

Frimley CofE Junior School

Inspection report

Unique Reference Number	125152
Local Authority	Surrey
Inspection number	363986
Inspection dates	8–9 June 2011
Reporting inspector	Sheila Browning

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	Chris Pitt
Headteacher	Mike Peace
Date of previous school inspection	8 February 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons involving the work of 12 teachers. They met with the headteacher, staff, and members of the governing body, pupils, and parents and carers. The inspectors observed the school's work, and looked at the school's self-evaluation documents, external monitoring reports, internal assessment information, tracking data and development planning. Ninety eight parent and carer questionnaires were analysed as well as those from five school staff and 98 pupils.

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

- The progress all groups of pupils make in English and mathematics, especially boys.
- The quality and consistency of teaching, particularly in the use of marking, assessment and tracking of pupils' progress.
- The effectiveness of leaders and managers at all levels in driving improvement and securing sustainability in leadership.

Information about the school

Frimley Junior is a larger than average-sized school. Most pupils are White British, with very few from other heritages. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils with special educational needs and/or disabilities is average. The school collaborates across the confederation of schools locally (consisting of 32 Infant, Primary, Junior and Secondary schools in the Surrey Heath area); this enables community use of the facilities and shared staff training and facilitates a walking bus initiative. The school provides early morning, lunchtime and after-school clubs. The school has experienced significant long-term staff absences throughout the school. The school has awards reflecting its work in promoting healthy living and environmental awareness.

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

The school provides a satisfactory quality of education. It is an orderly and inclusive community, which is why relationships between pupils and staff are so good. Parents and carers commented in some questionnaires that 'children are encouraged and nurtured' and 'the school cares deeply about its pupils.' Pupils like school and, as one put it, 'Everyone is very happy here.' The good care, guidance and support provided ensure that pupils feel safe and secure.

Partnerships with parents and carers, the confederation and external agencies are strong and contribute significantly to pupils' personal development and well-being. Pupils' spiritual, moral, social and cultural development is good and this helps them to enjoy school, as seen in their above average attendance and good behaviour. Pupils enjoy keeping fit and healthy and are proud to be school councillors, eco-warriors and buddies for younger children. Pupils are sensitive and appreciative of people's differences locally and of the different cultures and traditions further afield, and this contributes much to good community cohesion.

Between Years 3 and 6, pupils build steadily on what they have learnt. In Year 6, pupils are on track to reach above average standards overall, which indicates satisfactory rather than good progress from their starting points. Pupils, especially the more-able, attain better in science and English than in mathematics. In English, pupils demonstrate above average speaking, listening and reading skills while the school's current focus on boys' writing has led to some significant improvements in pupils' enjoyment and progress in writing, although this work continues to be an area for development. The school is well placed to extend these successful practices to mathematics and other subjects.

Though there is some good teaching taking place, it is satisfactory overall because it is uneven within year groups and across subjects. Pupils' progress is tracked, but the school is in the process of changing its systems to collect information so that data can be used to very best effect to spot how well pupils are doing and any potential underachievement. There is also some unevenness in how well work is planned to match pupils' needs and this is a further factor in why teaching and learning are satisfactory rather than good. For example, in a few lessons, and in pupils' books, work is not always matched accurately to pupils' needs nor are they consistently expected to work at the level and speed of which they are capable.

The headteacher and senior leaders have worked hard to minimise the impact of the staffing turbulence over recent years. New middle managers are developing in their roles and responsibilities, due to the support they receive, but these roles are at an early stage of development. The effectiveness of the school's self-evaluation procedures is satisfactory and as a result, the headteacher and senior leaders have a clear understanding of the school's strengths and areas for development. Members of the governing body are very

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supportive of the school but are not robust enough in checking the school's performance. Recent improvements in pupils' writing and their strong personal development, and plans for ongoing development of provision, show the school has a satisfactory capacity for sustained improvement.

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?

- Accelerate pupils' progress by building on their writing and mathematical skills, by:
 - providing greater opportunities to share literacy and numeracy skills across the curriculum ? checking that feedback and marking point clearly to the next steps in pupils' learning.
- Increase the proportion of good or better teaching and learning, by:
 - improving the match of tasks to different groups of pupils, so that all pupils are consistently well challenged in their learning
 - setting higher expectations and being more ambitious about what pupils should achieve in a lesson
 - embedding the use of assessment information to ensure that pupils' progress is checked as thoroughly as possible
 - sharing and modelling best teaching practices in the school.
- Ensure self-evaluation by all leaders, including the governing body, is more rigorous, by:
 - sharply analysing and evaluating information about provision and pupils' progress and swiftly pinpointing and acting upon any underperformance
 - building on the skills and roles of middle managers in helping the schools' self-evaluation procedures to become at least good in the future
 - increasing the strategic role of governors by strengthening the degree to which they challenge the school.

Outcomes for individuals and groups of pupils

3

Pupils are keen to learn, and the positive relationships in this friendly school aid learning greatly. Pupils take full advantage of the many opportunities to keep fit and stay healthy, from running the healthy tuck shop to sporting clubs such as karate and golf. These initiatives reflect their national recognition as a healthy school. Pupils like participating in the school and local community, whether as school councillors presenting their views to the governing body, as prefects or as eco-warriors or by performing locally in the choir. Visits and visitors enhance the pupil's knowledge and understanding of the wider world, through the Year 6 residential trip and through various topics and links with schools in France and Australia.

Pupils, including those with special educational needs and/or disabilities, enjoy school and like the extra support they receive. English now has a stronger profile in the school and pupils increasingly enjoy writing and reading. For example, one Year 3 pupil was

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overheard saying, 'I absolutely love reading' and many others felt the same. Pupils especially enjoy practical learning opportunities that make lessons interesting.

Pupils' rate of achievement is satisfactory rather than good because there is some inconsistency between lessons and subjects. Occasionally, in some lessons, the more-able pupils are not sufficiently challenged or are not always encouraged to build on their literacy and numeracy skills. For example, in one science lesson, all pupils had the same written task to complete when exploring the opacity or transparency of different materials; this meant that the more-able were not able to extend their skills and knowledge. In a mathematics lesson organising and recording data on a block graph, the pace of questioning and pitch of work did not challenge pupils enough. In contrast, learning and challenge are more often good in literacy, as seen when pupils in Years 5 and 6 enjoyed exploring characters in writing; when pupils used a short video clip, they gained a good insight into how authors think and work. The use of animation in Year 5 enhanced pupils' understanding about relationships between the different generations and role-play activities enabled them to talk about their ideas in readiness for writing. In a Year 4 geography lesson, pupils enjoyed investigating local attractions and sharing their research for publicity leaflets.

School data show that the majority of pupils make progress in line with what is expected from their above average starting points. Those with special educational needs and/or disabilities make at least satisfactory progress when given individual support but are not always well catered for in group tasks in lessons. Though pupils' progress is satisfactory overall, their collaborative skills, good personal development and above average levels of attainment ensure they are prepared well for the next stage of education and later life.

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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	2
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	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?

The use of interactive whiteboards, resources and 'talk partner' discussions between pupils are used effectively to enhance learning. Year 3 pupils were very excited about their work on Henry VIII and were particularly focused on why he wanted to chop off people's heads! Learning was good because pupils were able to explore their ideas together. However, in a few lessons, the pace of learning slows and pupils do not have sufficient opportunity to take the lead in their learning and in some instances, teachers are still reluctant to take risks that could make learning more exciting and motivating. Teachers enthusiastically help pupils to enrich their speaking skills. This was evident in a Year 4 French lesson when the teacher packed and unpacked a suitcase full of items to help the pupils learn new vocabulary. Teachers have good knowledge of their pupils and joint lesson planning has improved the quality of learning, but not enough account is taken of pupils' differing learning needs.

Teachers and teaching assistants usually manage behaviour positively, so that pupils behave well and keep on task. One-to-one support for pupils is having a good impact on individual pupils' learning and confidence, especially in boys' writing. Marking is improving with the introduction of new guidelines and some exemplary marking helping some pupils to make better progress was seen. However, too often untidy or unfinished work is accepted and opportunities are missed to point out how pupils might improve the quality of their work.

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The school has plans to develop its curriculum so that it is more innovative and relevant but these are at an early stage. Topic work is supported by relevant day trips to the local area, museums and places of interest, including a Year 4 residential trip in connection with their Roman work. This work is celebrated throughout the school, in photographs, topic books and displays of models from small wicker barns to animal habitats and reflects the breadth of curriculum. The quality of art work is especially impressive. French is taught throughout the school and sport has a high profile. The school shares its excellent swimming facilities and extensive field with the confederation of schools. Pupils appreciate the good enrichment opportunities, including a wide range of well-attended clubs, before, during and after school. These all have a positive impact on pupils' personal development.

Pupils with special educational needs and/or disabilities benefit from additional adult support and interventions tailored to their needs. Programmes to extend those pupils who have special gifts or talents are at an early stage of development. Good attention is given to pupils' welfare and well-being. Academic guidance, as the school recognises, is becoming more consistent across the school. The school has strong partnerships with a wide range of external agencies and parents and carers. Parents and carers are regularly consulted and the school works hard to engage them in school life. The strong links within the confederation and infant and secondary schools ensure a smooth transition so that pupils settle quickly. Many parents and carers praised the 'seamless' transition arrangements and the care and support available in the school's extended services and clubs.

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?

The headteacher is ambitious and is determined to accelerate the drive for improvement. Staff restructuring and several new strategies are making a positive difference to learning, especially in English. The headteacher and middle leaders have received good external support that has helped move the school forward. Middle leaders are becoming increasingly involved in checking the quality of the school's work, although this continues to be an area for further improvement. Monitoring of teaching and learning is satisfactory but not always well enough focused on how well different groups of pupils are challenged. Leaders have introduced a more accurate and accessible system for tracking pupils' progress; this is proving to be beneficial, but it is at an early stage of use. Significant staff absences have impinged upon the momentum of school development over the past two years. Nonetheless, concerted efforts are being made by leaders and managers to reduce disruption and drive improvement initiatives forward in a satisfactory way.

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Leaders promote equal opportunities and tackle discrimination appropriately and the monitoring of different groups is developing. The school is successfully helping boys to do better and is now focused on the most-able pupils. Members of the governing body are enthusiastic and keen to develop their roles, as they recognise that they have not been holding the school to account for pupils' performance as well as possible, and this is why governance is satisfactory rather than good.

The school meets statutory requirements and safeguarding arrangements are satisfactory. Policies and child protection procedures follow local authority guidelines. Risk assessments are in place but are not of consistently high quality. The school has a good relationship with parents and carers and most are very happy with the school. The school is strongly rooted in its community and this ensures pupils have good opportunities to participate in local events. The international and global aspects of their awareness are also good, with established links with schools in France and Australia. Pupils have exchanged letters and have designed and shared flags.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The response rate to the Ofsted questionnaire was average for a school of this size. Most parents and carers who commented say they are pleased with the school and that their children are happy, safe and are helped to lead healthy lifestyles. Inspectors also found this to be true. Discussion with parents and carers suggest that they particularly value the efforts of the staff and the headteacher. A few feel the school does not take account of their suggestions and concerns. The school provided evidence that showed it consulted with parents and carers and, where possible, responded to any concerns and ideas for improvement. A few expressed concerns over the way behaviour is dealt with and the progress their children make. During the inspection, pupils' behaviour was found to be

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good. Inspectors found that pupils' progress is satisfactory overall, and that there is scope to accelerate their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frimley Junior 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 298 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	62	33	34	2	2	0	0
The school keeps my child safe	65	66	28	29	3	3	0	0
My school informs me about my child's progress	36	37	57	58	4	4	0	0
My child is making enough progress at this school	45	46	45	46	6	6	0	0
The teaching is good at this school	44	45	49	50	2	2	0	0
The school helps me to support my child's learning	41	42	50	51	4	4	0	0
The school helps my child to have a healthy lifestyle	55	56	41	42	0	0	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)	41	42	48	49	2	2	0	0
The school meets my child's particular needs	43	44	47	48	1	1	1	1
The school deals effectively with unacceptable behaviour	29	30	60	61	4	4	1	1
The school takes account of my suggestions and concerns	30	31	58	59	4	4	2	2
The school is led and managed effectively	47	48	45	46	2	2	1	1
Overall, I am happy with my child's experience at this school	59	60	36	37	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



10 June 2011

Dear Pupils

Inspection of Frimley Church of England Junior School, Camberley GU16 6ND

We enjoyed coming to see your happy school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- You do particularly well in science and are improving in English and mathematics.
- You are happy, enjoy coming to school and behave well. You told us how much you enjoyed all the extra clubs and activities that you do.
- Well done for keeping healthy and for making a good contribution to the school and wider communities. You know that people have different beliefs, cultures and traditions.
- We agree with you that the adults take good care of you and keep you safe.
- The school works closely with your parents and carers and others to help you.
- The headteacher and leaders know what needs to be done to improve the school.

These are the things we have asked your school to do next to make it better.

- Make sure teachers help and guide you to develop your skills further in English and mathematics and help you to understand how to improve your work.
- Ensure that teachers really stretch your thinking in lessons and keep a close eye on how well you do by using the information they have on your progress so that they can spot more quickly any of you who need extra help or challenge.
- Help those in charge to keep a closer watch on how well teaching and lesson activities help you make quicker progress.

You can help by telling teachers if the work is too easy or you do not understand how to improve your work.

Yours sincerely

Sheila Browning

Lead inspector

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