

# Eastwick Junior School

## Inspection report

---

<b>Unique Reference Number</b>	125013
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328262
<b>Inspection date</b>	18 March 2009
<b>Reporting inspector</b>	Beryl Richmond

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Dean
<b>Headteacher</b>	Miss Geraldine Wood
<b>Date of previous school inspection</b>	2 May 2006
<b>School address</b>	Eastwick Drive Great Bookham Leatherhead KT23 3PP
<b>Telephone number</b>	01372 453277
<b>Fax number</b>	01372 451648

---

<b>Age group</b>	7–11
<b>Inspection date</b>	18 March 2009
<b>Inspection number</b>	328262

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://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 an Additional Inspector. She evaluated the overall effectiveness of the school and the following issues:

- how effectively the school is being led and managed, particularly how well the school promotes community cohesion
- how well the school is improving boys' standards and achievement in writing and the proportion of pupils achieving Level 5 in mathematics by the end of Year 6 by, in particular, improving the consistency in the quality of teaching
- the quality of the curriculum
- how well pupils behave
- how well pupils understand what they need to learn in order to improve.

Evidence was gathered from observation of lessons; discussions with staff, pupils, governors and a representative of the local authority; the school's documentation; the results of national assessments; samples of pupils' work; and questionnaires returned by parents.

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 its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Eastwick Junior is a large oversubscribed school. Very few pupils are known to be eligible for free school meals. Most pupils are of White British heritage. Very few pupils are learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. Their needs include moderate learning, speech, language and communication and physical difficulties. The proportion of pupils with statements of special educational needs is much higher than usual. This is because there is a special needs support unit, integrated into the main school building, for pupils with autism. There has been instability in staffing over recent years. The headteacher has been away from school since December and the school is currently led by the deputy headteacher. An interim headteacher joins the school the week following the 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 provides its pupils with a good education. The current leadership team are working together well to ensure that the school runs smoothly in the absence of the headteacher. Parents have commented positively on their work, saying typically, 'Mrs Williamson has done an excellent job keeping the school running smoothly and normally, helped a great deal by all the rest of the staff.' Pupils are settled and happy.

Parents are very interested in their children's education. However, some are unhappy about the many changes in staffing and the impact this has had on their children. The governing body is closely monitoring the performance of the school. It has taken rigorous action to ensure stability in staffing and is working closely with the leadership team to bring about improvements. The local authority is also closely involved with the school and is providing advice and support. The school has good links with a wide range of organisations to support pupils' welfare and learning, for example, with a local music school. Links with the local community are strong. Year 6 pupils enjoy being guides at community events such as open days.

Pupils' personal development and well-being are good because of the very good care that is provided and a very strong focus on personal development within the curriculum. Excellent relationships help pupils develop into self-confident, polite individuals who work and play together well. This is because the school provides pupils with very good opportunities to take responsibility and to work cooperatively and collaboratively. This means pupils are exceptionally well prepared for the next stage of learning and the world of work. Their spiritual, moral, social and cultural development is good. They are well aware of diversity in British society as a result of the school's improved provision. For example, a Buddhist monk recently visited the school to share knowledge about his religion with them. Pupils make a good contribution to their school community, for example by being school councillors and by being helpful and supportive to each other. They have a good understanding of how to stay healthy and safe. A particular recent school focus has been on making sure that pupils understand potential dangers on the internet. Pupils agree that most of them behave very well, although a few parents raised concerns about behaviour and also about the way that incidents have been dealt with. Inspection evidence shows that behaviour is excellent. Pupils say that they enjoy school and parents are supportive of the school by ensuring their children attend regularly. Consequently, the rate of attendance is above average.

Standards at the end of Year 6 are consistently above average in English, mathematics and science and pupils currently attending the school are on track to achieve similar standards. Boys' progress and standards in writing are not as good as they are in reading. Reading standards are exceptionally high because the school has trained all its staff very well to teach reading, particularly focusing on inference and deduction. A similar approach, this time concentrating on composition and effect, is in place to improve writing, particularly for boys, but the full impact of this is still to be seen. The curriculum has been improved very well to make it more appealing to boys. For example, they enjoyed writing instructions on how to make a paper aeroplane and writing in official language as part of a topic on the Greeks. Exceptionally in 2008, a smaller proportion of Year 6 pupils than average achieved the higher grade of Level 5 in mathematics in national tests. However, pupils are currently on track to achieve more higher grades this year. A strong focus on investigation in both mathematics and science enables pupils to achieve well. Autistic pupils and those with moderate learning, speech, language, communication and physical difficulties achieve well because they receive good support with

their learning and their personal development, and are well integrated into the school. They often go on to achieve the expected standards at the end of Year 6.

Achievement has continued to be good by the end of Year 6 in spite of the many changes in staffing, because the school tracks pupils' progress very well and has an accurate view of its performance. It provides good extra support to ensure that pupils do not underachieve. Because of the staff changes, there has not always been consistency in the quality of teaching. The deputy headteacher has monitored teaching and learning very well and provided coaching and support to improve its quality throughout the school. It is now more consistent as a result. There is an excellent curriculum which links subjects together meaningfully and creatively, so that pupils enjoy their education and want to learn. There is an extensive range of clubs, some of which are suggested and run by the pupils, and visits and visitors provide enrichment.

Pupils have a very good understanding of how they can do better in English, mathematics and science. They appreciate the feedback they receive from teachers to help them improve. They take responsibility for judging how well they are progressing by using various checking systems according to their age. They also work together effectively to give each other helpful comments for improvement. Pupils do not have as clear an idea of how to improve in other curriculum areas. The school is seeking to extend these strategies to other subjects to address this.

Leadership and management are good. Leaders can demonstrate their good impact in many areas of work. For example, self-evaluation is good and responsibility for school improvement is widely shared. Data is analysed well by subject leaders and clear priorities for improvement are set. The school community has recently worked together at an annual school conference where clear direction for the future development of the school was agreed. The governing body is an effective 'critical friend' and provides good support. It has evaluated the school's provision for community cohesion well and it is particularly good locally and internationally. Links with other parts of the United Kingdom are developing well. The school's track record in improving the quality of teaching, accuracy of assessment and achievement indicates a good capacity for improvement.

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

- Improve boys' standards and achievement in writing, by providing them with challenging and stimulating tasks that interest them.
- Improve pupils' understanding of the next steps in their learning in a wider range of subjects.

**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](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

**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
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?	2
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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

<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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

01 April 2009

Dear Pupils

Inspection of Eastwick Junior School, Leatherhead, KT23 3PP

Thank you very much for helping me during the inspection, particularly by talking to me about your school. I was impressed by your friendliness and politeness. Your school is good. Here are some of the best things about it.

- Your acting headteacher and staff are working together well as a team to do their best to continue to improve your school.
- Most of you behave extremely well. This means that your classrooms are pleasant places to learn in and you have excellent relationships with adults in school.
- You are making good progress because teaching is good.
- Your school has some good links with other organisations, which provide interesting opportunities for you to learn.
- Your attendance is good and most of you come to school regularly and on time.
- Your parents are very interested in your learning. A large number of them completed the questionnaires and wrote comments about your school.
- Adults take very good care of you.
- You enjoy a very varied and rich curriculum, which gives you opportunities to learn in a fun way.
- You are developing well personally and have a good understanding of how to stay healthy and keep safe, including when using the internet. You contribute well to your school community, for example as members of the school council and also by being helpful to each other.

I have asked your school to help you to improve your achievement and standards in writing, particularly the boys, by always giving you challenging tasks that interest you. I would also like you to understand the next steps in your learning in a much wider range of subjects.

I would like to send you my best wishes for your future success in whatever you choose to do.

Yours faithfully

Beryl Richmond

Lead Inspector