

Felbridge Primary School

Inspection report

Unique Reference Number	124971
Local Authority	Surrey
Inspection number	359808
Inspection dates	29–30 March 2011
Reporting inspector	John Laver

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Andy Yule
Headteacher	Andrea Trigg
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed eight teachers. They held meetings with staff, groups of pupils and members of the governing body. They also talked to parents and carers. Inspectors observed the school's work, and looked at the school improvement plan, the governing body minutes, records of the monitoring of teaching and learning, data on pupils' progress and reports from the School Improvement Partner. They analysed questionnaires received from 94 parents and carers, 114 pupils and 17 staff.

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

- The way in which the school is improving pupils' progress overall, and is addressing in particular variations in performance between boys and girls in English and mathematics.
- How effectively the school is improving the consistency of teaching and learning to ensure that all groups of pupils achieve equally well and further improve attainment and progress.
- The impact leaders and managers have at all levels on promoting school improvement.
- How well children progress in the Early Years Foundation Stage.

Information about the school

Felbridge Primary School is a smaller-than-average-sized school. Most pupils are of White British heritage. The proportion of pupils identified as having special educational needs and/or disabilities, which include a range of learning, behavioural and emotional needs, is below average. The proportion of pupils known to be eligible for free school meals is well below average. Children join the Early Years Foundation Stage in a Reception class. The school has a number of awards related to promoting pupils' healthy lifestyles and also holds the International Schools Award. It operates a breakfast club before the formal beginning of the school day.

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

Felbridge Primary is a good school. It succeeds in fulfilling its statement of intent, that of 'Aiming high, succeeding together'. Pupils make good progress, and by the age of 11 their attainment is above average. This represents good achievement from their starting points. At the same time as doing well academically, pupils develop as confident, rounded individuals, flourishing in the school's inclusive environment. Parents and carers recognise these strengths: typical comments made were, 'pupils are contented, settled, well behaved and, above all, happy,' and 'the school provides a fantastic, welcoming, nurturing atmosphere!'

Children make a good start to their school life in the Early Years Foundation Stage, where they respond enthusiastically to good teaching, acquiring a wide range of knowledge and skills which they take into Year 1. Thereafter, pupils, including those with special educational needs and/or disabilities, continue to make good progress. In previous years there has been slower progress in developing pupils' writing skills than those in reading and mathematics, and boys progressed at a slower rate than girls. The school has gone a long way towards addressing these areas of relative underachievement. Attainment in writing remains more variable, but has improved. Progress lower down the school is still slower than among older pupils because the teaching there, although successful in engaging pupils' interest and developing a range of independent learning skills, occasionally does not show high enough expectations of what pupils can achieve. Higher up the school, teachers mostly match the range of tasks well to pupils' individual needs, but occasionally a small minority of the most-able pupils are given tasks which are not challenging enough, and these pupils are not always moved on quickly enough to higher level work. Nevertheless, the improvements in teaching, including better use of assessment, and the development of a more interesting and vibrant curriculum, mean that the great majority of pupils are on track to meet challenging targets.

In response to this good teaching, pupils enjoy school, as reflected in above average attendance. They enjoy studying themes such as 'pirates' and appreciate the range of music, art and enrichment activities through clubs and visits. Pupils behave well and enjoy taking on responsibility. They are prepared well for the next phase of education. Pupils feel safe and well cared for.

The headteacher, ably supported by all staff and enthusiastic governors, is committed to consolidating and building upon the school's previous successes. Monitoring and self-evaluation procedures have become more rigorous and effective in raising expectations and bringing about improvement since the previous inspection. There has been a successful focus on addressing issues for development such as the emphasis on independent learning and tackling underachievement, for example, in mathematics.

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Leaders' high expectations and a record of continued improvement show that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and improve the progress of the most-able older pupils so that more of them leave school in 2012 with the higher Level 5 in both English and mathematics, by consistently raising the level of challenge in learning opportunities.
- Raise teachers' expectations of pupils aged five to seven in order to reduce the differences in attainment and progress between boys and girls, particularly in writing.

Outcomes for individuals and groups of pupils

2

Children's attainment on leaving Reception to join Year 1 varies from year to year, but is usually in line with, or just above, expectations for their age group. Pupils between the ages of five and seven continue the good progress made in Reception. Boys in this age group progress at a slower rate than girls, especially in writing, although the gap is narrowing.

Throughout the school, pupils produce a good standard of work and make good progress, particularly in mathematics and English, while some impressive work was also seen in history. Past national test results showed that a few able 11-year-olds did not achieve the highest levels in English and mathematics, but more of the teaching observed is now geared to the needs of such pupils. The teaching observed successfully engaged pupils' enthusiasm, so that the great majority of pupils were keen to participate, whether answering questions, expressing their views articulately, or working by themselves or in small groups. This enthusiasm was evident, for example, when younger pupils were extending their writing skills by writing about French food at the same time as discussing the characteristics of 'information words'.

Pupils with special educational needs and/or disabilities make good gains in understanding, both when working in small groups with staff outside the classroom and when supported by teaching assistants in lessons. Pupils make good progress not just because of good teaching but because they want to learn and collaborate well in class.

Pupils are considerate towards each other and usually feel safe, although a few pupils refer to occasional over-boisterous behaviour in the playground. Pupils have a good understanding of why a healthy lifestyle is important, shown for example when discussing the qualities of different foods, reflecting the Healthy Schools Award. They enjoy taking on responsibility, as in the school council which manages its own budget, or when helping each other, for example when Year 6 pupils team up with children in Reception. A good level of basic skills, combined with well-managed transition procedures, means that pupils are prepared well for the move to their next school. As well as displaying good social skills, pupils have opportunities to reflect on spiritual matters, as seen in an assembly based around the themes of faith and responsibility. Older pupils in particular show a good understanding of differing values and beliefs, not just from their work in school but from other activities such as visits to nearby mosques and synagogues.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

There is good pace to lessons, good use of resources to engage pupils and develop their understanding, and pupils are encouraged to learn independently. The school has worked hard to spread effective practice in areas such as assessment across all classes. Pupils now receive good feedback on how well they have done and how they can improve their work; for example, they are often encouraged to correct their work when responding to helpful written comments. They also receive verbal feedback from teachers on how they can better reach their targets. Teachers demonstrate good subject knowledge and encourage pupils to discuss their work. This was seen to good effect in Year 1 when pupils talked about different strategies for addition and subtraction in mathematics. Teachers deploy teaching assistants well so that pupils with special educational needs and/or disabilities make good progress. Only occasionally is the teaching less effective, usually when a few more able pupils are not moved on to more challenging work early enough in the lesson. Then these pupils do not achieve as well as they could, although there is good progress overall in lessons.

Teachers are skilful at linking different aspects of the curriculum together, as seen, for example, in a design and technology lesson in which pupils learned how to make hot-cross buns while at the same time the teacher was able to explain the Easter message. The school makes good use of outside specialists to enhance provision in design and technology, modern foreign languages and music. All Year 5 pupils receive music tuition.

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The school offers two modern foreign languages, French and Spanish, as well as operating a Portuguese club. Visits are popular with pupils and help to extend their cultural experiences. There are additional learning opportunities in local secondary schools for gifted and talented pupils. One parent or carer referred to the 'close community feel of the school', and a good level of care and support underpins the strengths in pupils' personal development and good learning. Well-developed attendance procedures help to sustain above average attendance. There is good provision for pupils with special educational needs and/or disabilities. There are strong links with outside agencies, which give valued support to those pupils whose circumstances make them vulnerable. A relatively new breakfast club gives pupils a healthy and enjoyable start to the school day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's leadership is characterised by high expectations, accurate evaluation of the school, rigorous monitoring and well-targeted planning for improvement. The governing body, although containing several relatively inexperienced members, is knowledgeable about the school, active in monitoring and supporting school events, and is both supportive and challenging. Subject managers have an important role in monitoring and share the headteacher's drive and ambition for excellence. There are good links with parents and carers; the school provides them with regular news and invites them to events such as assemblies, forums and open days. Strong links with local schools enable staff to draw on wider expertise and share in professional development; the links also provide more learning opportunities for pupils, such as the use of facilities elsewhere.

The school is an inclusive, happy community. Examples of discrimination have been very rare. The school is committed to promoting equal opportunities for all pupils by means such as assemblies and the programme for personal and social development. The school has good safeguarding procedures and practices. These are regularly reviewed and are understood well by staff and pupils. Staff are well trained in safeguarding responsibilities, such as the use of computers in school. Parents and carers are very confident about pupils' safety. The school makes a good contribution to community cohesion. Pupils play a prominent role in local events such as the summer fair, and there are well-developed links with some local organisations, including sports clubs and churches. There are no established links with schools in the United Kingdom outside the local area, but there is a productive link with a school in Cyprus. An awareness of different cultures is promoted through events such as 'culture week', and pupils study several other countries. The school has the International Schools Award for its efforts in recognising and celebrating cultural diversity.

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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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join Reception from a variety of pre-school backgrounds and with varied aptitudes, although there are particular strengths in some areas of personal development. These strengths enable children to settle quickly into the school, and they get on well with each other when learning and playing together, both indoors and outdoors. Children demonstrate good independent learning skills, as was seen, for example, with children working on computers and in role-play activities. They are enthusiastic learners, as observed in a teacher-led session on recognising letter combinations. Staff provide a good range of learning experiences, although when children are making their own choice of activities during child-led play and exploration, and staff are working with their focus groups, opportunities are sometimes missed to encourage more purposeful dialogue.

The Reception class is well-resourced both indoors and outdoors, although the outdoor learning area is relatively small for the number of children. Staff make imaginative use of the area, seen, for example, when children on the climbing frame took on the characteristics of owls during the re-telling of a story. Staff also develop children's writing skills based on their own interests. Assessment has improved since the previous inspection, and staff are more confident in measuring children's progress. The Early Years Foundation Stage leader has sustained good links with pre-schools and ensures a smooth transition into Year 1. Many of the children are confident and able to talk articulately when explaining their work to adults. Children are safe and well cared-for. The current Reception class contains several very able children, and in several areas of knowledge, skills and personal development they are already at or above the standards expected for their age group at this stage of the school year. The Early Years Foundation Stage leader manages staff well, encourages parents and carers into the class and involves them in the

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children's learning. Children not only progress at a good rate but also clearly enjoy the full range of learning opportunities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The number of returns of the parents' and carers' questionnaire was above average. Parents and carers are very appreciative of the education provided for their children. They believe very strongly that the school provides a safe environment and that teaching is good. They are also very positive about the quality of care and support. A very small minority of parents and carers do not feel well informed about their children's progress, and a few do not believe that the school manages unacceptable behaviour well. The inspection team found that the school regularly sends information home to parents and carers and works hard in several ways to involve them in their children's learning, for example inviting them into school for events. From observations in lessons and around the school, and from discussions with parents and carers, pupils and staff, inspectors also found that behaviour is good most of the time, and that staff deal promptly and effectively with occasional instances of misbehaviour.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	56	38	40	3	3	0	0
The school keeps my child safe	57	61	37	39	0	0	0	0
My school informs me about my child's progress	37	39	47	50	10	11	0	0
My child is making enough progress at this school	35	37	52	55	7	7	0	0
The teaching is good at this school	44	47	49	52	1	1	0	0
The school helps me to support my child's learning	39	41	52	55	3	3	0	0
The school helps my child to have a healthy lifestyle	34	36	58	62	2	2	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)	42	45	41	44	6	6	0	0
The school meets my child's particular needs	35	37	54	57	4	4	0	0
The school deals effectively with unacceptable behaviour	26	28	49	52	8	9	7	7
The school takes account of my suggestions and concerns	34	36	54	57	3	3	2	2
The school is led and managed effectively	40	43	49	52	1	1	3	3
Overall, I am happy with my child's experience at this school	50	53	38	40	3	3	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	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.



31 March 2011

Dear Pupils

Inspection of Felbridge Primary School, Felbridge RH19 2NT

Thank you for your friendly welcome when we visited your school recently. We saw a lot of lessons, and also enjoyed talking to you and listening to you telling us enthusiastically about your school.

Felbridge Primary School gives you a good standard of education. As a result of this, you make good progress in your work, all the way from the youngest children in Reception up to Year 6. You attend school more regularly than pupils do in many other schools. You are mostly well behaved, you feel safe in school and you are well looked after by all staff. Your teachers work hard and teach you well. They give you lots of helpful information about your work and how you can improve it further. The headteacher leads the school very well. We know that you like the activities in school not just lessons but all the clubs and visits. You get good opportunities in music and sport, and learn other languages, and you do interesting topics such as 'pirates' in lessons. Although you make good progress, some of the cleverest among you, especially higher up the school, sometimes find bits of the work rather easy and could do even better. Some of the younger ones among you, especially some of the boys, could improve your writing even more.

In order to make your good school even better, we have asked the school to:

- make sure that your teachers always give you work which is not too easy and helps the cleverest ones in particular to do as well as they can in mathematics and English
- make sure that your teachers help younger pupils, especially boys, make even faster progress in improving their work, especially their writing.

You can all help your teachers achieve these things by continuing to work hard.

Yours sincerely

John Laver

Lead inspector

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