

# Eastwick Infant School

## Inspection report

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<b>Unique Reference Number</b>	125045
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293177
<b>Inspection date</b>	23 April 2007
<b>Reporting inspector</b>	Christopher Gray

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clr Clare Curran
<b>Headteacher</b>	Mrs Karen O'Brien
<b>Date of previous school inspection</b>	14 May 2001
<b>School address</b>	Eastwick Drive Great Bookham Leatherhead KT23 3PP
<b>Telephone number</b>	01372 453672
<b>Fax number</b>	01372 451236

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is similar in size to most of its type. It has a Special Needs Support Unit for 22 pupils with complex difficulties, all of whom have statements of special educational need. This makes the proportion of pupils in the school with such statements much larger than is usually found. The spread of attainment on entry is therefore very wide and is broadly average. The proportion of pupils from minority ethnic backgrounds is small and very few pupils are at the early stages of learning English. Most pupils come from backgrounds that are socially and economically favourable. The school holds the Artsmark Silver award and is an accredited Healthy School. The headteacher took up her job in September 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school whose sights are rightly set on becoming outstanding. The headteacher is providing excellent direction and is well supported by all staff and by an outstanding governing body. Parents are very supportive of the school in the help they give and in their opinions. One wrote, 'We feel we could not have given our child a better start to her education'.

Pupils achieve well and reach above average standards by the time they leave. Pupils' attainment reflects the national picture in that boys and girls do not always do equally well in some subjects. However, the school is trying to overcome this difference by gearing its topics more to match boys' interests and this is already showing some success. Children in the Foundation Stage make a good start to their schooling. Staffing levels are good and the school's lovely outside areas are used well to add excitement to learning. Most children reach the goals expected of them by the time they start Year 1 and many exceed them.

Pupils' personal development is good. They behave well and understand why healthy and safe lifestyles are important. Pupils have a mature response to those with ideas and values that are different from their own. As one girl said, 'It's about what sort of person you are'. Pupils enjoy school, though for some, playtime is the best bit. Pupils are consulted about what types of lesson they like best, but their contribution to the running of the school through the school council is underdeveloped.

Pupils receive good care, guidance and support. The level of care and guidance given to pupils in the Unit is excellent. One parent wrote, 'The Unit staff are outstanding - caring, knowledgeable, flexible and deeply committed'.

Pupils achieve well because they are well taught. Marking is thorough and shows pupils the next steps they need to take. New assessment procedures are being used well to push teachers' expectations to the highest levels and the fruit of this can be seen in each year group. Teachers use interactive whiteboards well to enhance learning, but the school does not have enough computers to enable pupils to make frequent use of their information and communication technology (ICT) skills in all subjects.

### What the school should do to improve further

- Increase the number of computers so that pupils have more opportunities to use their ICT skills in a range of subjects.
- Build upon the good start made in developing topics which are more appealing, especially to boys.
- Give pupils more say in the running of the school.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. From a broadly average start in Reception, pupils reach standards in reading, writing and mathematics that are significantly above average. Pupils' targets are very challenging and have been revised upwards during this school year. Records show that pupils are well on the way to meeting them.

Pupils in the Unit achieve very well because of the high quality support they are given. One parent wrote to say how pleased she is with her son's achievement: 'He has progressed to being

mainstream full-time. I feel very fortunate that he has been lucky enough to obtain a place.' The Unit's facilities and staff are used well to benefit other pupils who need specific help.

The school is changing the curriculum to include topics of interest to boys in order to promote their writing skills. This can already be seen to be successful in the enthusiasm with which many of them approach their writing journals.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They enjoy school and their attendance is above average. Pupils know that exercise is important. One boy said, 'I play and;quot;itand;quot; every day and go to the gym on Sundays'. 'It keeps you fit and healthy', added another. Pupils say they feel safe in school and are confident that any bullying would be well dealt with. Above average attainment in literacy and numeracy means that pupils are developing good skills for future learning.

The spiritual, moral, social and cultural development of the pupils is good. They behave well and have good attitudes to lessons. They enjoy opportunities to learn about different cultures, such as the visiting musicians who played gamelan music to them. There is a school council but it is not effectively used as a means of discussing pupils' views, making decisions or feeding back to the rest of the school about what has taken place at meetings.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Outstanding teaching takes place in the Unit, which benefits not only the pupils who are placed there but also other pupils who need extra help or increased confidence. Children of Reception age in the Unit were absorbed by an activity based around a wrapped box containing the learning intention for their lesson. Signing was used effectively to reinforce communication.

Teachers throughout the school cater well for pupils of all abilities, so that pupils are mostly well challenged at their own levels. Lessons in English and mathematics have learning intentions which are explained to pupils and they are given 'success checks' to help them evaluate how well they have done. This approach is yet to be extended to other subjects, where learning intentions are sometimes too general.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and is enriched by a good range of visits and extra activities. Pupils spoke interestingly about pictures they had studied at the National Gallery, which had a clear effect on their cultural development and made them think about the gods of the ancient world.

The school is in the process of changing its curriculum to match pupils' interests more closely and to link subjects together. This is having a beneficial impact on the attainment of boys, who say they would much rather write about pirates than fairies. This work is continuing and is a major focus in this year's development plan. Teachers give pupils opportunities to use computers

in subjects as well as ICT, but the limited number of available computers means that they cannot plan for a wide range of experiences.

### **Care, guidance and support**

#### **Grade: 2**

The care, guidance and support offered to pupils are good with outstanding features. The procedures to safeguard pupils exceed statutory requirements and are excellent. Pupils in the Unit receive outstanding care and support. Pupils' targets have been revised recently to add increased challenge and the impact of this is just beginning to be seen in assessment records. These are thorough and are used effectively to direct extra help to where it is most needed. Procedures to consult pupils about what they want to learn are good, but the school recognises the need to increase the effectiveness of the school council.

### **Leadership and management**

#### **Grade: 2**

Leadership and management are good. The headteacher has built very effectively on the successful school which she took over in September and is providing outstanding leadership in the drive to make it even more effective. The school's self evaluation is accurate and effective, showing a good capacity to make further improvement. Governors provide outstanding support to the school in all aspects of their work, holding it closely to account before any new directions are taken. An example is their cautious but supportive reaction to the headteacher's drive to make targets more challenging. Senior managers are devolving responsibilities for accountability to all staff. The system of 'coordinators' walks' is a good way of evaluating and improving teaching and learning. Some coordinators are further down this road than others in terms of the effectiveness of their action plans.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<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.



## Annex A

**Leadership and management**

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

## Text from letter to pupils explaining the findings of the inspection

3 May 2007

Dear Pupils

Inspection of Eastwick Infant School, Eastwick Drive, Great Bookham, Leatherhead, KT23 3PP

I enjoyed my visit to your school and the chance to talk to many of you. One of the things I remember most is watching Reception children acting out scenes from 'The Three Little Pigs' all over the school grounds. Thank you for making me welcome and for helping me in my work.

I agree with you and your parents that Eastwick Infants is a good school. You help to make it so by your kind and considerate behaviour and by working well in your lessons. You try hard to be healthy and safe and some of you told me about the exercise you take. Some of you are members of the school council, though the adults agree that the council could play a bigger part in helping to run the school and keeping you all informed about what is going on.

Teaching is good and your lessons are interesting. The adults are trying to make them even more exciting by asking you what you enjoy writing about. This is a good idea and I have asked them to go on doing this. Your new headteacher is an excellent leader, as many of your parents wrote to tell me. Many of them also wrote to tell me how lucky those of you in Rainbow class (the Unit) are because you get so much help. I agree. All adults in the school work hard for your education and a special mention goes to the excellent governors. These are adults whose job it is to make sure that the school runs well, and they are excellent at this. One thing they know is that there are not enough computers for you to use easily in your lessons. I have asked them see about buying more.

I hope you continue to enjoy your time at Eastwick.

Yours sincerely

Christopher Gray

Inspector