

Farnborough Grange Nursery and Infant Community School

Inspection report

Unique Reference Number	116148
Local Authority	Hampshire
Inspection number	379208
Inspection dates	22–23 September 2011
Reporting inspector	Janet Sinclair

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Betty Hammond
Headteacher	Mrs Jane Armstrong
Date of previous school inspection	23–24 March 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons or part-lessons, observing seven teachers and several teaching assistants. Inspectors also held meetings with members of the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the 69 responses from questionnaires returned by parents and carers.

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

- Attainment and rates of progress for all groups of pupils, but particularly boys and more-able pupils.
- The extent to which teaching and assessment are supporting pupils' progress and the impact of actions to secure improvement.
- The impact of all leaders in driving improvement and accelerating progress.

Information about the school

Farnborough Grange is smaller than the average-sized infant school. There is an above average proportion of pupils from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils experience mainly autistic spectrum disorder, behavioural difficulties and global delay.

The school's Early Years Foundation Stage consists of a Nursery which has 72 part-time places and a Reception class unit. The Nursery includes local authority specialist provision, on a part-time basis, for 12 children with complex special educational needs. These children can start at the age of two years and nine months. The majority of children move to the Reception Year in the school. There is an on-site breakfast and after-school club run by the school.

The school has experienced a range of staffing challenges in the last 12 months, not least, long-term absences and high staff turnover.

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Farnborough Grange is a satisfactory school. It has some good features, particularly its strong caring ethos. Senior leaders are successful in creating a caring, supportive learning environment for pupils and a good team spirit among the staff. This is very much appreciated by parents and carers who speak warmly of the community atmosphere and their children's enjoyment of all that is on offer.

Children make a good start to their learning in the Nursery where excellent relationships ensure they settle well and become confident, inquisitive learners. Provision in the Reception classes is satisfactory. Children enjoy their work and engage well in independent activities, but staff do not always challenge them sufficiently either through their interactions or the quality of the learning environment and this limits learning. Attainment is broadly average by the end of Year 2. Pupils make satisfactory progress in reading and mathematics, and good progress in writing, given their starting points. Pupils' rate of progress in writing has accelerated recently due to a good emphasis on developing writing through initiatives, such as the arts project, and regular work in class on the links between sounds and letters (phonics). Pupils with special educational needs and/or disabilities, those who speak English as an additional language and gifted and talented pupils, benefit from additional support and specific programmes or projects designed to meet their needs. Their progress in class is more variable but is satisfactory overall. Teachers plan and organise lessons well and have good relationships with pupils, but do not always question pupils effectively or match work well enough to their needs, especially the more-able pupils. As a result, pupils sometimes become restless and lose concentration. This occasionally affects behaviour, which is satisfactory overall. While teachers carefully mark pupils' work, they do not involve pupils enough by encouraging them to respond to marking or giving them targets for their learning.

The school is an inclusive community where pupils feel safe and confident of adult support if they have any worries. It takes excellent care of those pupils whose circumstances might make them vulnerable. There are effective systems and strong links with external agencies which support pupils and their parents and carers. As one carer said, 'The school could not have done more to help both of us.' Fairly new, but effective tracking of pupils' progress is ensuring that any pupils falling behind are given additional support. This is helping to close the gaps in attainment between different groups, particularly boys. Pupils have a good understanding of healthy lifestyles and know which foods are good for them. The school council plays an important part in the school and wider community through initiatives such as work with the police to reduce the incidence of speeding motorists in the locality. Pupils' good spiritual, moral, social and cultural development is seen in their interest in the

world around them, their good understanding of right and wrong and the way they work together as a community. Senior leaders have a clear and accurate view of the school and what they need to do to ensure further improvement. They have been successful in their work to raise attainment and progress in writing but have been hampered by high staff turnover and illness in the recent past and have done their best to minimise the impact. They are aware that greater rigour is needed in monitoring teaching and learning in order to raise its quality and also in checking the impact of new initiatives in terms of raising pupils' achievement. These positive factors show that the school has a satisfactory capacity for further improvement.

About 40% of the schools whose overall effectiveness is judged as 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 attainment and accelerate progress by ensuring:
 - a better match of work to the needs of pupils, particularly the more able
 - more effective questioning which challenges pupils and develops their knowledge and understanding
 - greater involvement of pupils in improving their work in English and mathematics through clear targets for their learning and opportunities to respond to teachers' marking.
- Improve provision in the Reception classes through more effective adult interactions and more detailed planning to ensure greater challenge.
- Ensure greater rigour in monitoring the impact of initiatives to improve pupils' achievement and the quality of teaching and learning.

Outcomes for individuals and groups of pupils

3

Children start in the Nursery with levels of skills and abilities below those expected for their age, particularly in communication and language skills. They make good progress during their time in the Nursery so that they are close to the expected level for their age on entry to Reception. Attainment is broadly average by the end of Year 2. Pupils make satisfactory and sometimes good progress given their starting points. This is due to careful tracking of pupils' progress and effective interventions to support those groups and individuals not making enough progress.

Year 1 pupils enjoy writing sentences to retell the story of 'Handa's Surprise' and make good use of signs and body language to help them. During a good lesson in Year 2, pupils made good progress in developing their phonic knowledge. They were fully engaged, played a sounds game together and finished off by successfully writing a sentence incorporating what they had learnt. In another lesson in Year 2, pupils were keen to have their 'thumbs up or down' to show how well they felt they had done and went on to discuss how they could improve. However, pupils are not always sufficiently involved in evaluating their learning through individual targets,

assessing how well they have done or responding to marking. This limits their progress. Pupils sometimes lose interest when tasks are not well enough matched to their abilities, as in Year 1 when involved in independent activities with little challenge. Pupils with complex needs enjoy being part of the class and respond well to the effective individual help they receive. Pupils with special educational needs and/or disabilities benefit from good support from teaching assistants; for example, oral prompts to discuss their ideas about instructions for making ‘wormy spaghetti’, and interventions, such as specific literacy programmes which help them to make progress in line with their peers. Pupils who speak English as an additional language benefit from in-class support to develop their language skills.

Pupils have a good understanding of what constitutes a safe situation and know how to behave safely. They enjoy taking on responsibilities such as being stage and equipment monitors and being Green Grangers, involved in recycling and energy saving activities. Although pupils behave well around the school and at play, they do not always respond positively in Years 1 and 2 when teaching does not fully engage them. Pupils are clear about the school’s values and expectations, appreciate the different cultures represented within their school and are kind and caring towards each other. Pupils attend school regularly and their attendance is average.

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	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	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?

Teachers organise lessons well and make good use of resources, such as puppets, interactive whiteboards, music, plastic letters and games, to engage pupils in their learning. They make effective use of group work to develop pupils’ spelling and writing skills and this is accelerating progress, particularly in writing. During a lesson in Year 2, for example, the teacher’s very positive, encouraging manner and effective questioning ensured pupils enjoyed their learning and made good progress. This is not consistent practice and, coupled with tasks that are not targeted at the full range of abilities in the class, this limits the progress pupils make. Most teachers mark pupils work regularly and indicate areas for improvement. They are not so effective in ensuring that improvement takes place, nor do they make use of targets to involve pupils in improving their work.

The curriculum is appropriately planned to cover subjects through a topic approach that satisfactorily meets pupils’ needs. It is not always stimulating or challenging enough to ensure good outcomes. It is enhanced by a range of after-school clubs such as football, keyboard lessons and cookery. The school takes good care of its pupils. Strong, caring support in school and effective links with outside agencies ensure that pupils whose circumstances might make them vulnerable are cared for exceptionally well. This is particularly noticeable in Nursery where children with complex needs get effective one-to-one support within a very caring and effective learning environment. Good arrangements across the school and effective links with the receiving junior school ensure smooth transition. The school has worked jointly with other local schools to improve attendance, which is now satisfactory.

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?

Senior leaders are keen to bring about improvement. A newly established middle management structure has been hampered by staff changes but is now starting to have a positive impact, particularly in supporting new subject leaders. New initiatives are evaluated carefully to assess their effectiveness. For example, a detailed analysis of phonics teaching showed that new approaches were proving successful. However, there is a lack of rigour in overall monitoring through lesson observations, sampling of pupils’ work and checking teachers’ planning. The school is aware of this and has recently consulted a specialist to help bring about improvement. Additionally, specific programmes to support pupils’ learning are not always monitored to check their impact and this limits their usefulness.

There is a satisfactory commitment to promoting equality of opportunity and tackling discrimination. Pupils’ progress is tracked carefully, but is not always sufficiently fine-tuned to support fully the more able. The governing body fulfils its statutory duties well and is enthusiastic in its support of the school. It knows the school’s strengths and weaknesses but is not fully effective in holding it to account for its actions. There is a good partnership with parents and carers. They appreciate the regular consultation evenings and annual reports that tell them how well their children are doing, as well as the weekly Card Café that provides a welcome opportunity for them to meet. Partnerships with others, such as the local sixth form college and the local football club, are good. The school knows its neighbourhood well and has good links with the local community through the children’s centre, Family Fun Days, and work with other schools. Useful links with communities further afield include contacts with a French infant school and support for a boy in Ghana. The school has audited its provision and evaluated its work effectively. Systems for safeguarding pupils are well established and all policies and training are up to date. There are regular visits from the police and fire services to advise pupils on wider safety issues.

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	3
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	3

Early Years Foundation Stage

In the Nursery, there is good provision which is carefully planned to meet children’s needs, relationships are excellent and a stimulating learning environment engages and interests children. They enjoy opportunities for gardening, caring for the guinea pigs and washing the dolls. Staff respond sensitively and thoughtfully to children’s interests in order to promote new skills and widen their knowledge. Regular assessments enable staff to target the children’s learning accurately. Good use is made of programmes such as ‘Every Child a Talker’ and bilingual rhyme and songs sessions to improve children’s language skills.

Children make satisfactory progress in the Reception classes. They settle well due to effective transition and good relationships that enable them to confidently take part in activities. Children know the importance of washing their hands before they have their snacks and behave in a safe and sensible manner. They enjoy the opportunities for outdoor play, especially being medical staff looking after their patients and using ramps to race their cars. However, adults are not always on hand to interact effectively to support children as they play. Planning is not sufficient to ensure a challenging learning environment within a considered response to children’s interests. Good attention to sounds and letters work within small groups helps children to make good progress in this area.

Good leadership has ensured effective provision in the Nursery, excellent links with parents and carers and a clear mandate for developing Reception provision.

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	2

Views of parents and carers

The questionnaires indicate that the vast majority of parents and carers are very happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and all those responding were confident that their children are kept safe. There was no pattern to the concerns raised by a few.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Farnborough Grange Nursery and Infant Community 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	71	17	25	1	1	1	1
The school keeps my child safe	51	74	18	26	0	0	0	0
The school informs me about my child’s progress	40	58	26	38	1	1	0	0
My child is making enough progress at this school	36	52	28	41	0	0	2	3
The teaching is good at this school	41	59	22	32	3	4	0	0
The school helps me to support my child’s learning	41	59	25	36	1	1	0	0
The school helps my child to have a healthy lifestyle	43	62	25	36	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)	40	58	26	38	0	0	0	0
The school meets my child’s particular needs	41	59	22	32	4	6	0	0
The school deals effectively with unacceptable behaviour	32	46	32	46	2	3	0	0
The school takes account of my suggestions and concerns	32	46	34	49	1	1	0	0
The school is led and managed effectively	40	58	27	39	1	1	0	0
Overall, I am happy with my child’s experience at this school	45	65	22	32	2	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).

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.

24 September 2011

Dear Pupils



Inspection of Farnborough Grange Nursery/ Infant School, Farnborough GU14 8HW

I am writing to tell you how much we enjoyed our visit to your school. We were pleased to learn that you all enjoy school and are keen to take on the many responsibilities that you are given. Your school is giving you a satisfactory education. This means that it does some things well but some things still need to improve.

Here are some of the best things about your school.

- You all get off to a good start in the Nursery.
- You know a lot about keeping safe and being healthy and enjoy all the responsibilities that you have.
- Your headteacher and all the staff take good care of you, and you in turn feel well supported.
- You all make good progress in your writing.

These are the things we have asked your school to do to help you learn even more.

- Ensure that work is set at the right level for you all.
- Encourage all of you to share your ideas in lessons and help you see how to improve your work.
- Help those of you in the Reception classes to learn more quickly by planning activities carefully and ensuring the adults support you in a way that challenges you.
- Ensure senior staff regularly and carefully check how good teaching and learning are to ensure you all to make better progress.

You can all help by keeping up the good work in your writing.

We enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair
Lead inspector

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