

# Wallace Fields Infant School

## Inspection report

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Unique Reference Number	125036
Local Authority	Surrey
Inspection number	293172
Inspection dates	14 June 2007
Reporting inspector	Jennifer Smith HMI

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

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Type of school	Infant
School category	Community
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	180
Appropriate authority	The Governing Body
Chair	Mrs Nikki Cowlard
Headteacher	Miss Nicky Mann
Date of previous school inspection	13-14 February 2001

School address	Wallace Fields Ewell KT17 3AS
Telephone number	020 8394 0647
Fax number	020 8786 8735

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Wallace Fields Infant School is a heavily over subscribed two form entry school in a socially advantaged area. Very few children are entitled to free school meals and the proportion of children from minority ethnic backgrounds is broadly in line with the national average but very few are at an early stage of learning English. Although the percentage of children with learning difficulties and disabilities is broadly in line with the national average, at present none have a statement of special educational need. The school has achieved the Eco Schools bronze award, Partnership with Parents award, and Investors in People in 2001, 2004 and 2006.

## Key for inspection grades

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

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the achievement and standards of children including their abilities on entry to the school, teaching and learning, care guidance and support, and aspects of leadership and management. Evidence was gathered from the school's self evaluation, nationally published assessment data, the school's minutes and improvement plans, parental questionnaires, observation of the school at work and interviews with staff, children and a governor. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Overall effectiveness of the school

Grade: 1

Wallace Fields Infant School is an excellent school providing an outstanding education for its children. Parents were strongly supportive of the school. The comments of one parent are typical of many; 'Wallace Fields is a caring and well-managed school. Since my daughter started she has blossomed into a confident and happy little girl. We could not have wished for a better introduction to school life.'

The school is indeed well-managed and with great energy. The Headteacher is very ably supported by the deputy head and the recent reorganisation of the senior leadership team sets the school fair for the future. The staff, including its governing body, understand the school's strengths and areas for development very well and have an effective and detailed plan supporting further development. Governors increase their understanding by visiting the school regularly, as part of the effective 'governor of the month' programme and share their perceptions with the whole governing body afterwards. Subject leaders have a good understanding of their areas of responsibility and develop these aspects of the curriculum very well. A high priority is given to monitoring, evaluation and review, which has ensured that the exceptional standards are consistently achieved and have been for many years. The school has excellent capacity to maintain these high standards and to achieve its initiatives in the future.

Children enter the school with skills and abilities that are a little above what might be expected for their age. By the time they leave Reception they have reached high standards in their language, literacy and numeracy skills. Children also attain excellent standards in their social, physical and creative development. They make rapid progress in Years 1 and 2 and by the end of Year 2 leave with standards in reading, writing and mathematics that are exceptionally high. The standards in reading, mathematics and science are a little higher than writing but strenuous efforts have been made to bring writing in line, for example with a focus on boys' writing. There is little difference between the achievement of boys and girls generally.

Children's excellent achievement in the Foundation Stage and in Years 1 and 2 is due to the outstanding care and consistently high quality teaching that children receive. Teaching assistants contribute very well to the success of children's learning. Children have been involved in assessing their own and their peer's work recently. For example, they share ideas with each other making very effective use of their 'talking partners'. Although successful, this 'assessment for learning' is a new initiative and is still to be fully developed. Teachers structure children's learning very well, explaining each step carefully. They make it lively and fun to learn and have very high expectations of what children can achieve. Children make good use of modern technology and teachers employ it very effectively to enhance learning. Staff also promote a climate of mutual respect, an example of this is reflected in children's positive attitude to lunchtime. They sit in small 'family' groups whilst Year 2 children serve them, modelling very good lunchtime etiquette. Parents are also periodically invited to share lunch with the children, an excellent practice that successfully supports the home-school partnerships. A high percentage of children eat the well

balanced school lunch and they have a good understanding of the importance of a healthy diet. Fruit and water are available during the day.

Behaviour at break-times and in lessons is exemplary and attendance is in line with the national average. Spiritual, moral, social and cultural development is excellent and contributes significantly to children's personal development and well-being. A very well run school council ensures that children also have a voice in the way the school is organised and begin to develop good citizenship skills, contributing to future economic well-being. Children spoke with enthusiasm of the discussions and decision-making with which they were involved and how their ideas were shaping the outside environmental area.

The curriculum is broad with excellent opportunities for creative enrichment during the afternoons. An extensive and well-organised range of after school clubs provides further stimulus to children's education, including French, football, short tennis, art and dance; these are well attended. A very few children, the exceptionally able and talented, are not always sufficiently stretched in aspects of the creative curriculum.

Pastoral care and guidance is outstanding and is often cited by parents as a very positive aspect of school life, in particular, that teachers know individual children and their families well. This enables children to settle into school with ease. Assessment of children's social and academic skills is carefully undertaken when they join the Reception class; this helps enormously in setting a clear base line for their future progress. The tracking of children's academic progress throughout the school is a strong feature and ensures that all children make very good progress. Children with learning difficulties and those who in the past have had limited English language skills make rapid progress due to the excellent guidance and support provided. Appropriate target setting is in place but is not onerous. The children have clear goals that they know and understand. They feel very safe in school and effective safe-guarding procedures are in place to protect them.

So what makes this school so effective? It is: a clear and effective drive and vision from the headteacher and her senior staff; high quality, engaging teaching at its heart; a consistent spotlight on monitoring, evaluating all aspects of school life and taking action where necessary and a very caring and supportive ethos within the school.

Children clearly enjoy coming to school and have a smile on their faces as they learn; a very good endorsement that this school is doing an exemplary job of teaching its children well.

### What the school should do to improve further

- Continue to develop the 'assessment for learning' initiative.
- Seek further ways to develop the creative talents of exceptionally able children.

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## Annex A

### Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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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?	1
The quality and standards in the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

### Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
Do procedures for safeguarding learners meet current government requirements?	YES
Does this school require special measures?	NO
Does this school require a notice to improve?	NO

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



27 June 2007

Dear Children

Inspection of Wallace Fields Infant School, Ewell, KT17 3AS

Thank you for making me so welcome when I came to visit your school recently. I enjoyed talking to you and joining you in your lessons. Having lunch with you in your family groups was great fun and I thought the Year 2 pupils did an excellent job in serving us lunch so well. Well done Year 2 pupils!

You are very lucky to go to such an outstanding school, where your teachers look after you exceptionally well. You all enjoy coming to school and I could tell that you were very keen to learn. Your teachers expect you to do well, making your lessons fun and explaining things very carefully to you. I was particularly pleased that you have started to look at each other's work and say what is good about it. This has helped you to improve your own work. I thought you used your 'talking partners' very sensibly in class and it helped you to find the correct answers to your teacher's questions.

Your school is very well cared for and I particularly liked the displays that you have made in your classrooms. I hope your new outdoor classroom will soon be finished, it looks very exciting! I was very impressed with how polite you all are and how well you behave in lessons and that you play well together at breaktimes.

Miss Mann is an excellent headteacher. She and all the other adults work extremely hard to help you do as well as you can. I have asked your teachers to continue to help you to work on assessing each other's work and also to find ways to help those children with exceptional talents.

Thank you for helping me and I wish you good luck in the future, especially those of you in Year 2 who are to move on to your junior school in September.

Jennifer Smith HMI