

# Eastrop Infant School

## Inspection report

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<b>Unique Reference Number</b>	126272
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	315466
<b>Inspection date</b>	2 July 2008
<b>Reporting inspector</b>	David Curtis

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	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicola Perret
<b>Headteacher</b>	Pamela Marshall
<b>Date of previous school inspection</b>	16 May 2005
<b>School address</b>	Eastrop Highworth Swindon SN6 7AP
<b>Telephone number</b>	01793 763772
<b>Fax number</b>	01793 766528

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<b>Age group</b>	4-7
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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- how well pupils use literacy and numeracy skills in other subjects
- standards in subjects other than literacy and numeracy
- the quality of academic guidance and support for pupils.

Evidence was gathered from lesson observations, analysis of school tracking and assessment data, scrutiny of planning and pupils' work, and discussions with the headteacher, the vice chair of the governing body, other staff, parents and pupils. The views of parents were gathered from the returns of the Ofsted questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's self-assessments are not justified, and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average infant school. Most pupils are White British. Whilst the proportion of pupils with learning difficulties and/or disabilities is currently below average, there are variations from year to year and within individual year groups. Most children start school with standards that are below expectations for their age. The school has achieved 'Nation Healthy School' status, 'Investor in People' and the 'Basic Skills Quality Mark'.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. At the heart of the school's success are the excellent leadership and management of the headteacher. Together, with a dedicated staff team and very strong governing body, she has created a school where meeting the needs of each individual pupil is paramount. Parents are delighted with the school. Virtually every questionnaire contained written comments singing the school's praises. Positive views are summed up by one parent who wrote, 'Eastrop School is one of quality throughout. It is managed by an extremely strong, caring headteacher and excellent senior management team. All staff are dedicated to the individual child on a personal level and as a "learner".'

Outstanding teaching and learning, coupled with a stimulating curriculum, make a significant contribution to pupils reaching above average standards in reading, writing and mathematics by the end of Year 2. Achievement is outstanding. Children make excellent progress from their very first day in Reception because of the high quality provision in the Foundation Stage. A significant feature of pupils' achievement is the very successful way in which they use literacy, numeracy, and information and communication technology (ICT) skills in other subjects. In Year 1, pupils' factual writing on the growth of plants as part of their work in science is of a very high standard, including spelling and handwriting. In Year 2, pupils show very good skills in drafting and redrafting best copies of posters to show the importance of staying safe in the sun. Such work contributes strongly to pupils' excellent awareness of how to stay safe. In Year 1, pupils produce excellent graphs to show the results of a traffic survey as part of their geographical study of the locality. In Year 2, pupils use ICT skills exceptionally well in making 'Talking Books' about Florence Nightingale.

From work on display and a presentation by staff, there is excellent evidence to show that pupils achieve high standards in other subjects. Three-dimensional models, such as 'Affra the Aerobics Instructor' are examples of high quality work in art and design. In design and technology, pupils understand the design, make and evaluate process, for example in making musical instruments. Music is a strength of the school, with many pupils playing instruments and/or taking part in local festivals. Pupils in Year 2 lead the 'Harvest Festival' service in the parish church, which is just one example of pupils' involvement in the local community. In history, pupils show very good skills in researching, for example the life of Florence Nightingale.

Excellent care, guidance and support underpin pupils' outstanding personal development and well-being. Parents appreciate the high quality of care and support their children receive in the school. It works tirelessly to meet individual needs, including highly effective use of outside agencies when needed. Pupils have targets in literacy and numeracy, which they know and understand. A particular strength of teaching is that teachers refer to targets in lessons by reminding pupils to use them and telling pupils when they achieve them. Teachers' marking is helpful and constructive, with much done with pupils at an individual level. As a result, pupils are supported exceptionally well in their academic development.

Pupils enjoy school and love learning, which was mentioned by many parents. Their behaviour is excellent. Pupils work hard in lessons because the work is challenging and matched successfully to individual needs. Their spiritual, moral, social and cultural development is outstanding, with pupils having very strong views on the importance of recycling. The democratically elected school council is determined that its school should achieve 'eco status'. Teachers receive frequent reminders, especially about turning lights out! Pupils have an excellent understanding of healthy

lifestyles. Many participate in the impressive range of clubs for music, art and sport that the school provides. Whilst attendance is no more than satisfactory, it is because younger pupils are more prone to childhood illnesses. The school is rigorous in promoting good attendance.

Teachers plan their lessons exceptionally well. They make very good use of teaching assistants to support pupils, including those with learning difficulties and/or disabilities. Teachers' subject knowledge is very good and they use interactive whiteboards most successfully to teach new skills and understanding. Pupils show great confidence in using interactive whiteboards. Planning for cross-curricular work is very strong, with pupils getting excellent opportunities to use ICT to support their learning, including the use of laptop computers. The school recognises, particularly with so many summer born children, that the transfer from Reception to Year 1 can be too big a step. Inspection evidence supports this, particularly with regard to the lack of access to outdoor play, and a more play-based transitional curriculum for those who need it.

Governors are exceptionally supportive of the school, particularly in helping it to focus on raising achievement and standards. They agreed to fund an extra teacher to allow the two Year 2 classes to be taught as three groups in numeracy. As a result, standards in mathematics rose, especially in the proportion achieving the higher Level 3 in the national assessments. The identified need to improve provision for more able writers was supported by funding an additional teacher for one day a week, resulting in a marked improvement in standards. Such examples show that the school has the excellent capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

'My daughter's first year at Eastrop has been everything an inquisitive five year old could ask for. We feel she has been encouraged and nurtured. Her reading and writing are a good standard but we are really pleased that she is encouraged to keep improving.' The views of this parent capture in a nutshell the effectiveness of the Foundation Stage. Children make excellent progress in all areas of learning. By the time they leave Reception, they work securely within the goals they are expected to achieve in all areas of learning. The successful teaching of letters and sounds has a positive impact on early reading and writing skills and prepares them well for Year 1. Staff work together most effectively to provide an exciting curriculum, including very good use of the secure outdoor play area. Day-to-day assessment of children's learning is good, with potential underachievement identified early and planning then amended as necessary to meet individual needs. The Foundation Stage is managed exceptionally well, with the very strong emphasis on providing children with the best possible start to their schooling.

## **What the school should do to improve further**

- Improve the quality of transition from Reception to Year 1, especially for summer born 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of 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	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	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
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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 the 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

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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 July 2008

Dear Pupils

Inspection of Eastrop Infant School, Swindon, SN6 7AP

Thank you for the very warm welcome you gave me when I visited your school. I enjoyed talking to you and seeing your work. I really liked all your smiles. I am delighted to tell you that you go to an outstanding school. I think you know that and your parents certainly told me in the questionnaires they kindly completed.

There are so many things that you do so well and that your school does to help you. I think that these are the most important.

- The work you do in literacy, numeracy, ICT, art, DT and music is of a very good standard and better than many seven year olds can do.
- You greatly enjoy school and work hard in lessons; your behaviour is excellent.
- Teachers and teaching assistants make lessons interesting and help you to make excellent progress.
- You really enjoy taking part in clubs and festivals.
- The staff care for you and look after you extremely well, including giving you those targets in literacy and numeracy.
- All those who lead and manage your school want you to have the best possible education.

There is one thing which I think would make your school even better than it already is. I have asked your headteacher, teachers and governors to do the following.

- To allow you to continue to do some of the exciting things you do in Reception when you move into Year 1.

I hope Year 2 enjoyed the music festival. I also hope you are impressed with my use of bullet points – I know I told some of you I would use them in the letter. Keep working hard and enjoying learning. Keep smiling too!

Yours sincerely

David Curtis Lead inspector