

# Frimley Church of England Junior School

Frimley Green Road, Camberley, Surrey GU16 6ND

**Inspection dates** 10–11 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not all make enough progress in mathematics and writing, especially the more able.
- Teaching requires improvement because teachers do not always expect pupils to work quickly with hard enough work, or provide enough advice on how pupils should improve, particularly in writing and mathematics.
- Leaders do not make enough use of information on how well pupils are doing to be able to show at a glance differences in progress between groups of pupils and improvements made in teaching.
- Leaders do not consistently provide teachers with clear guidance on how to improve, especially for those who need to move their teaching from good to outstanding.

### The school has the following strengths

- Pupils respond well to good behaviour management and are polite and friendly.
- Members of staff are caring and support pupils' personal development well.
- The school is improving and there are examples of good teaching in all year groups.
- Leaders understand what needs to be done to make the school better.

## Information about this inspection

- The inspection team observed 18 lessons, with five being observed jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspectors took into account 62 responses to the online questionnaire (Parent View) and held informal discussions with a sample of parents and carers.
- The inspection team considered the views expressed in 19 staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning and monitoring documents, the school development plan, records relating to behaviour and attendance and safeguarding documents.

## Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Janet Simms

Additional Inspector

Philip Mann

Additional Inspector

## Full report

### Information about this school

- The school is a larger than average-sized junior school.
- The proportions of pupils supported through school action, those at school action plus or those with a statement of special educational needs are below average.
- The proportion of pupils known to be eligible for the pupil premium (those known to be eligible for free school meals, looked after children, or those who have a parent or carer in the armed services) is below average.
- The school does not use any alternative provision for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes of staff since the last inspection, including senior leaders, and also important changes to the governing body.

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

- Make sure teaching is consistently good with examples of outstanding teaching, by:
  - providing all teachers with clearly focused next steps for development and having an overview showing how well teaching is improving
  - ensuring that all pupils are fully involved throughout each lesson and that no time is wasted
  - helping all teachers to become confident about teaching mathematics.
- Increase pupils' progress in mathematics and writing, especially the progress of more able pupils, by:
  - having a clear understanding of what pupils of differing abilities are expected to achieve in each lesson
  - providing sharper guidance on how all pupils can improve in mathematics and for the more able in their writing.
- Improve the effectiveness of leaders, by:
  - making better use of information on pupils' achievement to check on the differences in progress of groups of pupils within the school, including those in receipt of pupil premium funding
  - providing clear information to show the difference school developments have made on teaching and learning.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment by the end of Year 6 is above average. Pupils' achievement requires improvement because not all pupils do well enough from their above average starting points and progress is uneven between classes. The more able pupils within each class or ability set are not consistently expected to extend their learning fully in mathematics and writing.
- While the progress of disabled pupils and those who have special educational needs is improving, with better use being made of assessment information to identify needs, these pupils are not given consistent support to ensure that they all make good progress.
- Pupils' development of literacy and numeracy skills is sufficient to support learning in other subjects and pupils do well in reading.
- There was a dip in attainment and progress following the previous inspection, but progress is starting to improve and pupils who have done less well in the past are being helped to catch up.
- The school promotes equal opportunities and the attainment gap is closing for pupils known to be eligible for the pupil premium. Their specific needs are being identified and appropriate action is being taken. For example, additional teaching is provided in literacy and/or numeracy, and additional financial support enables all pupils to take part in educational visits. These pupils make similar progress to that of other pupils at the school over time, but the school is not comparing their current progress rates with that of other pupils to show the full difference that the pupil premium is having.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is not consistently good and too little is outstanding.
- While pupils are taught in classes set by ability in English and mathematics, work is not always sufficiently adjusted to provide the right level of challenge for all the pupils within each set. This is particularly true for more able pupils who too often complete work at the same standard as other pupils.
- In some lessons, pupils are not expected to work quickly enough and there is slack time when pupils chat with each other because they have finished their work or are waiting for resources so that they can start working. When this happens, pupils are not fully involved in learning. For example, in a mathematics lesson, some pupils had to wait for others to finish their work so that they could solve the problems set by each other.
- Improvements in guidance and marking are more advanced in English than in mathematics. In English, teachers write comments that help pupils to improve their work. Consequently, pupils are aware of what they need to do to reach the next level. For example, in Year 6, a teacher provided helpful guidance sheets and supported the pupils well by reviewing their work with them. There is less guidance available for more able pupils to help with rules such as how to use apostrophes correctly. In mathematics, work is frequently marked but some teachers are less confident about the subject and in pointing out next steps.
- A strength in teaching is the good relationships that members of staff have with each other and with the pupils. Consequently, most parents and carers and pupils are positive about teaching and appreciate the mutual trust and respect that are evident across the school.
- School and local authority monitoring of teaching shows that it is improving and that teachers have a better understanding of information showing what pupils have already learnt. Teachers frequently review prior work with the class to set the scene for new learning.
- Teachers are keen to improve their work and their enthusiasm is conducive to pupils' learning.

**The behaviour and safety of pupils are good**

- Pupils are consistently positive about learning and their enjoyment of school is evident in the above average rates of attendance. They take responsibility for their attendance and know that 'it is naughty to skip school'.
- Members of staff set a good example and consequently pupils are well mannered and keen to be helpful. They work together well in pairs and small groups. For example, pupils in Year 3 were sensible as they helped each other collect soil samples before investigating them together in class. They are proud of their school and are involved in improving the way it is run. For example, they help to draw up class rules and the school council helped to develop the outdoor play area.
- Pupils behave well, especially in lessons, and most parents and carers and pupils agree that behaviour is good at the school. Pupils demonstrate their good understanding of right and wrong behaviour and are honest about owning up to failings. Pupils have a good understanding of types of bullying and what to do when concerned. There are a few concerns about the bullying behaviour of a few pupils during social times such as playtime, but pupils and most parents and carers are satisfied with the way instances of bullying are tackled by staff. Behaviour management plans are in place to help pupils who need to develop their social skills, and other pupils say 'they are trying to improve' and that it is 'not a big issue'.
- Pupils feel safe at school and know how to stay safe. For example, pupils in Year 4 are aware of potential dangers of electricity. Pupils know that school rules are there to help them to remain safe.

**The leadership and management requires improvement**

- Leadership requires improvement because not enough use is made of the wealth of information collected on how well pupils are doing to evaluate differences between groups of pupils, including those known to be eligible for the pupil premium funding. Advice on how to improve teaching is not always sufficiently focused, with clear next steps, especially for those whose teaching is usually good. School documentation does not clearly show how the actions of leaders are making a difference to teaching. Consequently, there are inconsistencies and not all pupils are learning as quickly as they could.
- There have been significant changes in responsibilities within the senior leadership team since the previous inspection and a renewed focus on improving teaching and learning. Leaders have an accurate understanding of how well the school is doing and what needs to be done to make it better. There are better systems for measuring pupils' progress, although information is not analysed and evaluated in such a way that differences between groups of pupils can be compared easily. Teaching is improving and better links are being made between subjects to help make learning meaningful.
- Safeguarding arrangements meet requirements and leaders have increased the rigour with which they evaluate risks. Thorough checks are made to ensure that members of staff are suitable to work with children.
- Pupils' spiritual, moral, social and cultural development is provided for well. Specific lessons help pupils to develop a wide range of social and moral skills. Pupils respect others because discrimination is tackled firmly and there are good opportunities to learn about other cultures through links with other schools.
- The local authority provides the right level of support to help the school to improve and is currently providing helpful training for new leaders.
- Most parents and carers are pleased with the school and especially appreciate the friendly approach of members of staff.

■ **The governance of the school:**

- Governance has strengthened since the last inspection and governors are asking more challenging questions. Consequently they have a clear understanding about how well the school is doing compared with other similar schools and how resources are being used to make it better. They know how the pupil premium is being spent and that progress is improving over time, although they do not have information on the extent to which the attainment gap is closing for pupils currently at the school. They oversee performance management and ensure targets for teachers are linked to individual and whole-school needs but there is no overview to show at a glance how well teachers are meeting these targets. Governors are making sure that their own training enhances the overall effectiveness of the governing body.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125152
<b>Local authority</b>	Surrey
<b>Inspection number</b>	406298

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	304
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Nelson
<b>Headteacher</b>	Mike Peace
<b>Date of previous school inspection</b>	8–9 June 2011
<b>Telephone number</b>	01252 835440
<b>Fax number</b>	01252 834947
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