

# Eastwick Infant School

## Inspection report

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<b>Unique Reference Number</b>	125045
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	381033
<b>Inspection dates</b>	17–18 October 2011
<b>Reporting inspector</b>	Sheila Browning

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 of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Iain White
<b>Headteacher</b>	Kareen O'Brien
<b>Date of previous school inspection</b>	23 April 2007
<b>School address</b>	Eastwick Drive Great Bookham Leatherhead KT23 3PP
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## Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons taught by 11 staff. They observed the school's work, and looked at school documentation and pupils' workbooks; they held discussions with groups of pupils, the Chair of the Governing Body and two of its members, and staff. Questionnaires from 142 parents and carers and 25 staff were analysed to help inform the inspection process.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of measures taken to raise boys' attainment in writing and girls' attainment in mathematics.
- The extent to which teaching challenges pupils and how effectively assessment guides teachers' planning.
- How effectively leaders and managers at all levels are leading improvement, including in terms of raising pupils' awareness of the cultural diversity in the United Kingdom.
- How successfully the school helps the youngest children to develop their language, literacy and communication skills.

## Information about the school

Eastwick Infant School is larger than most infant schools. Most pupils are White British, although a small number are from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is above average. The school has a specially resourced provision (unit) for pupils with special educational needs and/or disabilities for 22 pupils on the school roll. This and a breakfast club and after-school club are managed by the governing body. The school shares the site with a junior school and is part of a confederation comprised of 11 local schools. Children in the Early Years Foundation Stage are taught in three separate Reception classes. The school has several awards reflecting its commitment to promoting healthy living and environmental awareness.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Eastwick Infant School continues to be a good school. It has some outstanding features. These are underpinned by the headteacher's unflinching vision for improvement, a nurturing ethos and the emphasis on the role of all staff in promoting extremely positive attitudes towards learning and high aspirations. The high level of pastoral care, guidance and support and the impact of the 'values education programme' ensure pupils feel really safe, enjoy school and have an excellent understanding of healthy living. This is reflected in their high levels of attendance and excellent behaviour. These features support good learning and contribute to pupils' excellent spiritual, moral, social and cultural development. They show an excellent understanding of local, national and global perspectives through working with their peers in the specially resourced unit, and with other children in the confederation and from Brazil. Pupils play a very active role in the local community and the school council has a strong pupil voice. Relationships and engagement with parents and carers are excellent, as are partnerships with other schools and specialists. Pupils' excellent personal development and their acquisition of a wide range of skills ensure they are very well prepared for the move to junior school.

In the Early Years Foundation Stage, children make good progress. This is built on well throughout the school, so that pupils leave with overall attainment that is significantly above average and, for a few, high. Rigorous checks on pupils' progress and measures taken to accelerate progress further in reading, and particularly for girls in mathematics, have enabled the school to reduce the gaps in the rates of progress made by both boys and girls. Attainment in mathematics for girls is now higher; pupils' writing skills, especially that of boys, are improving, but at a slower rate, and attainment is not as high as it is in reading and mathematics. Pupils in the unit generally make good progress in line with their peers, because of good support and specialist teaching. However, when integrated in mainstream classes, the level of support and teaching is not always as well matched to their specific individual needs and, consequently, on these occasions, their rate of progress slows. Other pupils with special educational needs and/or disabilities make good progress from their starting points, because of well-targeted interventions, support, excellent care and guidance.

Staff have created a well-resourced, attractive and positive learning environment. The curriculum motivates and engages pupils' interests and is enriched through many popular after-school clubs, visits and visitors. Teaching is typically good with

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some exemplary practice. In the strongest lessons, expectations are challenging, pupils are motivated and keen to learn, although this good practice is not always sufficiently widely shared. In a small minority of lessons, pupils spend too long listening to instructions, limiting their active participation and occasionally, the pace of learning slows and activities do not excite sufficiently to support writing. Leaders have identified this issue and training has been put in place to remedy it.

The establishment of a new leadership structure has successfully secured sophisticated and accurate self-evaluation procedures and robust data analysis. Governors are insightful and vigorous in challenging school performance. The school has built on and consolidated its previous strengths well, including a notable improvement in care, guidance and support, resulting in pupils' excellent personal development. Consequently, it has a good capacity for further improvement.

**What does the school need to do to improve further?**

- Raise attainment in pupils' writing, especially for boys, by:
  - ensuring opportunities for writing are based on exciting and stimulating activities
  - sharing the best practices in the teaching of writing so that a greater proportion is outstanding.
- Review the provision for pupils in the specially resourced unit when integrated in mainstream classes so that their needs are fully met.

**Outcomes for individuals and groups of pupils****1**

Children start school with skills and understanding that are generally above those expected for their age. Pupils make good progress in lessons because they are usually motivated and engaged by an exciting curriculum. Progress in writing is slower overall than in reading and mathematics. In Year 1, pupils were enthralled after their treasure hunt at a local church. They discussed key features and made small models of the interior before writing about their visit. In Year 2, pupils tested their investigative and problem-solving skills using place value and number problems, and were thrilled to count to over a 1,000. Displays show pupils' talents for making, then writing instructions, for wind-up bugs, learning about Kandinsky and developing their scientific skills. Other displays highlight pupils' skills in comparing Bookham to Brazil using information and communication technology (ICT). In lessons, especially in mathematics, girls were engaged as fully as boys and made good progress. Pupils like the 'tips for success', 'Wagolls' and 'learning ladders'; pupils say that these prompts and targets for mathematics and reading help them to do their very best. All groups of pupils make good progress overall. Pupils in the unit make good progress in dedicated lessons because support is well targeted for their special needs. Here, they make great strides in developing physical skills, learn to interact in a group and develop their number and phonic (the sounds that letters make) knowledge; however, this is not always the case when they are integrated in mainstream. Other pupils in mainstream classes with special educational needs and/or disabilities make

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good progress because teachers and teaching assistants meet their needs effectively.

Pupils behave exceptionally well and a striking feature is the caring way they look after each other, showing particular empathy for their classmates from the unit. As playground buddies, older pupils organise 'Huff and Puff' play equipment and games. Pupils say they feel very safe in school, confirmed by parents and carers. The excellent focus on encouraging healthy lifestyles has led to the school being awarded the Healthy School status. Most pupils try to eat healthily, enjoy breakfast club and grow and sell their own vegetables. The harvest lunch was a great success with pupils and many parents and carers. Many participate in a wide range of sporting activities. Pupils' contribution to the school and wider community is exemplary and they have a strong pupil voice through the school and confederation councils. Their ideas on the curriculum and 'top tips' for recycling are enthusiastically adopted. They take part in local events and fund-raise for a school in Sri Lanka. Pupils' awareness of the different cultural, religious and socio-economic backgrounds of people in their community and further afield is excellent. The 'values education programme' contributes much to pupils' excellent spiritual, moral, social and cultural development and confidence as independent learners.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

In most lessons, teachers have high expectations, challenge and make learning fun and exciting through the effective use of technologies and resources. In these lessons, learning has a meaningful context and pupils learn through first-hand

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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experiences. Teachers know the pupils very well and actively encourage them in their learning. They assess pupils’ progress well and plan work that is matched well to their needs, ensuring mostly good progress. Pupils are encouraged to assess their own learning. The marking code is used well with work marked against the ‘learning ladders’ and learning outcomes. The sharing of ideas with a talk partner is a good feature which helps develop pupils’ social and communication skills. Teaching assistants are utilised well, giving good support for those who find learning difficult. Teachers demonstrate good subject knowledge and relationships between all are excellent. A small minority of teaching is less effective because too long is spent explaining things and telling the pupils what to do; too little time is left to complete tasks, with missed opportunities for pupils to find more things out for themselves.

While there is a good focus on English and mathematics, the full impact has yet to secure pupils’ higher writing attainment. Cross-curricular links build well on first-hand experiences. When delivered with enthusiasm, the curriculum provides effective opportunities for pupils’ all-round development. This ensures that learning is purposeful, fun and meaningful. As one pupil said, ‘I just love it all.’ However, pupils’ progress slows when teachers’ innovative planning is not implemented effectively, which the school continues to work on. Pupils say how much they enjoy the wide range of visitors; for example a mother shared her Nigerian culture and pupils and staff tried costumes, crafts and foods. Music, French, art and sport add considerable enjoyment to the curriculum.

Parents and carers rightly say their children are extremely well looked after in this nurturing community. Pupils within the unit benefit from specialist teaching and well-deployed learning support assistants. However, when integrated in mainstream classes, teaching support is often pastoral rather than challenging. Systems and structures to offer support and guidance to pupils are very well embedded. Pupils are encouraged to become independent, respect each other and take responsibility. The impact is evident in the pupils’ excellent outcomes and high attendance. Pupils whose circumstances make them vulnerable are extremely well supported and the school works very effectively in partnership with a wide range of agencies to ensure their specific needs are met. This, together with the use of family liaison initiatives and close partnerships with parents and carers, enables those most vulnerable to make outstanding progress in their social and emotional well-being as well as good progress in their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

The headteacher has effectively driven improvements since the previous inspection, particularly in using robust self-evaluation at all levels and has embedded ambition well so that it is shared and supported by all staff and members of the governing body. All aspire to provide the best for their pupils. Senior leaders monitor lessons, books and planning, and provide training and support for colleagues. Regular assessment, pupils’ progress meetings, and robust analysis and use of data ensure teachers are accountable for the progress pupils make. This information is used effectively to ensure all pupils have good equality of opportunity and is also reflected in the closing gap in girls’ and boys’ progress. Any discrimination is not tolerated. Pupils’ achievement has improved, particularly so in reading and mathematics, and their personal development has improved to outstanding levels. The creative curriculum has encouraged teachers to become more adventurous in how they teach lessons but this has not yet been fully effective in raising standards in writing, particularly for boys, to the well above-average levels found in reading and mathematics.

Members of the governing body are highly supportive and the headteacher’s view confirms the excellent challenge they exert. Each governor tracks three children. They use effectively an ‘all-round’ performance management process for the headteacher and canvass the views of others, including pupils. Community cohesion is very effectively promoted. Pupils’ awareness and experiences of people locally, in the United Kingdom and further afield, is excellent through the confederation partnerships and events. They email and exchange videos about their school with a school in Brazil and have video links and conversations with a school in Zambia. Safeguarding and child-protection procedures are secure. Checks on staff are robust. The school plays a significant role within its local community. Excellent partnerships with the confederation, medical, educational and other specialists, including the expertise in the unit, benefit the pupils immensely.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The Early Years Foundation Stage is managed well and children settle quickly. All six areas of learning are planned for well and children show good personal and social skills when they initiate learning for themselves. They make good progress and leave this class ahead of most children nationally in the areas of learning for this age, although some opportunities are missed to extend their early writing skills. Children thoroughly enjoy learning. The school has rightly identified children’s language skills as an area requiring more emphasis, with a sharper focus on vocabulary. Provision is much improved, and the outdoor learning area continues to be developed. Staff assess children’s progress effectively and use the information to plan child-chosen and teacher-directed activities adapted to match their needs and interests. The profiles provide parents and carers with a clear picture of how well children are progressing. They are encouraged to be involved and many attend the workshops to help support their child’s learning.

Children particularly enjoyed the story of the gingerbread man. They created story paths and maps, and talked about the main characters while practising their letters and sounds. They listed the ingredients, made recipes, then baked and counted out their gingerbread men. Improving their mathematical development, they searched for buried numbers, talked about positional language, before-behind-above, and explored forming letters and shapes using bubbles and paint. Outside, they enhanced their physical development as they explored and climbed the made bridges for the gingerbread man to escape. Children within the specially resourced provision unit are able to take a full part in all activities because of well-directed support.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A higher proportion of parents and carers returned questionnaires than is seen nationally. The vast majority of respondents were entirely supportive of the school. Almost all stated that their child felt safe, enjoyed school and that the school helps their child adopt a healthy lifestyle. Inspectors found that pupils certainly enjoy

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school, and have an excellent understanding of healthy living and of their own personal safety. Inspectors found that the school works extremely well with parents and carers and is keen to listen and act on their views.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eastwick Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 142 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	120	85	22	15	0	0	0	0
The school keeps my child safe	127	89	15	11	0	0	0	0
The school informs me about my child’s progress	119	84	22	15	1	1	0	0
My child is making enough progress at this school	116	82	24	17	1	1	0	0
The teaching is good at this school	123	87	17	12	1	1	0	0
The school helps me to support my child’s learning	117	82	24	17	1	1	0	0
The school helps my child to have a healthy lifestyle	114	80	27	19	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	99	70	33	23	0	0	0	0
The school meets my child’s particular needs	112	79	29	20	0	0	0	0
The school deals effectively with unacceptable behaviour	96	68	39	27	0	0	0	0
The school takes account of my suggestions and concerns	107	75	30	21	0	0	0	0
The school is led and managed effectively	132	93	10	7	0	0	0	0
Overall, I am happy with my child’s experience at this school	124	87	18	13	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 October 2011

Dear Pupils

### **Inspection of Eastwick Infant School, Leatherhead KT23 3PP**

Thank you for making us so welcome when we visited your school. We enjoyed our visit and talking to you. Your behaviour is excellent. We were pleased to find that you have an excellent understanding of healthy living, keeping safe and make an outstanding contribution to the school and wider community through your work and ideas. You are very well prepared for junior school. Your personal development is outstanding and you understand a lot about people different to you. We were impressed with the way you all get on together and look after each other, and especially care for the children in the unit.

Eastwick Infants is a good school. The staff and governors work very hard to provide you with a good education. They take excellent care of you and make certain you are safe. Teachers plan their lessons well so that you make good progress as you move up through the school. Your attainment is higher than that expected for your age. You do best in reading and mathematics and your writing is improving. It was good to hear how much you enjoy school and this was very clear in the way you showed respect for one another and the adults. In order to make your school even better, we have asked the school to do these things.

- Help you to improve your writing, especially boys, by making sure you have exciting activities, and ensure more teaching is outstanding.
- Check that the pupils in the unit always have the right provision they need when they join you in class.

All of you can help by playing your part and always trying your best.

Yours sincerely

Sheila Browning  
Lead Inspector

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