

# Faringdon Junior School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 123061              |
| <b>Local Authority</b>         | Oxfordshire         |
| <b>Inspection number</b>       | 380585              |
| <b>Inspection dates</b>        | 22–23 November 2011 |
| <b>Reporting inspector</b>     | Nina Bee            |

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> | 235   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | Mark Mobey  |
| <b>Headteacher</b>                         | Paul Turner   |
| <b>Date of previous school inspection</b>  | 18–19 July 2007                                       |
| <b>School address</b>                      | The Elms<br>Gloucester Street<br>Faringdon<br>SN7 7HZ |
| <b>Telephone number</b>                    | 01367 240232  |
| <b>Fax number</b>                          | 01367 240232  |
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|---------------------------|---------------------|
| <b>Age group</b>          | 7–11                |
| <b>Inspection date(s)</b> | 22–23 November 2011 |
| <b>Inspection number</b>  | 380585              |

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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 parts of lessons and 10 teachers. The work of the school was observed and inspectors looked at documentation, including that related to external and internal monitoring, safeguarding, school development plans and academic performance data. Discussions were held with the headteacher, staff and members of the governing body. Responses to questionnaires from 59 parents and carers were analysed, along with 23 from staff and 93 from pupils.

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

- The achievement of different groups of pupils, particularly, lower-attaining pupils and those identified as having special educational needs and/or disabilities.
- The provision for information and communication technology (ICT) and how effectively ICT skills are developed and used in different subjects.
- Leadership and management and whether all elements are as good as the school's self-evaluation suggests.

## Information about the school

This is an average-sized primary school. Almost all pupils come from White British backgrounds, with the rest coming from a small number of minority ethnic groups. The proportion known to be eligible for free school meals is about average. The proportion of pupils identified as having special educational needs or a statement of special educational needs is broadly average. An above-average number of those pupils are identified in the category of 'school action plus'. Almost half of the staff have been appointed since the previous inspection. On-site before-school provision is managed by a private provider and inspected separately.

**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

Faringdon Junior provides pupils with a satisfactory education. A good level of care is provided for all pupils and much emphasis is placed on pupils developing good personal and social skills. Behaviour is good and at times outstanding. Pupils are polite, considerate and respectful towards each other, visitors and to adults who help them. Their cultural awareness is not as strong. Although they have a good understanding of their own culture, they are less well informed about the different religions, cultures and beliefs found in Britain and beyond. Pupils are confident that school is a safe place to be and that adults will solve any concerns or worries they may have. They speak knowledgeably about potential hazards they may come across, such as internet safety. The curriculum enables pupils to make satisfactory progress as they develop academic skills. A strength of the school is the way pupils are given good opportunities to be involved in the planning of topics and then in analysing how well the topics have gone. Well-established partnerships enable the staff to interact effectively with individuals and to plan exciting visits or invite people to reinforce and develop learning further. Consequently, pupils are interested in the activities they are given and work hard in lessons. Achievement is satisfactory overall. Generally, pupils with special educational needs and/or disabilities achieve well because usually they are supported effectively and receive a range of intervention programmes to enable them to reinforce and develop basic literacy, numeracy, and information and communication technology skills (ICT). Attainment in Year 6 is average.

Teaching is too variable across the school..Teachers do not always use assessment information accurately when they plan lessons, particularly when matching activities to the needs of lower-ability pupils. There are examples of good marking, where teachers' comments are not only supportive, but also inform pupils clearly about what they need to improve. However, when teachers mark pupils' work, particularly that of the lower-attainers, they do not give sufficient guidance on what pupils need to do to improve and reach their targets in reading, writing and mathematics. At present, targets are having little impact on pupils' learning and progress. There is little evidence of teachers mentioning targets, either during lessons or when they write comments in pupils' books.

The headteacher and deputy are committed to accelerating the rate of pupils' progress. Senior staff and the governing body have a realistic understanding of the school's strengths and priorities for development. Currently, the monitoring and management of teaching and learning is not monitored rigorously enough by senior

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staff, through observations and scrutiny of pupils' work. Issues from the previous inspection have been addressed partially. Improvements have been slow because almost half of the staff, including senior leaders, have been appointed since the previous inspection. Despite that, the governing body has continued to support and challenge the school well. Safeguarding arrangements are secure and meet national requirements and the governing body is committed to keeping pupils and staff safe. Pupils' personal development continues to be a strength of the school and a good level of care has been maintained. Parents and carers are pleased with the work of the school, as a result of the staff and governing body engaging well with them. The successes reflect 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?**

- Focus leadership and management attention on ensuring that learning is good in the vast majority of lessons, so that pupils progress well by:
  - using assessment more effectively and matching activities to the needs and abilities of all pupils, particularly those who are lower-attainers
  - concentrating more on the quality of teachers' marking, so that pupils are informed more effectively about what they need to do to improve and reach the reading, writing and mathematics targets they are given
  - strengthening the monitoring role of the senior leaders and managers to enable them to evaluate the quality of learning in lessons more rigorously through observations and scrutiny of pupils' work.
  
- Improve pupils' understanding of different religions, cultures and beliefs by providing them with opportunities to engage with different groups beyond the school and local community.

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## Outcomes for individuals and groups of pupils

**3**

Pupils say they enjoy coming to school and this results in attendance being above average. In relation to their starting points, achievement is satisfactory for most pupils. There are no significant differences by gender in achievement. Learning and progress slows when teachers do not address the wide range of pupils' abilities within their classes and when consistently good guidance is not given through marking about what pupils need to do to improve and reach their targets. That affects all pupils, but particularly lower-attaining pupils. As pupils develop basic writing skills, teachers do not give the pupils sufficient support on how to improve the presentation of their work, their sentence construction and form letters properly, so that later they can join them up successfully. Learning is good and occasionally better in lessons where pupils' individual needs are met effectively. For example, in a literacy lesson in Year 3 and 4, pupils were seen working enthusiastically together as they developed their understanding of writing and acting out play scripts. Activities were resourced interestingly, with puppets and iPods. ICT was used effectively by pupils to record their voices. Pupils spoke with enjoyment about what they were doing. As a result, pupils of all abilities learnt well. Similarly, in a mathematics lesson, in Year 5, much enthusiasm and good learning was observed because the teacher checked pupils' understanding constantly as they developed their knowledge of triangles. The teacher's questioning was clear and directed at the whole class, so that all pupils were involved. Pupils were given good opportunities to articulate their thinking as they worked in pairs. All pupils worked well together, helping each other to reinforce and improve their understanding.

Pupils show a good understanding of healthy living and speak knowledgeably about the importance of eating a balanced diet and what happens to some parts of their body if they do not eat sensibly and take regular exercise. They speak enthusiastically of growing vegetables and fruit in the school allotment and enjoy the out-of-school sporting activities which are offered. Pupils' contribution to the community is good. They take on jobs of responsibility around the school and raise a considerable amount of funds to make life better for others. When they move on to their next school, pupils are soundly prepared academically. They are well prepared personally and socially, although elements of their cultural development are slightly weaker than other areas.

*These are the grades for pupils' outcomes*

|  |          |
|--|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b> | <b>3</b> |
| Taking into account:   | 3        |

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|   |          |
|---|----------|
| Pupils' attainment <sup>1</sup><br>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                      | 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>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

## How effective is the provision?

Usually, learning objectives are shared with the pupils and relationships are good. Teaching is satisfactory in most lessons. Relations throughout the school are good and usually attitudes to learning are positive. Teachers use ICT soundly to develop pupils' skills and knowledge and then pupils use these skills in different subjects. Teachers' marking is inconsistent and is a weakness in teaching, which affects pupils of all ages and abilities. The best marking is not only supportive, but also informs pupils about what they need to do to improve. Information collected on individuals is not always used successfully to plan activities which are matched well to pupils' needs. As a result, pupils, particularly lower-attainers, receive tasks which are too difficult for them.

Pupils receive satisfactory curriculum provision for reading, writing, mathematics and ICT. Good partnerships with other agencies give pupils many opportunities to learn more about their local area and further afield, for example as they learn about fair trade in chocolate commodities with Uganda. Visits to places such as a local bakery introduce pupils in Year 6 to what life is like in the world of work.

The sharp focus on pupils' pastoral care enables all pupils, including those who are potentially vulnerable, to be well cared for. Pupils' specific needs are known by adults and so personal and social needs are catered for effectively. Good links with home and other schools promote both pupils' well-being and the procedures for when pupils start and leave the school. Transition arrangements are good and enable pupils to transfer easily to and from Faringdon Junior. Attendance is monitored effectively.

<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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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and the deputy headteacher are ambitious, especially about driving improvements through the careful tracking of pupils' progress as they move through the school. Intervention programmes are clearly having a positive impact on the good progress of pupils with special educational needs and/or disabilities. Self-evaluation is broadly satisfactory, although some judgements, for example about the quality of teaching and learning, are slightly over-generous. Although senior staff are involved in some monitoring of teaching through observations and looking at pupils' work, this is not done rigorously enough in judging the quality of marking and so does not show the true picture. Too much teaching is still only satisfactory.

The governing body takes its roles and responsibilities seriously. It is involved well in identifying school priorities and monitoring through the governors' visits to school. The governing body provides good support and ensures that the school's safeguarding and child protection procedures are secure and meet requirements. Community cohesion is promoted well within the school and local community and, as a result, pupils and staff all get on well together. A few international links have been developed, for example with France. There are few global links at present, although some are developing. Staff morale is high and teachers engage well with parents and carers. Clear procedures are established for parents and carers to voice any concerns, as well as to come to school to gain information on how well their children are getting on. Consequently, many parents and carers took the time to write positive comments on the parents' and carers' questionnaires. They wrote glowingly about the school being a happy, secure place, which their children enjoyed coming to. The personal needs of all pupils are identified accurately and equality of opportunity is addressed satisfactorily, with no discrimination apparent. Not all pupils are able to learn well because of weaknesses in teaching.



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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>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <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>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## **Views of parents and carers**

All parents and carers who returned questionnaires state that their children enjoy school and that the school deals effectively with unacceptable behaviour. A few parents and carers feel that the school does not meet their children’s particular needs. Inspection evidence shows that, particularly for lower-attaining pupils, it is an issue and inspectors have asked the school to take action to improve in this area. Almost all parents and carers feel that the school keeps their children safe and are happy with the experience their children receive at Faringdon Junior School.

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

Ofsted invited all the registered parents and carers of pupils registered at Faringdon 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 35             | 59 | 24    | 41 | 0        | 0  | 0                 | 0 |
| The school keeps my child safe  | 37             | 63 | 21    | 36 | 1        | 2  | 0                 | 0 |
| The school informs me about my child’s progress   | 30             | 51 | 26    | 44 | 2        | 3  | 0                 | 0 |
| My child is making enough progress at this school   | 24             | 41 | 31    | 53 | 3        | 5  | 0                 | 0 |
| The teaching is good at this school   | 29             | 49 | 25    | 42 | 5        | 8  | 0                 | 0 |
| The school helps me to support my child’s learning  | 27             | 46 | 26    | 44 | 5        | 8  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 29             | 49 | 26    | 44 | 1        | 2  | 1                 | 2 |
| 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) | 32             | 54 | 25    | 42 | 1        | 2  | 0                 | 0 |
| The school meets my child’s particular needs  | 26             | 44 | 26    | 44 | 6        | 10 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 26             | 44 | 28    | 47 | 0        | 0  | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 21             | 36 | 32    | 54 | 3        | 5  | 1                 | 2 |
| The school is led and managed effectively   | 30             | 51 | 26    | 44 | 2        | 3  | 0                 | 0 |
| Overall, I am happy with my child’s experience at this school   | 34             | 58 | 21    | 36 | 3        | 5  | 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.**



24 November 2011

Dear Pupils

### **Inspection of Faringdon Junior School, Faringdon SN7 7HZ**

Thank you for making us so welcome when we came to visit you recently. We were impressed with your good behaviour and how helpful you were to us as we tried to find our way around your school. You go to a satisfactory school, where some things are good and some things could be better.

### **These are the main things we found out about your school.**

- You are all cared for and looked after well.
- You feel safe in school and told us so.
- You learn a lot about the need to lead healthy lives and take regular exercise.
- Teaching is satisfactory.
- You make satisfactory progress.
- Those of you who find learning difficult achieve well.
- The school engages well with those who look after you at home.
- The governing body supports and challenges the school well.

### **We have asked your teachers to:**

- make sure your learning is good by using assessments of what you can do more carefully, especially for those of you who find work quite difficult
- show you what you need to do to improve and reach your targets in reading, writing and mathematics, when they mark your work.
- improve the way senior staff check how well you are all being taught
- give you more opportunities to learn about different religions, cultures and beliefs by mixing with children and adults who come from different backgrounds to yourselves.

Yours sincerely

Nina Bee  
Lead inspector (on behalf of the inspection team)

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