

# Tillingbourne Junior School

## Inspection report

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<b>Unique Reference Number</b>	125079
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	381041
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Denise Morris

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martyn Townsend-Smith
<b>Headteacher</b>	David Evans
<b>Date of previous school inspection</b>	9 February 2009
<b>School address</b>	New Road Chilworth Guildford GU4 8NB
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 15 lessons taught by 12 teachers. Meetings were held with the headteacher, a member of the governing body, pupils, teachers and other leaders. Inspectors observed the school's work, and looked at documents relating to the safeguarding of pupils and lesson planning, assessment information and pupils' work. Inspectors analysed 115 questionnaires from parents and carers and 341 responses by pupils.

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

- Whether all groups of pupils are sufficiently challenged by teaching and the curriculum.
- How well pupils know and use their targets to improve.
- Improvements in pupils' cultural development since the previous inspection and whether pupils now have a broad awareness of life in multicultural United Kingdom.

## Information about the school

Tillingbourne Junior School is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is low. Most pupils are White British and there are a very few from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is average, although the proportion with a statement of special educational needs is higher than average; this includes a group of pupils with moderate learning difficulties and/or autism spectrum disorders.

**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

This is a good school. It has maintained its good outcomes since the previous inspection, providing a warm and caring environment in which all pupils thrive. 'Tillingbourne is a truly inclusive school' is a typical written comment from a parent. Outstanding partnerships are a contributory factor in establishing an excellent curriculum and also result in a very positive impact on outcomes for pupils, particularly in aiding their personal development. The 'poly-tunnel' initiative, for example, which is a result of partnership activity, has resulted in the promotion of pupils' well-being, their excellent understanding of healthy eating, their extensive links with local businesses and schools and their very clear understanding of how to run a small business. Excellent care, guidance and support ensure that pupils feel secure and always have someone they can talk to. Pupils behave well. Older pupils take care of younger ones in the playground, making sure that they always have a friend to play with as part of the 'buddy' system. All the parents and carers who responded to the inspection questionnaire agree that their children enjoy school. As one explained, 'We have had a fantastic experience at this school and my child is thoroughly enjoying life at Tillingbourne.'

Standards are above average by the end of Year 6 and pupils achieve well during their time at the school. They make the better progress in reading and mathematics. Those with special educational needs and/or disabilities achieve as well as their peers because of effective individual programmes that are regularly monitored by the dedicated inclusion team. Pupils benefit from mostly good teaching with positive relationships, good use of technology, and careful and sensitive support. In a few English lessons expectations are not high enough and too few practical tasks are planned to excite and engage pupils of different abilities in writing. An effective system to track and monitor the progress of individual pupils has been established. This is not yet fully embedded and as a result pupils, particularly younger ones, are sometimes unclear about their tasks and about the next steps in their learning.

The headteacher has a clear vision. Recent and accurate self-evaluation shows that leaders and managers are fully aware of the school's strengths and areas for improvement. Effective attention to raising attendance and to improving pupils' cultural development has succeeded. Other leaders and staff are supportive and help new initiatives to move forward. Members of the governing body are helpful and challenging. The school has continued improving since the previous inspection and has a good capacity to continue improving.

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## What does the school need to do to improve further?

- Improve achievement in writing by:
  - raising expectations of what pupils can achieve in lessons
  - ensuring that tasks match the abilities of all groups of pupils
  - providing a wider range of practical writing activities that engage pupils' interest
- Embed the assessment and target setting system so that all pupils know their targets and have a clear understanding of their next steps.

## Outcomes for individuals and groups of pupils

2

Pupils achieve well. They make good progress in reading and mathematics, but progress in writing is more limited because not all teachers have high enough expectations of what pupils can achieve. Occasionally too few tasks are planned to enable pupils to develop their writing skills through practical activities that engage their interests. Some good writing in Year 3 resulted from in-depth preparation, use of talking partners to rehearse sentences and effective strategies to develop listening skills as pupils created 'calligrams' about their own feelings. They enjoyed the creative aspect of the session and were eager to try hard. Good learning in mathematics was evident in Year 6 where pupils in a high-ability group were learning about the use of fractions in real life. They completed tasks quickly and efficiently and showed good understanding of mathematical vocabulary as they worked out answers to questions such as five sixths of 42. There are some outstanding examples of pupils using their mathematical skills to set budgets, for example in their 'poly-tunnel' activities. These entrepreneurial skills were used to good effect in winning a local competition. Pupils' reading skills are improving rapidly, partly because of the successful regular reading programme for the younger children. Pupils' good information and communication technology skills were clearly evident in Year 5 where the pupils were learning about the importance of safety and staying safe online. A few pupils across the school say that they do not know how well they are doing or what they could do to improve. This is because the assessment and tracking system is not yet fully embedded.

Regular group sessions in personal, social and health education help pupils to develop good social and moral skills and learn how to manage their feelings and behaviour. They take part in the regular exercise programme before morning lessons with great enthusiasm and their understanding of healthy eating is excellent and is clearly a result of the skills and knowledge they have acquired as part of their 'poly-tunnel' curriculum experiences. Their outstanding contribution to the local community can be seen in the way that the school council is involved in real changes to promote safety. For example, the members worked closely and vigorously with the local council to get yellow zig-zag lines painted outside their school gates to make the entrance to the school safer. Pupils' cultural development has improved because of close links with a school in Gambia and because of the wide range of visits to the

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local community and other areas. Pupils are very well prepared for their futures.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Particularly good teaching in Year 6, characterised by strong relationships, high levels of challenge, exciting activities and excellent teaching skills, results in accelerated learning by the older pupils. Positive attitudes are evident in most classes. Teaching assistants are well deployed and make a considerable contribution to the learning of pupils with special educational needs and/or disabilities. The teaching of reading and mathematics is consistently effective. In the better lessons, pupils make good use of resources, engage in exciting games and activities that match the abilities of all groups, and benefit from high levels of challenge as they work hard to solve problems and extend their skills. Expectations of what pupils can achieve in writing are not always high enough. Assessment procedures have improved but are not used regularly in all classes. In their questionnaires a small minority of pupils in Years 3 to 6 reported that they were unsure how well they were doing at school.

The curriculum has improved because of the recent strong emphasis on partnership work so that it is now helping to improve outcomes rapidly for all pupils. A very wide range of visits to places of interest such as local mosques, the church and a synagogue and a high number of after-school clubs enrich pupils’ daily lives and contribute very well to their healthy lifestyles. Pupils enjoy learning French and eagerly look forward to the summer when they swim in their own pool. Some exciting topics help pupils to learn about the wider world. A recent topic on India, for

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

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example, by Year 6 has led to some very creative Indian dancing that pupils really enjoy.

Pupils are extremely well cared for. Their personal needs are met very effectively and welfare arrangements are thorough. Excellent quality guidance and support have a very positive impact on pupils’ personal development. Transition and induction arrangements are very good helping pupils to settle quickly. Procedures to support pupils whose circumstances make them vulnerable are excellent because of close and productive links with support agencies. ‘The pastoral care offered by the school has surpassed all my expectations,’ commented a parent. Changes to drop-off and pick-up arrangements and increased monitoring of the car park by leaders has resulted in greater safety for pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders are driving improvement in all areas of the school. The headteacher is well supported by the deputy headteacher and other senior staff. Rigorous self-evaluation has ensured that leaders are increasingly aware of what is working well and what needs improving. The tracking system is being used well to show how much progress pupils make and is helping to highlight any weaker areas. Senior managers have embedded their ambition for the school by working very closely with local schools and businesses to drive improvement. This has resulted in some outstanding and productive experiences for pupils that will serve them well in the future. For example, links with the local garden centre and a local restaurant is giving pupils valuable insight into the world of business. Leaders are carefully eliminating discrimination and promoting equality through enrichment activities such as additional provision for the higher-attaining pupils at the local secondary school.

Governors are helpful, supportive and challenging. They have ensured good procedures to care and protect pupils fully meet current requirements. As a result, the school is safe and children are confident about their relationships. An effective strategy for community cohesion has been developed resulting in the school having a clear understanding of its local, national and global contexts. For example, effective links with a school in Gambia has extended pupils’ multicultural awareness and understanding. Vigorous local partnerships promote effective working relationships with the community, ensuring that pupils are proud of their local area. Regular and very robust links with parents contribute well to pupils’ high attendance.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers are extremely pleased with the school. Although only a minority responded to the parental questionnaire, most of these are supportive of the school's work. 'I think the school is fantastic,' wrote one parent. All of the parents and carers who responded said that their child enjoys school. A very few do not think their child makes enough progress or that the school helps them to support learning at home. Pupils at the school make good progress and pupils are regularly given homework. There are two parent evenings each year and these are extremely well attended. The school shares curriculum information with parents and carers on a regular basis.



## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tillingbourne 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	65	37	32	0	0	0	0
The school keeps my child safe	73	63	37	32	0	0	0	0
The school informs me about my child’s progress	41	36	58	50	3	3	1	1
My child is making enough progress at this school	35	30	59	51	7	6	1	1
The teaching is good at this school	56	49	44	38	3	3	0	0
The school helps me to support my child’s learning	37	32	58	50	8	7	0	0
The school helps my child to have a healthy lifestyle	52	45	52	45	1	1	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)	59	51	42	37	1	1	0	0
The school meets my child’s particular needs	43	37	53	46	5	4	1	1
The school deals effectively with unacceptable behaviour	45	39	53	46	2	2	0	0
The school takes account of my suggestions and concerns	43	37	60	52	2	2	0	0
The school is led and managed effectively	60	52	46	40	2	2	0	0
Overall, I am happy with my child’s experience at this school	66	57	39	34	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 September 2011

Dear Pupils

### **Inspection of Tillingbourne Junior School, Guildford GU4 8NB**

Thank you for your help in our recent inspection of your school and for completing so many questionnaires. We enjoyed reading them. This letter is to tell you some of the things we found out during our visit.

- Your school gives you a good education so that you make good progress in your learning.
- Those of you who find learning difficult try hard to succeed and achieve well.
- You told us that you enjoy coming to school and attendance is high. Well done for that.
- You told us all about your healthy lifestyles and we could see that you do lots of exercise.
- We were very impressed by the work you are doing in your 'poly-tunnel'.
- You all try hard to be polite and you work well together and share ideas.
- Your leaders take excellent care of you and keep you safe and secure.
- We liked the way that older pupils help younger ones in the playground.

We are asking your school to do two things to help you to do even better. You can help with these by learning your targets and continuing to work hard, particularly in your writing.

- To make sure that you all make better progress in writing.
- To help you achieve your targets and make sure that you all know how well you are doing.

Thank you again for your help.

Yours sincerely

Denise Morris  
Lead inspector

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