

# Waverley Abbey Junior School

The Street, Tilford, Farnham, Surrey, GU10 2AE

**Inspection dates** 4–5 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Waverley Abbey is a happy, cohesive and inclusive school. Pupils are proud of their school and are keen to learn.
- Good achievement has been maintained since the last inspection. Pupils make good progress in reading, writing and mathematics. Pupils' overall attainment is consistently much higher than the national average.
- Pupils' progress has accelerated rapidly during the past year, especially in mathematics, because aspects of teaching have improved.
- Better marking means that pupils are very clear about how well they are doing in their work and know what they need to do to move their learning forward.
- Pupils behave well and feel very safe. Pupils and adults treat each other with respect.
- The headteacher has a clear, precise and accurate view of the school's strengths and of priorities for future development.
- The role of the governing body has developed rapidly. The governing body plays a very effective role in helping to drive improvements.
- The headteacher, governing body and senior leaders have successfully secured improvements in teaching, including an increased focus on pupils' progress. This has ensured that the school's overall effectiveness continues to be good.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to secure the highest levels of achievement.
- Teachers have too few opportunities to learn from the outstanding teaching in the school.
- Subject leaders' roles in checking the quality of teaching and in securing improvements are not fully developed.

## Information about this inspection

- Inspectors observed 18 lessons or part-lessons, including one observation carried out jointly with the headteacher. Inspectors also observed small groups of pupils working with an adult other than their teacher.
- Discussions were held with the headteacher, senior leaders, teachers, members of staff, parents, pupils and a representative of the local authority. A meeting was also held with the Chair of the Governing Body and additional governors.
- Inspectors took account of 161 responses to the online questionnaire (Parent View). In addition, inspectors considered the views expressed by a number of parents who spoke with them informally at the start of the school day or who sent letters or emails. Inspectors also took account of 31 staff questionnaire responses.
- Inspectors observed the school’s work and considered a range of documents and policies, including the school’s improvement plan, information about pupils’ progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils’ work provided by the school, as well as looking at pupils’ work in lessons. Inspectors also listened to pupils read.

## Inspection team

Julie Sackett, Lead inspector	Additional Inspector
Alastair McMeckan	Additional Inspector
David Howley	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported at school action is below average. The proportion of pupils supported through school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs an after-school club on the school site, which was visited during this inspection.

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

- Increase the proportion of outstanding teaching to raise achievement to the highest levels by ensuring that:
  - teachers regularly check pupils' understanding during lessons and make changes to the work set for them if it is too easy or too difficult
  - teachers in all classes insist that pupils present their written work consistently well
  - there are more opportunities for teachers to learn from the outstanding teaching in the school.
- Strengthen the role played by subject leaders in checking the quality of teaching and in driving improvements in pupils' achievement.

## Inspection judgements

### The achievement of pupils

is good

- Pupils make good progress from their starting points in reading, writing and mathematics and achieve well. As a result, pupils are very well prepared for the next stages in their education. In 2013, pupils' attainment in reading, writing and mathematics was substantially higher than the national average.
- School information and pupils' work indicates that high levels of attainment are likely to be sustained in 2014, with further increases in the proportion of pupils attaining the higher levels in reading, writing and mathematics.
- Pupils' attainment in writing was much higher than the national average in 2013. Pupils have opportunities to write for a wide range of purposes. They develop confident writing skills by the time they leave for secondary school. However, while many pupils take great pride in their work, some pupils' work is untidy. This hampers their progress, particularly in writing.
- Pupils' progress in mathematics has rapidly improved in the past year. Teachers are much clearer about the teaching of mathematical skills as pupils move up through the school and about how learning builds through the year groups. Their expectations of pupils' achievement are much higher as a result.
- Pupils make good progress in the development of reading skills. A strong culture of reading permeates the school and the school very successfully promotes reading for pleasure. Pupils clearly enjoy books, with some opting to read in the playground during the lunchtime break. In 2013, pupils' attainment in reading was well above average.
- There has been a substantial improvement in the progress made by the most able pupils in the school this year because teachers' expectations have increased. Their progress is particularly rapid in Year 5 and Year 6 in mathematics because teaching is very effective. In 2013, the proportions of pupils attaining the higher levels in the national tests were above average in mathematics and writing and substantially higher than the national average in reading.
- Disabled pupils, those with special educational needs and the very few pupils for whom English is an additional language make good progress. The school's own checks on pupils' knowledge and skills when they join Year 3 are used well to identify pupils who need extra help and to provide effective support.
- The small numbers of pupils eligible for support from additional funding make similar progress to their classmates and sometimes better. In 2013, their attainment was about four months behind that of their classmates in mathematics, eight months behind in writing and 20 months behind in reading. Improvements in teaching mean that their progress has improved in the last year and the gap has narrowed.
- Pupils make very rapid progress where teaching is highly effective. However, while some teaching is high quality, there is not yet enough outstanding teaching across the school to raise achievement even further.

### The quality of teaching

is good

- The quality of teaching is good. Teachers plan lively and interesting lessons and pupils told inspectors that 'learning is fun'.
- Improvements in the quality of teachers' marking have had a dramatic effect on pupils' progress, particularly for the most able. Pupils have a clear view of what they have done well and how they can improve their work because teachers give them regular feedback. Most pupils have welcomed the increased responsibility this approach has brought and relish the additional challenges provided for them to try.
- Teachers meet with senior leaders more regularly to discuss pupils' progress and this has increased teachers' expectations of pupils' achievement. Pupils told inspectors that the work set for them is more challenging than before and they are making better progress as a result.

- The school has reviewed and updated the teaching of mathematics. More practical resources are now available for pupils to use when tackling calculations and this is improving their understanding, particularly in Year 3.
- Training has helped to improve the teaching of phonics (the sound letters make) and this is strengthening pupils' reading skills. Leaders have introduced daily reading sessions across the school and these are contributing well to pupils' interest in books and to their enthusiasm for reading.
- Pupils have opportunities to write for a wide range of purposes. Pupils' written work is regularly enriched by trips, visits and events, so that their work is purposeful. However, some teachers' expectations of the way pupils present their written work are not always high enough. Leaders complete regular checks on pupils' work and have already identified this as a weaker aspect of pupils' written work, with appropriate plans for development in place.
- Teaching assistants provide good levels of support for pupils, including disabled pupils and those with special educational needs. Pupils told inspectors that this helps them with their learning, particularly in reading.
- Most teachers check pupils' understanding skilfully during lessons, adapting the work set to make sure that it is the right level of difficulty as the lesson progresses. However, this is not always the case. In some classes, pupils become restless and their progress slows because teachers do not make changes to the tasks set quickly enough when the work is too easy or too difficult.
- Teachers are committed to securing further improvements in their practice and staff morale is high. However, in the past there have been few opportunities for teachers to learn from the outstanding practice already in the school.

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

- The behaviour of pupils is good. Pupils behave well in lessons, during break times and when moving between lessons. They are sensitive to the needs of others and relationships are very good. Pupils are respectful when talking to adults and respond quickly to instructions. Almost all parents feel pupils are well behaved and safe in school.
- Pupils show respect for the school's facilities and wear their uniform with pride. Pupils' enjoyment of school is reflected in their regular attendance and in their punctuality. Attendance is consistently higher than the national average and continues to rise.
- Pupils are keen to do their best. They are interested in learning and respond to teachers politely and enthusiastically in lessons. However, while pupils are enthusiastic learners, some do not always present their written work to the highest standards.
- The atmosphere in the playground during break times is happy and relaxed. Pupils are active, sociable and keen to talk with visitors as well as with each other. Their mature attitudes and well-developed social skills ensure that break times are pleasant and positive times of the school day.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and know that plenty of adults are on hand to help if they have any worries. They have a good understanding of some of the potential dangers of using the internet and know some of the steps they can take to keep themselves safe.
- Pupils told inspectors that there is 'no bullying' at Waverley Abbey. School records indicate that incidents of bullying are very rare and are followed up rigorously and thoroughly.
- The school is committed to ensuring equal opportunities for all pupils. The school works closely with families and agencies to provide good levels of support for those pupils who are at risk of not doing so well.
- The after-school care club provides a positive and relaxing environment for pupils to socialise while participating in a variety of activities with their friends.

**The leadership and management are good**

- On joining the school, the headteacher quickly identified areas for improvement, especially in achievement and the quality of teaching. As a result, there have been important improvements in aspects of teaching, including a sharper focus on pupils' learning and progress.
- The headteacher, governors and senior leaders have skilfully managed changes in staffing, including a restructure of the leadership team. It is a credit to them, and to other members of staff, that the school's positive and cohesive atmosphere has been maintained during this period of change. Nearly all staff are positive about the changes introduced since the previous inspection and are keen to play their part in the school's development. Most parents would recommend the school to others.
- Leaders and managers have introduced regular and robust systems to track pupils' progress. For example, senior leaders regularly look at pupils' work, observe lessons and talk with pupils. As a result, teachers have a much clearer view of pupils' needs and are more accountable for their achievement. Salary progression is effectively linked with pupils' achievement over time.
- Training is successfully helping subject leaders to play a more active part in the school's development. However, while the recent reshaping of the leadership team has introduced the potential for subject leaders to be more involved in checking and improving the quality of teaching, this aspect of their role is in its infancy.
- The school teaches a wide range of subjects, with many opportunities for pupils to develop their cultural awareness and creativity through, for example, art and music. Pupils respond thoughtfully and respectfully to opportunities to learn about different beliefs. They participate enthusiastically in assemblies and are reflective about their own experiences.
- Additional sports funding is used well. For example, a specialist sports teacher is providing training for teachers so that they are more confident about teaching physical education. Pupils enjoy the wide range of clubs available. They talk with enthusiasm about the regular opportunities they have to participate in sports tournaments and to swim in the school swimming pool.
- The local authority has provided good levels of support for the school, including support and training to develop the role played by subject leaders.
- **The governance of the school:**
  - The governing body provides effective support and challenge for school leaders. The Chair of Governors provides a strong and experienced lead for the governing body. She has initiated a number of important improvements, particularly in the level of support and challenge provided for leaders. Governors have direct access to national comparisons of the school's performance with other schools and know what the school is doing well and where improvements are needed. They are well informed by the headteacher's reports and routinely debate aspects of pupils' achievement with school leaders. Governors receive regular reports about how well different groups of pupils are achieving, including those eligible for support from additional funds. They know how sports funding is being used and arrangements are in place to check it is making a difference. However, it is too early for the full impact to be clear. Governors are given good quality information about the quality of teaching in the school. Most have first-hand knowledge of teaching because they regularly visit lessons with the headteacher. Governors know how information about the quality of teaching in the school is used to inform performance management and to make decisions about salary progression. Safeguarding arrangements are rigorous and meet statutory requirements.

## 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>	125232
<b>Local authority</b>	Surrey
<b>Inspection number</b>	443999

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 aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	476
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Yvonne McLeod
<b>Headteacher</b>	Kate Redman
<b>Date of previous school inspection</b>	10–11 December 2009
<b>Telephone number</b>	01252 782321
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