

# William Cobbett Junior School

Weybourne Road, Farnham, Surrey, GU9 9ER

**Inspection dates** 3–4 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and deputy headteacher are passionate about the school. They know what needs to be improved and lead a constant drive for improvement.
- Leaders at all levels, managers and governors ensure that teaching is consistently good and improving. This has led to improvements in pupils' achievement.
- Overall attainment at the end of Key Stage 2 is high compared to schools nationally.
- The progress made by disadvantaged pupils has improved rapidly. This is enabling them to catch up with other pupils.
- An interesting curriculum and an impressive range of visits and special events make a very strong contribution to pupils' spiritual, moral, social and cultural development.
- Consistently well planned teaching motivates pupils to learn so that they make good progress in a range of subjects.
- Skilful questioning ensures that children think deeply in different subject areas.
- Attendance is above average, reflecting pupils' comments about how much they enjoy coming to school.
- The school has excellent systems in place to keep children safe.
- Pupils are great ambassadors for the school. They behave extremely well and take on a wide range of responsibilities.
- The Woodland Centre is a safe and happy environment that provides good learning opportunities for children with a high level of need.
- Pupils leave the school well prepared for the next stage of their education.
- Governors fulfil their responsibilities very well and have high expectations about how well the school performs.

### It is not yet an outstanding school because

- Occasionally, teachers do not ensure that work is challenging enough for all pupils.
- Pupils are not given enough opportunities to apply their literacy and mathematical skills in other subjects.

## Information about this inspection

- Inspectors observed teaching in all classes. Most observations were carried out with the headteacher or other senior leaders. Inspectors also made shorter visits to classrooms to look at pupils' work in their books and on display. A number of intervention groups and an assembly were also observed.
- Inspectors met with two groups of pupils formally and also talked to pupils informally around the school. They heard a small group of pupils from Year 3 and Year 6 read.
- The inspection team held discussions with the headteacher, other senior leaders, a group of middle leaders and three governors. The lead inspector met with a representative from the local authority.
- Inspectors scrutinised a wide range of school documentation including achievement data for pupils, safeguarding records, behaviour logs, monitoring records, curriculum and improvement planning and reports to governors. One inspector also observed a group of teachers planning together.
- The team considered 65 responses to the Parent View survey, in addition to talking to groups of parents at the end of the school day.
- Inspectors also noted the responses from 15 staff questionnaires.

## Inspection team

Lee Selby, Lead inspector

Additional Inspector

Carole Skinner

Additional Inspector

Fiona Robinson

Additional Inspector

## Full report

### Information about this school

- The school is larger than average. In September 2014 it admitted a fourth class in Year 3. There are three classes in each of the other year groups.
- The vast majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups and those for whom English is an additional language is below average.
- The proportion of disadvantaged pupils entitled to additional funding through the pupil premium is less than half of the national average.
- The proportion of disabled pupils and those who have special educational needs is greater than that found nationally.
- The school incorporates the Woodland Centre which caters for up to 20 pupils with autistic spectrum disorder.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress.
- The school is part of the Weyside confederation of schools.
- The headteacher is a local leader of education and is currently also the executive headteacher of Weybourne Infant School.

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

- Ensure all groups of pupils make consistently rapid progress in lessons by:
  - ensuring that they are always challenged
  - providing a wider range of opportunities for pupils to apply literacy and mathematics skills in other subjects.

## Inspection judgements

### The leadership and management are outstanding

- Through her outstanding leadership, the headteacher has developed a culture of high expectations. Both pupils and staff are well supported and given the opportunity to thrive.
- Together with the deputy headteacher, the headteacher has an in-depth knowledge and understanding of every aspect of the school. As a result, their review of the school's performance is accurate.
- The deputy headteacher has proven her effectiveness through her expert leadership of mathematics, which has led to sustained improvement in the subject. She is now working with the headteacher to lead improvement across the school very effectively whilst the headteacher also leads the neighbouring infant school on a part-time basis.
- Year group leaders ensure there is a consistency in approach across the classes through their weekly planning meetings. They ensure that pupils' knowledge and skills are secure before pupils move onto new learning.
- The new English subject leader is continuing the highly effective work of previous subject leaders and the Senior Leadership Team, who had a significant impact on raising standards over time in writing and maintaining high levels of attainment in reading. She is able to highlight strengths and areas to develop in pupils' work and give effective feedback to teachers about this.
- Systems to monitor the quality of teaching and pupils' progress over time are exceptionally thorough. This means that any weaknesses are addressed by leaders very quickly and robustly. Leaders provide very effective support, training and coaching for all teachers, including those who are newly qualified. As a result of these systems, teaching is consistently good over time and improving.
- Middle leaders work productively together in teams, based on their subject leadership role, to plan an exciting curriculum for all pupils. They have the autonomy to plan the curriculum in interesting ways, but are also rigorously held to account by the headteacher. Middle leaders check the impact of teaching in their subjects on pupils' learning and progress, and feed this information into overall evaluations of the school's effectiveness.
- Pupils benefit from an excellent range of additional activities that enrich their learning greatly and promote their spiritual, moral, social and cultural development exceptionally well. For example, pupils have the opportunity to take part in a residential visit in every year group, including a five-day visit to France in Year 6.
- Pupils are well prepared for life in modern Britain and the next stage of their education. For example, they have visited local churches and a Hindu temple in Watford. They hold democratic elections to become members of the school council and take on further responsibilities, such as being members of the eco-team or a school librarian.
- The headteacher has taken decisive action to improve the quality of provision in the Woodland Centre. The new centre manager, supported by the headteacher, deputy headteacher and local authority, has made a clear impact on improving behaviour, safety and achievement.
- The local authority provides light touch support to the rest of the school as it has confidence in the leaders and managers to secure improvements.
- Safeguarding procedures meet all statutory requirements. Policies and practices to safeguard pupils, including those in the Woodland Centre, are extremely rigorous.
- The school promotes equality of opportunity and fosters excellent relations. It does not tolerate discrimination of any kind. There have been no reported racist incidents and children with disabilities are welcomed enthusiastically in the mainstream classes.
- The extra funding for disadvantaged pupils is used effectively. Carefully planned additional support for individuals and small groups enables these children to catch up when they are falling behind.
- The primary sport premium has been used effectively to improve rates of participation in extra-curricular sport by introducing new opportunities, such as fencing and archery. The proportion of children able to swim the expected 25 metres has also improved through funding additional lessons for less confident swimmers. Teachers have also had an opportunity to develop their skills by working with specialist coaches.
- **The governance of the school:**
  - Governors are effective and have a very accurate picture of how well the school is performing. This is due to the detailed information they receive from school leaders and through their ability to compare the school's assessment information with national data. They have high expectations and know what needs to be improved to move the school forward. They challenge and support leaders to implement

these improvements. They have an accurate picture of the quality of teaching and use the performance management procedures well to reward good performance by teachers. They know what support has been provided to improve teaching and tackle less strong performance. Under the confident leadership of an experienced Chair, governors are rigorous in their management of the school's financial resources, including the pupil premium and primary sport funding. They take their safeguarding responsibilities seriously and are trained in safer recruitment. The governors are aware of their responsibility to promote modern British values and have organised a meeting to scrutinise how well they do this.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils are extremely polite and respectful and act as great ambassadors for the school, including when they welcome visitors.
- During the inspection, pupils behaved very well in lessons. Pupils, staff and school records confirm that this is typically the case.
- Pupils are almost always fully engaged in their learning. They enthusiastically discuss ideas with each other before beginning to write or solve problems in mathematics.
- Pupils are taking a greater role in leading their learning and accelerating the progress they make. For example, the school council has devised a checklist for effective science lessons. Teachers use this to ensure that pupils are engaged in learning when carrying out experiments collaboratively. They support and challenge each other well.
- Behaviour around the school is generally impressive. For example, pupils ate and chatted amicably in the very busy dining hall while staff served Christmas lunch. The pupils also play very well together on the playground.
- Pupils understand that there are different types of bullying. One older pupil told an inspector, 'We do so much about anti-bullying that there isn't any.' Others report that, very rarely, pupils may not get on, but teachers sort these things out really well.
- Attendance is consistently above average overall, and extremely high in the main school. Some children in the Woodland Centre attend less regularly due to their significant medical needs.
- Behaviour in the Woodland Centre has improved considerably in recent months. There has been a reduction in the number of fixed term exclusions and the school can identify notable improvements in behaviour for individual pupils, due to the improved provision.
- Every parent that completed the Parent View survey agreed that behaviour was managed well in the school.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are taught to be safe in school, out of school and in different situations. For example, they know about internet safety and take part in 'bikeability' cycle training.
- The school's checks on visitors and staff are rigorous. Regular fire drills and very thorough risk assessments contribute to pupils being, and feeling, safe.
- Safeguarding procedures and links with other agencies, both in the main school and Woodland Centre, are exemplary.

## **The quality of teaching** is good

- Inspectors agreed with the school's self-evaluation that teaching over time is good. There are some examples of outstanding teaching.
- Work in pupils' books is generally well presented and shows that pupils take pride in their work due to the high expectations that teachers share in all year groups.
- In Year 3, pupils are explicitly taught how to present their work and to understand the school's marking code. This provides a firm foundation for future learning and progress.
- Teachers make good use of assessment information so that they know what needs to be taught to help pupils improve. They mark pupils work using an agreed code and pupils respond to this well, especially in English where they log any misspelt words in a vocabulary book to learn independently. Pupils also have personal targets for improvement in English and use these to aid their improvement.
- Reading is taught very well. For example, Year 3 pupils that had not met the required standard at infant

school in the phonic (the sounds that letter make) screening check, were taught specific skills in a focused intervention group.

- The school has adopted a consistent approach to teaching writing that is having a positive impact on progress, evidenced by rising standards and the good progress seen in pupils' books. However, on a few occasions, the challenge for pupils is not always high enough throughout lessons.
- In mathematics lessons, teachers and other adults use skilful questioning so that pupils have to think and justify their answers. In some lessons, more able mathematicians were given appropriately challenging work to deepen their thinking which enabled them to make rapid progress. However, this level of challenge is not consistent for all pupils. For less able pupils and those with special educational needs, teachers use practical equipment well to reinforce ideas and help to consolidate their understanding.
- In science, Year 6 pupils worked enthusiastically in groups to investigate air resistance. Teachers demonstrated their excellent subject knowledge and challenged pupils to make and justify predictions and use technical vocabulary correctly.
- Pupils benefit from interesting work in different subjects, such as history and geography, for example having a Roman day or Second World War evacuee experience day. However, they do not all have enough opportunities to apply their literacy and mathematical skills in these subjects.
- Teaching assistants consistently make a good contribution to learning, especially during focused work with groups of children.
- Teaching in the Woodland Centre is improving as it is well planned and builds on assessment information about individual children. Targeted teaching activities, such as 'sensory circuits', are particularly effective in promoting improvements in well-being and confidence.

### **The achievement of pupils is good**

- National test results in 2014 for Year 6 pupils showed that the proportion achieving the expected level of attainment was above national figures in reading, writing and mathematics. Standards have improved in all areas compared to the previous year.
- The proportions of pupils exceeding expectations in reading and mathematics are also much greater than that found nationally.
- Although the proportion of more able pupils reaching the very highest levels is lower than national figures, evidence from school data and pupils' books shows that these pupils make good progress over time from their starting points. More able pupils in all year groups are making good progress in reading, writing and mathematics.
- In the 2014 tests, disadvantaged pupils were working approximately one term behind all pupils nationally in reading, two terms behind in mathematics and one year behind in writing. However, all of these disadvantaged pupils made at least expected progress. It is not possible to make direct comparisons between this group of pupils and others as about one fifth of these pupils were based in the Woodland Centre and had very low starting points and significant additional needs.
- Throughout the school, disadvantaged pupils are making better progress than in the past, which will enable them to catch up with their peers. Although they were two terms behind their peers in reading and a one year behind in writing and mathematics, individual pupils are making good progress.
- Pupils who currently attend the Woodland Centre are assessed regularly and are making good progress from their starting points. Case studies show examples of significant progress due to the improvements in provision.
- Other children with additional needs are also making good progress because of the effective support they receive.
- Leaders check the accuracy of their assessment procedures rigorously and compare them with other local schools. Their data show that achievement is set to continue improving.
- Pupils' achievements in other subject areas such as art, music and physical education are impressive and are as a result of the stimulating and well taught curriculum.

## 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>	125077
<b>Local authority</b>	Surrey
<b>Inspection number</b>	443882

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>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Jones
<b>Headteacher</b>	Mrs C Peppin
<b>Date of previous school inspection</b>	30 November–1 December 2009
<b>Telephone number</b>	01252 312772
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