

Farnham Green Primary School

Royal Close, Seven Kings, Ilford, Essex, IG3 8UY

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
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

- Achievement is not yet consistently good across all years, but it has improved strongly in reading, writing and mathematics in Years 2, 5 and 6.
- The progress pupils make over time is inconsistent between classes because work is not always interesting enough to excite pupils and encourage them to work hard.
- Teaching requires improvement because, although recent improvements have eliminated the most serious inadequacies, some inconsistencies remain.
- Pupils are not always expected to work quickly enough and this restricts learning in some classes.
- Progress of children in the Early Years Foundation Stage requires improvement. Children have lots of opportunities to experience different activities, but teaching does not always challenge children to make progress in developing their skills.
- Leadership and management require improvement because changes in leadership need more time to impact fully on teaching quality and pupils' achievements.

The school has the following strengths

- The school is now improving strongly as a result of accurate self-evaluation and clear priorities for action.
- The headteacher and deputy make sure that there is a strong focus on improving teaching and this has reduced inadequacies.
- Greater rigour in the way the school checks pupils' progress means that the school knows where additional support is needed.
- Pupils behave well and feel safe. They have very good manners and treat adults and each other with a great deal of respect. Pupils understand how to keep themselves safe.
- Pupils' positive attitudes to learning have a strong impact on their achievements. Pupils are keen to learn and usually work hard.
- Governors carry out their role effectively because they know the school well and provide challenge and support in equal measure.

Information about this inspection

- Inspectors observed 27 lessons or part lessons. Five lessons were observed jointly with senior leaders. Inspectors also made a number of short visits to lessons, observed the teaching of reading, listened to pupils read and attended assemblies.
- They held discussions with the headteacher and other senior leaders, subject leaders, pupils and governors. The lead inspector had a discussion with a representative of the local authority.
- A range of documentation was examined. This included the school improvement plan, information on pupils' current progress, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.
- Inspectors observed pupils' work and looked at their exercise books.
- The inspectors took account of the 64 responses to the online questionnaire, Parent View, received two emails from parents and analysed 53 questionnaires completed by staff.

Inspection team

Brian Oppenheim, Lead inspector	Additional Inspector
Maria Coles	Additional Inspector
Nouriddin Khassal	Additional Inspector
Sibani Raychaudhuri	Additional Inspector

Full report

Information about this school

- Farnham Green is much larger than the average-sized primary school.
- The school has increased in size over the past few years. Six new classrooms, a hall and an information and communication technology (ICT) suite have been built to accommodate an extra class in each year.
- About a third of pupils are supported by the pupil premium. This is a little higher than found nationally. This is additional government funding to support those pupils who are known to be eligible for free school meals or are in care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- A much higher than average proportion of pupils does not speak English as their first language.
- Pupils are mainly from Pakistani, Indian, Bangladeshi and African backgrounds, with a small proportion from White British and other White heritages.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has experienced a significant turnover of staff in the recent past, including senior leaders.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that they are consistently at least good by:
 - making sure that pupils are provided with work that motivates and interests them, and enables all pupils to do their best
 - ensuring that pupils know what is expected of them in the time available so that learning over time is more rapid.
- Increase further the effectiveness of leadership and management by:
 - ensuring that middle leaders have the skills to drive school improvement effectively
 - using the restructured senior leadership team to improve pupils' attainment and progress across the school and particularly in the Early Years Foundation Stage.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in reading, writing and mathematics have been below average for the past few years, although standards rose slightly in 2013. The results of the 2014 end of year assessments show a significant rise. The school's data indicate that they will be better than last year's average at the end of Year 6. The results of the Year 1 phonic screening test also show a significant rise in 2014.
- Children begin school in the Early Years Foundation Stage with skills and abilities that are below those typical for their age. By the time they move into Year 1, children have made average progress. In the Nursery, the range of activities helps children to develop their skills well, but this tails off in Reception because work is not always challenging enough.
- The proportion of pupils making typical progress in reading, writing and mathematics, including those from Pakistani, Indian and Black African backgrounds, is broadly in line with national expectations. Currently, the progress made by this year's Year 5 and Year 6 pupils is good, but this is not consistent across all year groups. This is confirmed by the work seen in pupils' books that shows more pupils making better progress than in the past. However, not enough pupils, including the most able and those that need additional help, make consistently good progress overall.
- The school's data show that the attainment of pupils supported by additional funding is about one term behind that of other pupils in the school in English and mathematics. However, the gap between them is now closing strongly, especially in reading and mathematics. This is because the school is using the additional funding effectively to provide extra support, including classroom support from learning support assistants and additional staff.
- The additional funding for physical education (PE) is used well to provide, for example, outdoor gymnastics equipment for the playground and a specialist PE teacher who works with pupils across the school. Pupils enjoy the wide range of physical activities the school provides.
- Disabled pupils and those who have special educational needs make similar progress to that of their classmates. This is because of the additional support given in lessons that encourages pupils successfully to keep up with their learning.

The quality of teaching

requires improvement

- The quality of teaching over time typically requires improvement. The headteacher and deputy headteacher have identified the important inadequacies in teaching and tackled these successfully. As a result, teaching has improved, especially in Years 2, 5 and 6. However, inconsistencies remain and these slow overall progress across the school.
- Pupils' exercise books show that over the year pupils' achievements are improving. This is most notable in Years 5 and 6. However, this is not yet consistent enough across all classes and years to ensure that throughout the school pupils make good progress in all subjects.
- An important strength of teaching is the relationships that teachers have with their pupils. These have a big impact on the attitudes of pupils and their willingness to respond positively to the work they are given. Pupils enjoy learning and are eager to please their teachers.
- These good relationships mean that teachers are able to manage behaviour very successfully so that there is little disruption to pupils' learning. However, when pupils are not given work that challenges them, or where the work is too easy, they become bored and a few disturb others in the class.
- Teaching in the Early Years Foundation Stage requires improvement overall because children's progress is inconsistent. Despite some important strengths, such as the range of learning activities and English language support, activities do not always keep children focused and engaged. As a result, their progress is not as brisk as it should be.
- Marking is mostly regular and frequent. Teachers provide helpful comments about what pupils should do next, for example improving punctuation or spelling. Time is often set aside at the

start of lessons for pupils act on these comments, but sometimes their responses are a hurried note that does little to improve their work.

- Learning support assistants and other adults contribute effectively to pupils' learning, especially where they provide well-directed support.

The behaviour and safety of pupils are good

- The behaviour of pupils is good because the school's positive climate is supportive and caring. Pupils are polite and very well mannered, and are quick to welcome visitors to their school. Inspectors were struck with the way pupils always held doors open for others without any prompting from teachers. They work together well, sharing ideas and helping each other to do their work, for example in a Year 4 information and communication technology (ICT) lesson where the more experienced pupils helped those that struggled. A large majority of parents agree that behaviour is good.
- Pupils are especially respectful of each other and of their teachers. They play together well in the playgrounds and resolve any minor disagreements amicably.
- Pupils' positive attitudes to school have a positive impact on their learning. Pupils enjoy school a great deal, listen attentively and are keen to do well in lessons.
- Attendance has improved well over the past year and is now at least average. This illustrates the school's success in improving teaching so that it motivates more pupils. Many of those spoken to said, without hesitation, that they 'enjoyed school'. They particularly enjoy PE and ICT, but also English and art.
- The school's work to keep pupils safe and secure is good. Pupils said clearly that they feel safe at school and that bullying of any kind is rare. Most feel that if bullying does happen the school deals with it well, although a few pupils report that this can take time. School records show that on the rare occasions that bullying happens it is followed up appropriately. Pupils are able to explain clearly the different forms of bullying and who to turn to if they have a problem.
- Teachers are good role models and this fosters pupils' personal development effectively.

The leadership and management require improvement

- Determined leadership by the headteacher and deputy headteacher is making a strong impact on improvement. Rigorous evaluation of teaching quality and clear expectations have helped to raise pupils' achievements, especially in Years 2, 5 and 6. Nevertheless, improvements have not yet had enough time to ensure that all pupils make consistently good progress in all classes so that gaps in achievement are closed. Some senior leaders are new to their role. The difficulty in recruiting teachers in the recent past left some subjects and areas without strong leadership, for example in the Early Years Foundation Stage.
- The headteacher, deputy headteacher and governors have a very robust agenda for improving teaching further and raising achievement. The school development plan identifies clearly the main priorities for improvement and the school's evaluation of itself is accurate and honest. Over the past year, with good support from the local authority, leaders have focused successfully on improving teaching by checking closely the quality of teaching and tracking carefully pupils' achievement. This has had a strong impact on the results of the end-of-year assessments in Years 2 and 6 and shows that the school has the capacity to improve.
- Procedures for setting targets for staff improvement are secure and ensure that pay is related to teachers' performance in the classroom as well pupils' progress and outcomes. Training is linked effectively to the school's priorities and areas for improvement.
- The curriculum is suitably broad and balanced. The school has linked subjects together so that pupils look at themes, for example 'Enterprise' in Year 6. Pupils' learning is extended by extra-curricular activities, such as cookery and art, and by excursions and visits, for example to a local synagogue. Personal, social and health education contributes well to pupils' good personal development, including their understanding of internet safety.

- There is a clear commitment to equality and ensuring there is no discrimination. All pupils, whatever their ability or background, have the opportunity to take part in the school's activities.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are given the chance to take part in a range of activities such as singing at the Royal Festival Hall.
- The majority of parents who replied to the school's questionnaire to gather their views are pleased with the school. This is reflected in the response to Parent View and those that spoke to inspectors.
- Attendance has improved as a result of employing a parent support adviser who works with a number of families to reduce absence. The school has also worked successfully to engage parents, for example by providing sessions about reading and mathematics.
- Safeguarding arrangements are effective and meet requirements.
- **The governance of the school:**
 - Governors have a good understanding of how well pupils are doing compared with other schools nationally. They receive reliable information about the school's performance and use this well to hold the school to account and provide support.
 - Through the Governors' Forum, which focuses on school improvement, governors have a clear view about teaching quality and how this is linked to pay and performance. They also have an understanding about how additional funding, including sport funding, is used and the impact it is having on pupils' achievements.
 - Governors visit the school regularly so that they have first hand experience of the school's work and the attitudes of pupils. They receive training through the local authority and fulfil their legal duties to keep pupils safe.

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	102801
Local authority	London Borough of Redbridge
Inspection number	442139

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	623
Appropriate authority	The governing body
Chair	Jackie Hardie
Headteacher	Erica Quirk
Date of previous school inspection	28-29 November 2012
Telephone number	0208 599 1206
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