

Furzefield Primary School

Inspection report

Unique Reference Number	125130
Local Authority	Surrey
Inspection number	359842
Inspection dates	18–19 January 2011
Reporting inspector	Brian Netto

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 of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Val Williams
Headteacher	Susan Chrysanthou
Date of previous school inspection	15 November 2007
School address	Delabole Road Surrey RH1 3PA
Telephone number	01737642842
Fax number	01737 642842
Email address	head@furzefield.surrey.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. They visited 21 lessons and observed 19 teachers. They met with the headteacher and deputy headteacher, the Chair of the Governing Body and one other member of the governing body, subject coordinators and pupils. They observed the school's work, and looked at school plans, records of pupils' progress, minutes and self-evaluation documents. They received and analysed 177 questionnaires from parents and carers.

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

- The current pupils' attainment in Year 6 and across the school and how well pupils with special educational needs achieve.
- How well pupils make progress in English and mathematics, and how lessons engage and motivate them.
- The accuracy of the school's monitoring and evaluation strategies in supporting and driving improvement, and the impact of leaders on improving the quality of teaching.

Information about the school

The school is larger than the average-sized primary school. It has a Specialist Resource Centre for 18 pupils aged 7–11 years with moderate learning difficulties. The proportion of pupils with statements of special educational needs and/or disabilities is well above the national average. A very large majority of the pupils are from White British heritages. A Children's Centre with a day care unit shares the same site; this was not inspected. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes; both Nursery and Reception age children learn together. The proportion of pupils known to be eligible for free school meals is above the national average. The school has several awards which reflect its commitment to healthy living, and an International School Award. There is a breakfast club and many after-school clubs managed by the governing body. Since the previous inspection, there have been some significant staff changes including the appointment of a new headteacher in September 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is improving and has some good features, particularly in the care, guidance and support it provides for all its pupils, especially those facing challenging circumstances or who have special educational needs and/or disabilities. As a result, their achievement is in line with their classmates. Pupils' broadly average attainment in Year 6, and secure evidence of rising attainment across the school, demonstrate that this is a school on the move. The positive lead provided by the headteacher has resulted in a strong shared leadership team, and effective systems for monitoring and evaluating the school's performance. Changes in the governing body have also given governors a more strategic role. Close partnerships with the local authority and other partners have contributed to the drive for raising attainment, and have also offered good opportunities for staff development. Because of these factors, strong leadership, and rigorous and accurate school self-evaluation, the school has a satisfactory capacity to improve further. The progress of some pupils, particularly in English and mathematics, has been too slow. They have much to catch-up in these basic skills. However, the school has already reduced some of the identified weaknesses, for example, in teaching, which is at least satisfactory with much that is good. Although the school's relationship with parents and carers is good, and a large majority are positive about the school, the working partnership with parents and carers in promoting their child's learning is at an early stage of development.

The school develops pupils' spiritual, moral, social and cultural understanding effectively, so that they make a good, active contribution to the school and the wider community. However, a lack of awareness of the diversity in the United Kingdom today means that community cohesion is only satisfactory. Pupils, parents and carers are mostly happy with the school. However, a small minority of parents and carers in the questionnaires, and a few pupils who talked with inspectors, expressed concerns about behaviour. These are being dealt with effectively by the school. Inspectors found during this inspection that pupils behave well in class and are respectful and caring for each other around the school, and where teaching is effective, pupils are engaged and enjoy their learning. Attendance rates for a very small minority have been low but strategies to encourage all parents and carers to ensure that their child attends regularly are having a positive impact.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment across the school in English and mathematics by:

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- ensuring that the quality of teaching and learning is consistently good so that it motivates and engages all pupils
- having a daily focus on developing children's basic literacy and numeracy skills in the Early Years Foundation Stage.
- Improve regular attendance, through a strategic approach that maximises attendance and therefore achievement, so that attendance rates increase to those nationally by December 2011. ♦
- Develop the engagement with parents and carers so that more of them are helped to support their child's learning.

Outcomes for individuals and groups of pupils**3**

Pupils' attainment in English and mathematics at the end of Year 6 rose in 2010 and the gap with the national average closed. In Years 1 and 2, pupils' attainment in reading and writing also rose. Children in the Nursery enter with skills which are well below age-related expectations but make satisfactory progress because they are provided with stimulating learning experiences. They enter Year 1 with below average attainment, and make expected progress, so that by the time they leave the school their attainment is broadly average. Pupils who speak English as an additional language and pupils with special educational needs and/or disabilities achieve well compared to their classmates, because they are fully integrated into the life of the school. Evidence from pupils' work, the school's tracking of pupils' progress and from lesson observations show an improving picture.

Pupils willingly take on responsibilities across the school, are actively involved in fund raising and community projects, and show a keen awareness of healthy living. Pupils also take on a range of roles within the local community. The school works hard to promote active and healthy lifestyles, and the youngest children were observed participating in a cafe role-play area, choosing and eating fruit. Where teaching was good, pupils were enthusiastic and enjoyed learning. This was echoed in a comment from one parent, 'My daughter has enjoyed her journey through Furzeffield. ♦ She loves coming to school.'

Pupils say they feel safe at school, and that incidents of bullying are dealt with quickly. As one said, 'We have more good days than bad.'

A strong drive on improving attendance has resulted in a significant reduction in the number of pupils who are persistently absent, and many pupils participate in the breakfast and after-school clubs. Pupils behave well in class and around the school, and where teaching is effective, they are motivated and engaged. Pupils have a strong sense of what is right and wrong, and show a keen curiosity about the world; for example, when Year 5 demonstrated a sense of awe and wonder while taken on a video journey through space, or when Year 3 showed investigative skills during an archaeological dig. ♦

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching, which has generally improved, now ensures that more lessons are effectively taught. In these lessons, the pace was lively, relationships strong and work built on prior knowledge and challenged pupils' thinking. Where teaching was satisfactory, it was because pupils became restless and disengaged due to too much teacher talk or because the work was not pitched at the right level. Good support for pupils with special educational needs and/or disabilities through various multi-sensory approaches was also observed in the Specialist Resource Unit and elsewhere in the school.

The curriculum is broad and balanced, and is enhanced by a wide range of after-school clubs which are popular with the pupils, and regular visits, such as to the National Gallery in London, help to enrich their experience. The school benefits from the expertise and skills available in the Specialist Resource Unit and these help teachers enhance the provision for those with specific learning needs. Effective tracking of pupils' progress is ensuring that teachers know their pupils well, and they usually plan activities that match their needs. Teaching assistants make a strong contribution to learning in the more effective lessons through targeted support and questioning. The good care, guidance and support contribute strongly to pupils' progress and to their good personal development. Effective transition arrangements and inter-agency work ensures that the needs of vulnerable pupils are well met, often by specialist support.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Recent changes in staffing have provided the impetus for embedding the school's vision and drive for improvement. Strategic decisions about the role of the governing body, and the involvement of subject leaders in monitoring and evaluating the school's performance, have already had a positive impact in developing a culture of high expectations. The governing body now plays a key role in supporting and challenging the school. A more structured approach to monitoring and evaluating the school's work has ensured that the issues from the previous inspection have been tackled with some success. Rigorous tracking and monitoring systems across the school have enabled leaders and teachers to identify individual pupil needs and plan appropriate actions to support these needs. However, this has not yet ensured that attainment is high enough in English and mathematics, so that all pupils reach their full potential.

The school promotes equality of opportunity and tackles any discrimination satisfactorily, and has conducted an audit of provision for community cohesion. The school's network with more ethnically and culturally diverse parts of the United Kingdom is still underdeveloped.

Safeguarding of pupils is satisfactory, and staff and governors are suitably trained in the safety of pupils, with particular regard to pupils facing challenging circumstances who are given a high priority by the school. The school's relationship with parents and carers is good, and a large majority are positive about the work of the school. Nevertheless, the school recognises that there is scope to work more actively with parents and carers so that they are supported to reinforce their child's learning at home.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Many children enter the Early Years Foundation Stage with communication and numeracy skills below those expected for their age. Children are encouraged to explore and learn through an appropriate range of activities both indoors and outside. Good teaching was observed where the quick pace helped to extend the children's language skills, for example, in a story-telling session based on the theme of fairy tales where the teacher modelled different characters for the children to mimic and act out in role play using puppets and masks. Independent learning is fostered through a play-based approach, and the environment allows children to move about and interact with one another safely and happily. For example, children explored the texture of paint, counted the toy animals they uncovered in a big tray of porridge, made toast and used computers to retell familiar stories. Practice in developing early speech and language skills, and early reading skills, is, however, inconsistent and not regular enough to ensure all children achieve as well as they could.

The Nursery has good links with the Children's Centre, and there is good access to shared resources. There is a strong focus on the children's welfare in this nurturing environment that helps to build their confidence and self-esteem. Partnership with parents and carers is good, with regular formal and informal meetings helping to maintain a safe environment. More secure and reliable tracking data, and ongoing assessment of children's progress through 'Learning Journals', coupled with an attractive and vibrant environment, are enabling staff to more effectively meet the needs of all children. Leaders successfully ensure that teachers and adults work well as a cohesive team well focused on developing children's personal, social and emotional skills in readiness for Year 1. To this effect, many of the good practices established in this part of the school are being extended into Year 1.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response rate to the questionnaire was above the national average. Parents and carers are largely positive about the school. A small minority raised concerns about behaviour, and during this inspection inspectors did observe some lack of attention and concentration in lessons where teaching and learning activities did not meet the pupils' needs and where the pace of the lesson flagged. However, inspectors found that the school's behaviour policy and strategies, and the close monitoring of teaching, are ensuring that these instances are reduced. The school evaluates its work effectively and has the capacity to address these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Furzeffield Primary 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 177 completed questionnaires by the end of the on-site inspection. In total, there are 415 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	46	86	49	9	5	0	0
The school keeps my child safe	67	38	103	58	3	2	3	2
My school informs me about my child's progress	57	32	115	65	3	2	1	1
My child is making enough progress at this school	50	28	108	61	16	9	2	1
The teaching is good at this school	60	34	107	60	5	3	1	1
The school helps me to support my child's learning	51	29	114	64	8	5	2	1
The school helps my child to have a healthy lifestyle	64	36	106	60	6	3	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)	51	29	109	62	11	6	0	0
The school meets my child's particular needs	45	25	110	62	16	9	2	1
The school deals effectively with unacceptable behaviour	39	22	78	44	43	24	8	5
The school takes account of my suggestions and concerns	46	26	105	59	16	9	0	0
The school is led and managed effectively	41	23	117	66	4	2	0	0
Overall, I am happy with my child's experience at this school	57	32	106	60	12	7	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 January 2011

Dear Pupils

Inspection of Furzeffield Primary School, Redhill RH1 3PA

Thank you for the welcome you showed to the inspection team when we visited you recently. You told us about what makes your school safe, why you enjoy going to school, and what would make it even better.

Your school is a satisfactory school, with some good features. You are making satisfactory progress because the teachers plan interesting and exciting learning experiences for you.

You clearly enjoy school, and enjoy taking on responsibilities around the school, through the school council, and through older pupils looking after younger ones at break and lunchtimes. We were impressed by your awareness of what helps you keep safe and healthy.

Part of our role is to see that the school is doing all it can to provide you with the best possible education. All of you can play your part by making sure you always attend school every day, unless, of course, you are ill, and by taking a more active part in lessons.

To make your school even better, we have asked your headteacher and teachers to

- Provide the youngest children with more opportunities to practise their language and counting skills daily, and to help all of you to achieve higher standards in both English and mathematics.
- Ensure that those of you who do not attend school as regularly as you might, do so, and to help you and your families understand why it is so important that you attend every day.
- Work more closely with those who look after you to help you with your learning at home. You can help, too, by sharing what you have learned at school with them and by asking for extra help.

The team wishes you all the best for the future.

Yours sincerely

Brian Netto Lead inspector

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