvement targets effectively to ensure that work matches pupils' needs. These are well understood by pupils and help them to raise their level of achievement. Pupils with learning difficulties and disabilities make good progress because of the well-informed support they receive. The school provides

interesting and well targeted challenges to extend successfully the skills of pupils identified as gifted and talented. All pupils, including those in the Special Needs Support Unit, have access to a broad and interesting curriculum which helps them to achieve well.

Personal development and well-being

Grade: 2

Personal development is good. A change in school policy has brought about good attendance. This reflects pupils' positive attitudes to school. They enjoy being in a friendly and harmonious community and say that they get on well together. Behaviour around the school and in lessons is good for nearly all pupils. The level of fixed-term exclusions is very low. Pupils feel very strongly that the new peer-mediation system has been very successful and has resulted in improved behaviour on the playground. Pupils' moral and social development is very good. In assemblies and lessons, they learn to develop respect for themselves and for others. Pupils understand the difference between right and wrong. Very good relationships are evident throughout the school. Pupils value the support they receive from staff. Spiritual and cultural development are good, although there are too few opportunities for pupils to learn about the diverse range of cultures in the United Kingdom. Pupils make the most of personal, social, health and citizenship lessons and develop a good understanding of their social responsibility. Pupils accept responsibilities very well and are keen to contribute to the school community. They show very good skills in working with others. The school council is very effective and members are proud of their achievements. Pupils gain confidence and new skills through involvement in the many extra-curricular activities offered. They recognise the importance of a healthy diet and regular exercise and have a good understanding of how to keep safe.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and promotes good progress. It includes examples of outstanding, good and satisfactory practice. Teachers plan their lessons thoroughly and make the purpose of their learning clear to pupils. Pupils are well motivated, work hard and behave well. The most effective teaching is imaginative, relates well to real life situations and focuses sharply on the evaluation of pupils' learning throughout the lesson. These features enable pupils to make very good progress. Pupils particularly enjoy role play. This enhances their understanding and they learn a great deal. Teachers plan different tasks according to the pupils' prior knowledge. These are sufficiently challenging to move pupils on in their learning. Open-ended questions deepen pupils' understanding. Teachers use a range of methods to promote good learning. These are not yet fully embedded and, in some lessons, pupils are somewhat passive because they are not given sufficient opportunity to take an active role. The school recognises, through its good monitoring system, that there is some unevenness in the quality of

teaching and is successfully addressing the issue. Pupils with learning difficulties and disabilities learn well as a result of the carefully planned support they receive. Well trained support staff play an integral part in contributing to these pupils' learning in lessons. Teachers use a good range of methods to check and assess pupils' knowledge and progress. This information is effectively used to identify the needs of different groups of pupils. Target setting and constructive marking help pupils to have a better understanding of what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well balanced and meets the needs of all pupils. There is good provision for pupils with learning difficulties and disabilities. Pupils enjoy a broad and interesting range of work. The teaching of French enriches pupils' experience of language. Teachers use national strategies well to support planning. Effective use of information and communication technology, (ICT), supports work in many subjects and enhances pupils' learning. Across the school there are some good examples of cross-curricular links between subjects, but the school recognises that this is an area for further development. The provision for gifted and talented pupils is very good and ensures appropriate challenge for these pupils. Learning is enhanced by visitors and visits that are well chosen. A very good range of clubs and activities, including an archaeology club and a Modern/Latin dance club, further enriches pupils' experiences and promotes their personal development very effectively.

Care, guidance and support

Grade: 2

Pupils receive good guidance and support. Staff are concerned for pupils' well being and the care for them is well planned. Vulnerable pupils are closely monitored and supported. The school provides very good support to pupils with specific medical or personal needs. The school works well with outside agencies to ensure that pupils with learning difficulties and disabilities receive good quality support. Health and safety routines and risk assessments are all fully in place and conscientiously observed. Child protection procedures are clear and understood by all staff. Pupils feel safe and secure and know they can always find someone to support them. Parents feel confident that their children are safe and well cared for. There are good systems for tracking pupils' academic progress. Pupils receive good guidance. Consequently, they know how well they are doing and what they need to do to improve. The school has good links with parents, who are very supportive of the school's work to help their children.

Leadership and management

Grade: 2

The leadership of the headteacher is good. She provides clear direction for a school that has seen significant changes. Managers, staff and governors support each other well and form a strong team. They have a clear sense of direction and share a

commitment to improvement and raising standards. Governors fulfil their responsibilities effectively and are fully involved in planning and monitoring. The good support provided for senior managers has enabled them to play a full part in leading the school forward. As a result, the school's capacity to improve is good. Pupils' performance is analysed rigorously to guide curriculum planning. Pupils' progress is tracked carefully against their targets to identify any underachievement. This contributes to the management team's clear understanding of the school's strengths and of areas that need more development. The school has taken a wide range of actions to promote improvement, but has not fully evaluated the impact of these measures, particularly on teaching and learning. The inspection team agree with the school about the need to improve the quality of self-evaluation so that the impact of actions taken is more clearly identified. The provision for pupils with learning difficulties and disabilities is a strength of the school. The co-ordinator for pupils with learning difficulties and disabilities works closely with all staff and outside agencies to ensure very effective support for pupils in the Special Needs Support Unit and in the mainstream classes. Within the school there is a high commitment to include all pupils in all activities. The school is successful in ensuring that all pupils have equal opportunities to develop within a safe and secure environment. Parents value this and are very supportive of the school.

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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	NA	NA
The effectiveness of the school's self-evaluation	3	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?	2	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	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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	3	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

Not long ago we visited your school to see how you were getting on and whether there was anything we could suggest that would make your school better. Thank you for the thoughtful way you made us feel welcome. We enjoyed meeting you and talking with you about your work.

We were there for two days and found Eastwick Junior to be a good school. There are lots of things that we think are good. You make good progress in learning and many of you told us how much you liked your lessons. We were impressed with your good behaviour and the very good way you get on with each other. We particularly enjoyed visiting you in the classrooms and seeing the good work you were doing. Your school provides you with lots of interesting things to do, including a very good range of school clubs. Your headteacher leads the school well, and all the different people working there look after you very well. Yours is a happy school and your parents and carers speak well of it.

We felt that your school could be even better if all the lessons were equally good. In addition, we have asked your headteacher and senior staff to become even better at judging the impact of what goes on in the school. We are confident that you will continue to enjoy your school and we wish you well in the future.

Yours sincerely

Christine Canniff

Lead inspector