

Farnborough Grange Nursery/Infant Community School

Moor Road, Farnborough, Hampshire, GU14 8HW

Inspection dates

28–29 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- There has been good improvement since the last inspection leading to a continually rising trend in attainment in reading, writing and mathematics.
- By Year 2 pupils' attainment in reading and writing is average, and is above average in mathematics.
- Teaching is now good and sometimes outstanding. It meets the needs of all groups of pupils and is ensuring that they make good progress.
- Children in the nursery, some with very complex special educational needs, make especially good progress. Pupils whose first language is not English also achieve well.
- Pupils are exceptionally well cared for, behave well and enjoy excellent relationships with adults. Learning is active and exciting and pupils want to come to school. As a result attendance is rising year on year.
- The exciting and diverse curriculum promotes pupils' spiritual, moral, social and cultural development extremely well.
- The enthusiasm and passion for learning from the headteacher and leadership team has resulted in all staff being committed to improvement. This is helping to create an effective and well-prepared workforce.
- Governors are very supportive of the school but are not afraid to ask challenging questions to drive forward further development.

It is not yet an outstanding school because:

- In a few lessons pupils are not always clear about what they are to learn and are not given enough opportunities to check their learning for themselves.
- Existing outstanding practice is not yet used sufficiently to develop all teachers' skills further.
- Despite procedures that have been introduced which have led to improved attendance, it is still not good enough for a small number of pupils.

Information about this inspection

- The inspectors visited 17 lessons, observing nine teachers across the school along with a wide range of teaching assistants and other adults supporting potentially vulnerable pupils. They also talked to pupils about their work and heard individual pupils read from Year 2 as well as others in lessons.
- A wide range of documents was scrutinised, including pupils' work, systems for checking progress, records relating to behaviour and attendance, safeguarding procedures, the school's self-evaluation and planning for improvement, records of monitoring the quality of teaching and the minutes of the governing body meetings.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with a school adviser from the local authority.
- Questionnaires from 23 members of staff were analysed. The inspectors took account of the views expressed in 23 online responses to Parent View, five questionnaires completed by parents and carers and a letter from a parent or carer. Inspectors spoke to a large number of parents and carers during informal meetings before school.

Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

Full report

Information about this school

- Farnborough Grange is an average-sized infant school. Most pupils attend from the local area.
- It has a 72-place nursery, providing 36 places in the morning and 36 places in the afternoon. Children can join from the age of three.
- The local authority provides 12 places in the Nursery for children from the wider area who have complex learning and development needs.
- All pupils in the infant school are taught in single-age classes.
- The proportion of pupils who are disabled and those with special educational needs supported through school action and school action plus, including those with a statement of special educational needs, is above average.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent or carer in the armed services) is above average.
- The number of pupils from ethnic minority groups, including those who are in the very early stages of learning English, is above average.
- The school provides breakfast and after-school clubs.

What does the school need to do to improve further?

- Ensure that pupils' achievement continues to rise by increasing the amount of outstanding teaching by:
 - making certain that pupils are always clear about what they are to learn and know how to check that they have succeeded
 - sharing examples of existing good and outstanding practice more widely.
- Improve attendance further by ensuring that all parents and carers fully understand the need for children of compulsory school age to attend very regularly.

Inspection judgements

The achievement of pupils

is good

- Most children join the school with levels of knowledge and skills which are well below those normally found in children of their age, especially in all aspects of literacy. A significant proportion have speech and language needs and some are in the very early stages of learning to speak English.
- They learn rapidly in the Nursery because of exciting and stimulating activities. Language gains were significant as children sang and danced to the 'Banana Song', hugely enjoying the actions while learning to concentrate and follow instructions.
- Some children in the Nursery have complex learning needs but these children are very well included in all activities. Physical and self-help skills were greatly enhanced as children cut up fruit for snack time. No opportunities were missed to learn when it became time to enjoy their snack. They learned the names and colours of the fruit, counted the pieces they chose into their bowl and made choices from drinks of smoothies, milk or water.
- By the time children leave the Early Years Foundation Stage they are very well prepared for Year 1 both in terms of their academic progress and their readiness to learn.
- Learning sounds and letters is well organised and taught very effectively and pupils competently use the skills they have learned to help them sound out letters when reading. As a result, attainment in reading is rising steadily and progress in reading and writing is good.
- Children in Reception are already building simple three letter words and in a Year 2 lesson more-able pupils were challenged well. They ably distinguished between nouns and verbs and sorted words into sentences using punctuation as a clue. The attainment and progress of more-able pupils have improved since the last inspection.
- Standards in mathematics are higher than they are in reading and writing and pupils are making especially good progress. The school has worked hard to improve pupils' ability to understand simple number problems. In Reception, pupils ably counted the numbers of boys and girls present for the register, working out the total and how many were absent. Supported by a very good range of practical equipment, pupils in Year 1 were successful in doubling numbers and recording sentences about numbers.
- Pupils whose circumstances might make them vulnerable, disabled pupils and those who have special educational needs, and those for whom English is not their first language, make at least similar to and sometimes better progress than all other pupils. This is because provision is very carefully organised and coordinated with both extra support in school and from outside agencies.
- Pupil premium funding is being used very effectively through a number of initiatives, for example, to enhance support for language development, attendance and personal and social development. The school tracks the impact of all the extra work that it does and individual pupils' progress very carefully, and the information it gathers shows that progress is at least as good as that found nationally and sometimes greater.

The quality of teaching

is good

- Teachers plan lessons that are interesting, active and paced so that all pupils are engaged, develop a love of learning and enjoy coming to school.
- Activities are carefully matched to the wide range of pupils' different learning needs and teachers use questioning effectively to check pupils' understanding. As a result pupils make good progress and gain skills and knowledge quickly, especially in literacy and mathematics.
- Teachers, teaching assistants and other adults are highly skilled and use a wide range of successful strategies to help pupils learn. All groups of pupils are very well supported and included in lessons. This is a strength of the school and the reason why some of the most vulnerable pupils make such good progress.

- Simple and effective assessment and marking systems of 'tickle me pink' and 'green for growth' are well known to pupils and are very useful in helping them to identify the next steps in their learning. This is an improvement since the last inspection.
- Not all teachers, however, are equally effective in using questioning and assessment. Occasionally pupils are not given enough chances during lessons to check whether or not they are succeeding in their tasks.

The behaviour and safety of pupils are good

- The vast majority of pupils are well behaved, polite and respectful towards both adults and their peers. They are attentive and well behaved in lessons, around the building and in the playground. This makes a significant contribution to the good progress they make.
- A few pupils exhibit unwanted behaviour but this is exceptionally well managed and is not allowed to disrupt learning. Comments from adults in the school and parents, carers and pupils fully support this view. Exclusions are rare.
- Pupils say they feel very safe in school and that there is no bullying. They get on really well together and say that if they do have a problem they know who to go to and that adults listen to them and always sort out any difficulties very quickly. They are very keen to care for each other and know that this is an important cornerstone of their school.
- Pupils have a good idea of how to keep safe, for example they know not to speak to strangers and are aware of the precautions they should take when using the internet and of the threat posed by cyber bullying.
- The school has introduced rigorous procedures for dealing with the previously unacceptably high level of absence. The attendance of most pupils has improved and is at least average and sometimes high. This is particularly so for some groups of pupils who are potentially vulnerable. However, there is still room for further improvement because not all parents and carers fully appreciate the need to ensure that their children attend regularly.
- Membership of the school council, other day-to-day responsibilities and working together in class provide very good opportunities for pupils to develop their personal and social skills.

The leadership and management are good

- The headteacher and school leadership team have consistently worked together with great determination and drive since the last inspection and have steadily raised standards and improved pupils' progress. They have developed the whole staff into a strong and experienced team.
- This has been achieved through thorough monitoring of all aspects of the school's work, rigorous self-evaluation of their findings and the identification of accurate priorities and drawing up action plans to implement new strategies.
- Systems for tracking pupils' progress are well developed, especially at an individual level. Assessment information is used to highlight underperformance, is discussed at regular pupil progress meetings and used well to plan the most effective next steps in learning.
- Most importantly this has been followed up with effective professional development. Teachers have been encouraged to think and evaluate, very carefully, all new initiatives and strategies that are introduced. As a result, teachers are very clear about the most successful ways of helping pupils to learn more rapidly and most of these have been thoroughly embedded in day-to-day learning in lessons.
- Sensitive but rigorous management of the performance of all teachers and teaching assistants has raised skill levels so that teaching is now consistently good. This is an improvement since the last inspection. The school realises that examples of outstanding practice could be used more to help all teachers to improve their skills further.
- All leaders are very effective in monitoring pupils' progress and planning with teachers the next

steps in pupils' learning, especially those responsible for special educational needs, English as an additional language and the Early Years Foundation Stage, in addition to the leaders for English and mathematics.

- The appointment of a business manager has enabled the headteacher and senior staff to focus entirely on improving teaching and learning. All of these measures and the steady rise in attainment and progress since the last inspection demonstrate that the school has the capacity for further improvement.
- The creative curriculum is exciting and active and takes account of pupils' individual interests as well as providing a firm grounding in the skills they need to succeed in their learning and development. Excellent use is made of the grounds and outside areas for younger pupils. Recently pupils were thrilled to find 'Fairy Doors' in the woodland area, opening up great scope for language development and writing.
- There are many other very good examples of enrichment through strong partnerships with other schools and visits and visitors. An extensive programme of after-school clubs includes a variety of sports, choir, cooking and art not often found in infant schools. Sports funding is being very well used to provide new swimming opportunities and sports activities every night after school, and, as a result, levels of participation and performance, as well as pupils' understanding of the importance of healthy lifestyles, are rising.
- As a result of this enhanced curriculum provision for pupils' spiritual, moral, social and cultural development is excellent.
- Relationships with external agencies are very strong indeed and especially valuable when supporting parents and carers in helping to combat barriers to learning. This, alongside the good progress they are making, prepares pupils well for the future.
- Equal opportunities for different groups of pupils are promoted very well and the school does not tolerate any form of discrimination. The governing body and the school staff ensure that safeguarding procedures are followed rigorously and all requirements are met.
- The local authority offers the school a good level of support by providing consultants to help teachers improve their skills, especially in teaching English and mathematics.
- **The governance of the school:**
 - Governors are very supportive of the school and carry out their statutory duties diligently and effectively. They are knowledgeable about the school's strengths, including pupils' achievement and the quality of teaching, and areas for development, which enables them to ask challenging questions about its performance. With the help of an independent consultant governors have set rigorous objectives for the headteacher. They have received comprehensive information about teachers' performance, including what leaders are doing to improve the quality of teaching, and salary progression, as well as the use of the pupil premium and its impact upon eligible pupils.

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

Unique reference number	116148
Local authority	Hampshire
Inspection number	426446

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

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	Angie Lythgoe
Headteacher	Jane Armstrong
Date of previous school inspection	22–23 September 2011
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