

Eastbury Farm Junior Mixed Infant and Nursery School

Inspection report

Unique Reference Number	117245
Local Authority	Hertfordshire
Inspection number	290767
Inspection date	23 May 2007
Reporting inspector	Philip Mann HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	349
Appropriate authority	Governing Body
Chair	Mr Ivor Kyte
Headteacher	Mr Peter Biddick
Date of previous school inspection	30 October – 1 November 2002
School address	Bishops Avenue Northwood Middlesex HA6 3DG
Telephone number	01923 824543
Fax number	01923 842450

Age group	3-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated achievement in mathematics as a prime focus, gathering evidence from observations of teaching and learning, discussions with pupils, a review of their work and discussions with staff and governors. Other aspects of the school's work were not investigated in detail, but the inspector 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.

Description of the school

Eastbury Farm Junior Mixed Infant and Nursery School is larger than average. The children's starting points in the Nursery are generally similar to those of similar age. An average number of pupils experience learning difficulties and/or disabilities. The proportion entitled to free school meals is below the national average. The majority of pupils are White British but about a third come from a range of different minority ethnic backgrounds. The proportion of pupils whose mother tongue is not English is similar to that found in most schools with a very small number of pupils at the early stages of language acquisition in English.

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 where all learners are treated equally within a climate of care and trust. The school's view of itself is generally accurate but it should be more confident about stating how good it is because in fact it is outstanding in most aspects of its work. This is supported by the overwhelming majority of parents with comments such as, 'The school is outstanding because the teaching is excellent and children are very well motivated.' and, 'There is a real sense of care and community in the school.' Such strength of feeling is further confirmed by the very large number of parents who give freely of their time to support the school for the benefit of all pupils.

Achievement in many areas is excellent. Children enter the Nursery class at levels generally equal to those normally expected. Very good provision throughout the Foundation Stage classes ensures all children make good progress to attain standards above that expected by the time they start Year 1. Very good teaching throughout the rest of the school means that achievement and standards in English, mathematics and science are outstanding by the time pupils move on to secondary school. This is confirmed by the 2006 national tests and current teacher assessments. Basic skills in literacy and numeracy are taught especially well and over a half of pupils in Year 6 attain the higher Level 5 in English, mathematics and science. The inspection focused on the progress of pupils in mathematics. It found that very successful strategies have been implemented to increase the level of pupil achievement and especially that of girls who state they now find learning in this subject fun. This success is due to excellent leadership and management at all levels, the very good teaching of investigative activities and increased opportunities for pupils to solve problems for themselves.

Pupils' personal development and well-being are outstanding. This is because equality is promoted well and diversity is celebrated effectively through the school's outstanding provision for the pupils' spiritual, moral, social and cultural development. As a result, all pupils display excellent attitudes towards learning at all levels. Relationships between themselves and adults are very positive. There is a high degree of racial harmony, attendance is good and pupils state that they love coming to school. Behaviour is excellent and there is an absence of bullying. All pupils display very positive attitudes towards living healthily. Citizenship skills are developed very well through activities such as the school council. Pupils speak very positively about the exceptional level of care and support that all staff provide for them. Very good assessment procedures ensure that pupils are provided with very effective personal support and their academic progress is monitored very closely. Marking of pupils' work is regular and fully recognises pupils' efforts. However, often pupils are not given specific written guidance on what to do next to improve and many are not sure about their targets in mathematics.

The quality of education is outstanding throughout the school. Teaching and learning in Key Stage 1 and Key Stage 2 is very good with several excellent examples noted. Lessons are very well planned to cater for the needs of the different age groups in each class. Teachers demonstrate a breadth of subject knowledge and questions are used very well to challenge the pupils' thinking. This is particularly evident in the teaching of mathematics. Resources, such as interactive whiteboards, are used

especially well to make lessons interesting and bring learning to life. The provision for pupils to work with others and solve problems is a real strength.

The curriculum is broad, balanced and excellent in quality. Key Stage 1 and Key Stage 2 pupils speak very highly about the extensive range of activities both in and out of lessons planned for them. The beautiful pictures in the style of Monet and finely sculptured model chairs fully exemplify the breadth of work covered. Music and sport are significant strengths. Provision in the Nursery and Reception classes is equally as good. Very detailed planning, thorough use of assessment information and strong teamwork is providing these children with many opportunities for them to achieve in readiness for joining the main school. The support given to pupils with learning difficulties and/or disabilities and those who speak English as an additional language is particularly effective.

Outstanding leadership and management are the prime driving forces behind the schools' success. Procedures for the protection of pupils are very thorough and applied with rigour. Teamwork is a very strong feature where all are encouraged to support self-evaluation and school development. Governance is very good and individual governors make an effective contribution to the school's continued improvement. Taking all factors into account, the school provides outstanding value for money and its capacity for further improvement is excellent.

What the school should do to improve further

- Ensure that marking of pupils' work in mathematics effectively identifies what pupils need to do next to improve.

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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 ¹ 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

¹ 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.



24 May 2007

Dear Pupils

Inspection of Eastbury Farm Junior Infant and Nursery School, Northwood, Middlesex. HA6 3DG

I really enjoyed visiting your school and I would like to thank you all for making me so welcome during the day.

It is clear to me that you love being at school. This is because many of you said that the teachers provide many exciting activities for you to do. I agree with you because during my visit I saw so many excellent things going on in lessons and around the school. In fact, the school is outstanding in nearly everything it does. This is because the headteacher leads the school very well and everybody works together to provide you with the best education possible. Your behaviour is excellent and there is such a happy atmosphere around the school. It is a pleasure to see you all playing and working together as one happy community.

You told me that the teachers make lessons fun and exciting. This is because they use the interactive whiteboards very well to teach new things to you and they set work that is not too difficult nor too easy for you to complete. They all mark your work regularly and congratulate you when you have done good work. However, not all teachers write comments in your books that tell you what you need to do next to improve. This is something they are going to try and be better at.

All of the staff take a great interest in the progress you make at school. They carefully listen to what you have to say about how the school can be made even better. The Friendship Bench, Huff and Puff equipment and healthier food are just three of the improvements that you have had a say in.

Once again, thank you for making me feel so welcome and good luck for the future.

Yours sincerely

Philip Mann
HMI