

Inspection of a good school: Eastwick Infant School

Eastwick Drive, Great Bookham, Leatherhead, Surrey KT23 3PP

Inspection dates: 21 and 22 May 2024

Outcome

Eastwick Infant School continues to be a good school.

The principal of this school is Michael Lowes. This school is part of The Howard Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Louise Lee, and overseen by a board of trustees, chaired by Ian Wilson. There is also an executive headteacher, Vanessa Wallden, who is also responsible for this school and three others.

What is it like to attend this school?

Eastwick pupils are 'ready for everything'. The school prepares pupils well for the next steps of their education. Published results are in line with those seen nationally. Pupils enjoy coming to school and attend regularly. The school expects pupils to work hard and behave. Pupils fulfil the school's expectations of 'be ready, respectful and safe'.

Pupils live out school's values of respect, responsibility, care and honesty well. They treat everyone fairly and tell the truth. Pupils are proud to win tokens for showing these values in daily school life.

The best interests of pupils are always at the top of the school's agenda. The school is highly aspirational for all pupils. This is evident in the strong relationships and extremely inclusive practice. Everyone is welcome at Eastwick Infants. Assemblies help pupils understand about different types of neurodiversity. Pupils say this helps them understand their friends better. They are very accepting of differences between people.

Pupils, including pupils with special educational needs and/or disabilities (SEND), enjoy attending a range of extra-curricular clubs, such as football, computer coding and French. These help develop pupils' talents and interests well. The school is determined that all pupils will fully access everything on offer.

What does the school do well and what does it need to do better?

The school strives to continuously improve. Expertise from the trust supports the school very effectively. Trustees and the local governing body are well informed. They share a

high ambition for all pupils, offering strong support and challenge.

Over the past few years, the school has reviewed the curriculum in all subjects. This curriculum is ambitious and suitable for all pupils. The curriculum sets out what pupils need to learn and remember clearly. This starts well in Reception. The early years curriculum builds knowledge, understanding and vocabulary progressively. Children in the early years are excited by their learning. Staff plan activities that develop children's curiosity and independence effectively. There is a clear focus on communication and language. Adults model new words in their interactions with children well. Children are well-prepared for later learning in key stage one.

Teachers have secure subject knowledge. They explain new learning clearly. They select activities which help pupils learn the intended content of the curriculum. In lessons, they assess how well pupils are learning effectively, using skilful questioning. This has a positive impact on pupils learning more, doing more and remembering what they have learned. For example, in art, Year 2 pupils remember well how to join clay, using scoring and slipping techniques. Occasionally, the school has not identified what pupils should learn precisely enough in some aspects of the wider curriculum. While pupils learn well in these subjects, they could learn even more.

Pupils love reading. They chat happily about their favourite authors, recommending and lending each other their favourite books. The teaching of early reading is strong. The phonics programme is securely embedded across the school, including in the specialist provision. Pupils learn to read quickly. Teachers make regular and effective checks on pupils' progress with reading. Pupils who need extra support in reading are given the additional help that they need to keep up. The school supports parents well to understand how to help their children when reading at home.

The school identifies the needs of pupils, including those with SEND quickly. Pupils with SEND are supported expertly to access the same curriculum and opportunities as their peers. This is true also for pupils who attend the specialist resource provision, 'Rainbow'. These pupils take part in all aspects of school life. They work alongside their peers well.

Behaviour around the school is typically calm. Pupils work hard. When pupils with more complex needs require extra help, the school provides timely and effective support. This helps pupils to make better choices in the future and helps them regulate themselves more effectively. The school wants to do the best for all its pupils and takes the right action to achieve this, including working with other people within the trust.

The school provides a wide range of opportunities for the wider development of pupils. Pupils know how to keep themselves safe online. They understand how to have a healthy lifestyle, including having healthy relationships and what makes a good friend. Pupils particularly love keeping fit through swimming lessons in the school's pool.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While pupils achieve well in foundation subjects overall, they could learn even more deeply. At times, the school could identify the content of the curriculum with greater precision. The school should continue its work to refine the curriculum so that pupils achieve even more highly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Eastwick Infant School, to be good in October 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142998
Local authority	Surrey
Inspection number	10322016
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	Board of trustees
Chair of trust	Ian Wilson
CEO of trust	Louise Lee
Principal	Michael Lowes
Website	www.eastwickschools.uk
Dates of previous inspection	4 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school converted to academy status in July 2016. It is part of The Howard Partnership Trust.
- The school is federated with the on-site junior school.
- The infant school has a resourced provision called 'Rainbow' for pupils with SEND who have speech, language and communication needs. Currently there are 24 pupils who attend the Rainbow provision.
- Since the last inspection, a new principal has taken up post.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector heard pupils read to a member of staff.
- She also looked at other aspects of the school's curriculum.
- The inspector met with leaders, staff, pupils. She also met with the chair of trustees, the vice chair of the local governing body, the CEO, the director of education and safeguarding and other leaders from The Howard Partnership Trust.
- The inspector spoke with groups of pupils about their experiences at school. She considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspector spoke with staff about their workload and well-being. She considered the views of staff shared through Ofsted's online survey for staff.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

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