

Eastwick Junior School

Eastwick Drive, Great Bookham, Surrey, KT23 3PP

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other leaders and governors have worked effectively to raise standards. They have a clear understanding of what needs to be done to further improve teaching and learning.
- Pupils in all years achieve well and are making good progress from their different starting points.
- Standards in reading are high and in mathematics are improving strongly. Writing standards are improving for most pupils.
- Teachers have high expectations of what most pupils can achieve. Pupils respond enthusiastically and take a pride in their school and their achievements.
- The school environment is safe and welcoming. Pupils’ behaviour is good and they manage their own behaviour well, helping each other to learn.
- The quality of teaching is good. Teachers plan stimulating activities which motivate and excite pupils to learn. The strong leadership of the headteacher and the governors ensures that staff and pupils work together to raise achievement.

It is not yet an outstanding school because

- Although examination results historically have been high, standards slipped in 2013, especially in mathematics and writing, particularly for girls.
- Although most teaching is good, in a few classes, the most able pupils are not always challenged as much as they could be.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons, several of which were carried out jointly with senior leaders. They looked at work in pupils’ books and they listened to pupils in Year 4 and Year 6 read. They talked to groups of pupils about their work and also attended an assembly.
- Meetings were held with school leaders, governors, groups of pupils and a representative from the local authority.
- Among the documents scrutinised were plans for school improvement, minutes from governing body meetings, information about pupils’ learning and progress and documentation regarding the safeguarding of pupils.
- The views of 122 parents and carers were considered through the online survey Parent View and through informal discussions. Staff views were taken into account by analysing responses to the staff questionnaire.

Inspection team

John Worgan, Lead inspector

Additional Inspector

Sue Cox

Additional Inspector

Veronica Young

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized junior school.
- The proportion of pupils who are eligible for pupil premium is lower than average. This is additional funding provided by the government to support pupils who are known to be eligible for free school meals.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well below average.
- The proportion of disabled pupils and who have special educational needs that are supported at school action is below average. The proportion of pupils that are supported at school action plus or with a statement of special educational needs is above average.
- The school has specially resourced provision (known as The Ark) for 22 pupils with special educational needs, mainly from the autistic spectrum.
- In 2012, the school formed a federation with Eastwick Infant School, sharing the same headteacher and governing body. There have been significant changes in staffing in the last two years, including a change of headteacher.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' learning and progress.

What does the school need to do to improve further?

- Improve the achievement of all pupils and especially those of higher ability by:
 - providing more challenging and stimulating tasks which encourage pupils to think deeply about their work
 - improve pupils' writing skills by ensuring that they write at length across a wide range of subjects.
- Improve the proportion of outstanding teaching so that pupils make even more rapid progress across all subjects by:
 - improving the consistency of marking so that all pupils have a clear understanding of how to develop their work and are able to demonstrate to their teachers that they have understood and acted on the advice given

Inspection judgements

The achievement of pupils is good

- Most pupils enter the school with above average skills and knowledge for their age. Pupils in all years make good progress, matching or exceeding national expectations.
- Progress is good because teaching generally matches activities to pupils' abilities, using a range of resources and learning activities, although some more able pupils are not as challenged as they could be. In some mathematics lessons, these pupils completed questions quickly and were not given the opportunity to move on to higher level tasks.
- Standards at the end of Year 6 have been high for some years. In 2013, standards dropped, especially in writing and mathematics, particularly for girls. The school has analysed the reasons for this and has acted quickly to remedy weaknesses in the teaching of mathematics and writing.
- The school's assessments for this year confidently show that former high standards are on track to return. The gap between girls' and boys' performance has been eliminated and girls' progress now exceeds expectations. This has been due to consistently good teaching and appropriate staff training supported by the local authority school leaders.
- Standards of reading are high. Pupils make good use of sounds and letters when reading and read widely. They read to inspectors with confidence and spoke enthusiastically about the books which they had read. The school's performance in reading in national tests is above the national average.
- Standards in mathematics have improved strongly, especially for girls, whose progress now matches that of boys.
- In writing, although standards are improving and inspectors saw examples of good extended writing in literacy books, in some classes this was not seen in other subjects. Teachers did not always correct errors, so pupils sometimes repeated them.
- The progress of disabled pupils and those with special educational needs is checked regularly and they receive appropriate support which helps them to make good progress.
- The few pupils who speak English as an additional language make good progress. They are confident learners.
- Pupils in the Ark Unit make very good progress from a wide range of starting points because of good teaching. The work which they are given is well planned according to their individual learning needs.
- In the 2013 statutory assessments, pupils eligible for the pupil premium were two terms behind other pupils in writing and three in mathematics. Current school data show that this gap is rapidly closing because each of these pupils has an individual action plan and additional funding has been targeted to provide extra tuition for those who have difficulties.
- Pupils in the Ark have positive attitudes to learning and are encouraged to participate in the full curriculum of the school, as their confidence and skills develop.

The quality of teaching is good

- Teaching is good, with high expectations and thorough planning, contributing to pupils' positive attitudes and achievement.
- Pupils and parents agree that standards of teaching are consistently good and this was confirmed by inspectors' reviews of work and discussions with pupils.
- Pupils' skills are developed through a wide range of activities. In a Year 6 lesson, pupils were given opportunities to reinforce the vocabulary which they had learnt by speaking in French, competing in a game in which teams had to name and put on different items of clothing and then sing a song,
- Teachers' marking and feedback to pupils, although very effective in some classes, lacks

consistency across the school. Not all teachers provide clear enough advice for pupils about how to further improve their work. Teachers do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.

- Teaching assistants guide and question pupils effectively, particularly disabled pupils and those who have special educational needs. They help these pupils to make good progress alongside developing their self-confidence and self-reliance.
- Pupils talk enthusiastically about their work and are proud of the progress which they have made. The provision for pupils' spiritual, moral and cultural education is strong. Music is a particular strength and pupils' singing in assembly was impressive, as were music lessons delivered by a specialist teacher in which pupils demonstrated a high level of skill.
- The extra funding allocated for the teaching of physical education is used effectively to provide specialist teaching for all pupils and to train class teachers so that pupils' fitness and physical skills improve.
- Teaching in the Ark Unit is good because staff have a high level of expertise which enables them to plan stimulating activities that are carefully planned to meet pupils' individual needs.
- Lessons are challenging for most pupils. Most teachers expect much of their pupils, both in work rate and in the amount of thought and effort they get out of pupils.
- Occasionally, pupils' progress is hindered and lesson time wasted as they wait for others to catch up with them.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy school and this is reflected in their positive attitudes and above average attendance. They report that most pupils behave well and that lessons are rarely disrupted by poor behaviour. Records kept by the school show very few reported incidents related to poor behaviour.
- Pupils are polite and considerate; they are courteous to each other and to adults. They have excellent attitudes to learning and take a pride in their school.
- Teachers have well-established, positive relationships with pupils, so that pupils are calm, settled and ready to learn. Pupils are keen to meet teachers' high expectations of behaviour and learning.
- Pupils eagerly grasp all opportunities to work according to any methods adopted by teachers or by themselves and relish sharing information and helping each other to learn.
- Pupils get on well together, regardless of background. They say there is no discrimination and that all pupils are treated fairly and have an equal chance to join in with all activities provided by the school.
- The school's work to keep pupils safe and secure is good.
- Occasionally, when the pace of learning slows or activities are too easy, pupils become fidgety and start to chat among themselves; this is why behaviour is not outstanding.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel completely safe in school. They also have a good understanding of how to keep themselves safe in a range of other situations, including when using the internet.
- They know about different types of bullying, including those related to race and gender. Pupils say that bullying is rare and helpful adults are always on hand to sort out any minor disagreements that occasionally arise.
- Most parents and carers who responded to Parent View agreed that their children are happy and behave well and that the school keeps their children safe.

The leadership and management are good

- The leadership of the headteacher is of high calibre. This is recognised by pupils, staff, governors and the local authority. She has successfully led the school through a difficult period when standards had fallen.
- The school's move to become part of a federation, involving major staffing changes, has been managed sensitively by governors and school leaders, benefitting the school and resulting in improved standards. As one parent said, 'The changes have been amazing; it's a different school since the new head took over.'
- Senior and middle leadership is undergoing a process of change which is beginning to have a positive impact on teaching and learning. Staff responsible for subjects and areas of the school's work are enthusiastic and committed and have responded positively to training for their roles provided by the school and the local authority.
- Pupils' progress is checked carefully and support is provided quickly for those who fall behind, so enabling them to catch up. Disabled pupils and those with special educational needs are well supported and make similar progress to that of their peers.
- The school's checks on its own performance are thorough and constructively critical. Governors and staff are fully involved in this process, resulting in carefully planned actions, securing improvement, especially in the teaching of mathematics. Areas of weakness are identified and appropriate action is taken to remedy them, showing the school is capable of doing even better.
- The management of teachers' performance is well organised. Teachers are set clear targets, based on pupils' progress, their own professional needs and those of the school. Progress on the teachers' pay scale is linked to pupils' progress. Governors monitor the system effectively.
- The range of subjects taught is carefully thought. A particular strength is the way in which specialist teaching in music, French and physical education extends the experience of all pupils whilst allowing class teachers time to plan effectively together for other lessons.
- Staff are well trained in child protection issues and offer the highest level of care to pupils. All safeguarding requirements are met. Discrimination is not tolerated and equality of opportunity for different groups is fully ensured.
- The school works effectively with other schools and with the local authority to share good practice and to agree on the levels at which pupils are working. The local authority has given the school extensive support but now states that because of recent rapid improvement, a 'lighter touch' level of involvement is now appropriate.
- The Ark Special Needs Unit is well led and managed, with careful assessment of pupils' learning and progress and thorough planning of activities, which enables pupils to make good progress.

■ The governance of the school:

- The governing body of the school was re-constituted when the federation with the infant school was formed. This change has resulted in a strengthening of governance by drawing on expertise from both previous governing bodies which has greatly benefitted the school. Governors are well informed and constructively critical and they bring a wide range of skills and experience to their roles. They have managed major changes effectively, in partnership with the local authority, a process which is well regarded by parents and the local community.
- Governors have a clear view of the quality of teaching, ensuring that staff promotion and increases in salary are linked to the quality of teaching and pupils' progress.
- They understand the pupils' progress data and use it effectively to monitor performance.
- The allocation of pupil premium funding and the checking of its use are thorough and are reviewed regularly, so governors are sure that eligible pupils make the good progress intended.
- Governors' skills are used effectively, with appropriate training to keep them up to date.
- Communication with parents is regular and information gathered is used constructively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125013
Local authority	Surrey
Inspection number	431440

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

Type of school	Community School
School category	Primary
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Ian White
Headteacher	Kareen O'Brien
Date of previous school inspection	18 March 2009
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