

Frimley Church of England Junior School

Frimley Green Road, Camberley, GU16 6ND

Inspection dates 8–9 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
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 has improved the school considerably since the previous inspection. Her team shares her ambition to make the school outstanding.
- The standard of teaching has improved because leaders' management of its quality is exemplary. Staff share the school leadership's drive for excellence.
- Leaders have developed effective ways of checking pupils' progress in their learning. Pupils learn well and get good results in their tests.
- Leaders, managers and governors work effectively together to plan ways of making the school better in every way. Together, they make sure that improvements are carried out.
- The school develops pupils' spiritual, moral, social and cultural development very well. Pupils learn respect for one another and for those of all faiths and backgrounds.
- Pupils behave well. They are polite, welcoming to visitors and cooperative in lessons. They enjoy taking responsibility for one another.
- Pupils show their enjoyment of school through their high attendance.
- The school keeps pupils safe and makes sure that they know how to keep themselves safe.
- Teaching is consistently good in quality. Teachers make sure that they plan well to help pupils make good progress.
- Marking in pupils' English and mathematics books is thorough and offers pupils valuable guidance on how to improve.
- Reading is a strength. Pupils are encouraged to read widely. As a result, they develop good reading skills.
- Leaders and governors have been successful in driving up pupils' achievement, so that it is now good. Test results went up in 2014. School figures show that this rise is continuing.
- Pupils generally make good progress. No group falls behind. There is little variation from class to class in the quality of pupils' learning.

It is not yet an outstanding school because

- The most able pupils make good progress, but do not always make the rapid progress they need to do as well as possible.
- Marking in pupils' topic and science books does not provide as much helpful guidance as in their English and mathematics books. Pupils are sometimes allowed to get away with untidy or poorly spelled work in these books.

Information about this inspection

- Inspectors visited 27 lessons across a range of subjects. Most were observed jointly with the headteacher or the deputy headteacher.
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of their work. An inspector met a group of pupils to hear how they felt about the school.
- Meetings were held with senior and middle leaders, including those who hold responsibility for specific subjects. A meeting was held with an adviser from the local authority. A meeting was held with the Chair and Vice-Chair of the Governing Body and six other governors.
- Inspectors took account of the views of staff in 35 questionnaires.
- Inspectors spoke to a number of parents during the inspection. Inspectors took account of 109 responses to the online survey, Parent View. Inspectors also took account of eight letters received from parents during the inspection.
- Inspectors observed the school’s work and looked at a range of documents. These included the school’s own views of how well it is doing, its plans for the future, and the minutes of meetings of the governing body.
- Inspectors considered a range of evidence on pupils’ attainment and progress. Inspectors also examined safeguarding information and records relating to behaviour and safety.

Inspection team

Natalia Power, Lead inspector	Additional Inspector
Noureddin Khassal	Additional Inspector
Sarah O’Donnell	Additional Inspector

Full report

Information about this school

- Frimley Church of England Junior is larger than the average-sized junior school.
- After the previous inspection a new headteacher was appointed in September 2013 and a deputy headteacher in February 2014. A new Chair of the Governing Body was appointed in June 2014. Most governors have been appointed within the last two years.
- The proportion of pupils supported by the pupil premium, at around one pupil in ten, is lower than average. This additional government funding is used to support pupils who are known to be eligible for free school meals and children who are looked after.
- Around one tenth of pupils are from one of a wide range of minority ethnic heritages within the school, with no one group predominating. This proportion is lower than average.
- An average proportion of pupils is disabled or has special educational needs.
- The school runs an eight o'clock club for pupils who are dropped off before school starts. This was seen during the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make sure that more is expected of the most able pupils, and that they are given all the challenge that they need to make faster progress.
- Improve the marking of topic and science books, so that pupils:
 - gain as much helpful guidance from these as from their English and mathematics books
 - complete every task and work hard on improving their spelling.

Inspection judgements

The leadership and management are outstanding

- 'This school has come alive with our new headteacher.' This comment from a member of staff, typical of several such comments received by inspectors, sums up the impact of the headteacher. Her relentless pursuit of excellence has driven the school forward, so that key areas, such as pupils' achievement and the quality of teaching, have improved rapidly since the previous inspection.
- The headteacher has spearheaded crucial changes in ways of checking the quality of teaching. Her management of the quality of teaching is second to none. Senior and middle leaders share her drive for improvement, and all staff are fully on board. Teaching is observed frequently. The focus of leaders is on how well pupils are learning. Inspectors who observed leaders giving teachers advice after joint observations were impressed by the sense of partnership between leaders and staff. Leaders make valuable suggestions for improvement, and teachers seize the opportunity to reflect on their findings and improve their performance.
- Working effectively with other leaders, staff and governors, the headteacher has planned many important changes and seen them through. For example, ways of checking the progress pupils make in their learning have improved. Staff now play an important role in assessing how well pupils are learning. Parents are able to see how well their children are doing. These changes mean that pupils' results are improving strongly.
- Leaders have improved pupils' behaviour. Pupils were eager to explain the 'behaviour ladders' to inspectors. They particularly like the 'fresh start' that they are given each day, to enable them to put minor misdemeanours in the past.
- Leaders work extremely effectively with parents. In turn, parents strongly support leaders. All eight letters received by inspectors were highly supportive of the leaders' impact. 'Communication has greatly improved.' 'We love that the head is regularly visible at the school gate.' 'I have seen great strides in the assessment of my children's education targets.' 'The headteacher is doing an amazing job in turning the school around.' These typical comments reflect inspectors' observation of changes since the previous inspection.
- School leaders have improved the quality of middle leadership, making wise appointments and ensuring that year leaders and subject leaders are well trained. As a result, pupils' achievement in important areas, such as English and mathematics, has risen.
- Leaders and governors are committed to offering equality of opportunity to all pupils. As a result no group falls behind. Those from all ethnic heritages achieve well. Relationships at the school are warm, and there is no discrimination against anybody.
- The additional funding for disadvantaged pupils is used wisely by leaders and governors. As a result, gaps in achievement between the few pupils supported by this funding and others, both nationally and within the school, are narrowing.
- The additional funding to encourage pupils' participation in sports is used extremely effectively. More pupils take part in competitive sports. The school ensures that adults are trained to continue the good work, even if the funding dries up.
- The school offers pupils a wide range of subjects, balanced successfully between academic, sporting and creative subjects. There is a strong and successful focus on English and mathematics. This has raised pupils' achievement.
- Pupils have a rich programme of activities outside the school day, such as visiting places of interest and attending a wide variety of school clubs.
- The school prepares pupils highly effectively for life in modern democratic Britain. Pupils learn a great deal about other faiths as well as their own. Activities such as school council elections give them plenty of chances to put their own views across and to hear the views of others.
- The local authority works closely with the school, challenging leaders to aim ever higher and helping to check the quality of teaching. Its involvement has helped the school to improve.
- The school meets statutory safeguarding requirements. The arrangements are effective in keeping pupils safe. The site is safe and all necessary checks on those employed by the school are completed.
- **The governance of the school:**
 - The relatively new governing body is keen to make a difference and is highly effective in holding school leaders to account. Governors work closely with leaders to plan changes and make sure that the school is continually improving.
 - Governors use a range of evidence to establish for themselves how well pupils are performing

relative to those in other schools.

- Governors find out for themselves the quality of the teaching and how well pupils are learning. They do not just look at written evidence, but visit classes to see for themselves how eager pupils are to learn.
- They work closely with leaders to make sure that good teaching is rewarded and that any underperformance is tackled quickly and sensitively. As a result, governors get good value for money from the teaching force.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite to visitors, being ready to hold doors open. They are friendly and willing to welcome visitors to a school they are clearly proud of.
- Pupils behave well in lessons. They move smoothly from one activity to the next without fussing. Occasionally, if the pace drops, they can become a little restless. However, they are quick to come to order. They show by their high attendance that they are keen to come to school.
- Pupils told inspectors that there was little unkind behaviour. One commented that some pupils occasionally had an 'off day', but that any incidents were quickly dealt with by the adults. The school's records confirm that incidents are few and far between. There are no exclusions from school.
- Pupils enjoy the chance to take responsibility for others. Play leaders were able to explain how they make sure that their fellow pupils do not play alone.
- The eight o'clock club gives those pupils who come early a settled start to the day. Pupils who attend the club told the inspectors that they enjoy the chance to explore a range of activities and to make new friends.
- The school develops pupils' spiritual, moral, social and cultural development very effectively. Assemblies are used extremely well to bring the community together to celebrate its many successes. In this way, pupils learn to respect one another and those of other faiths and heritages.

Safety

- The school's work to keep pupils safe and secure is good. The site is safe, and there are regular health and safety checks.
- Pupils are taught to keep themselves safe, particularly when using computers or encountering strangers. Pupils told inspectors they understood the purpose of fire drills and felt these were helpful in keeping them safe.
- Pupils understand the different types of bullying, such as cyber bullying. They report that there is no bullying at the school.
- Parents who spoke to inspectors told them that their children are safe and happy. These views are confirmed by Parent View, where almost all those who responded agreed that their children are safe and happy.

The quality of teaching is good

- Teaching has a good overall impact on pupils' learning. Teaching is consistently good. Taking into account pupils' written work and learning in lessons, inspectors saw evidence of good teaching over time.
- Teachers generally expect a lot from pupils and, in turn, they respond by trying hard. For example, in one Year 6 English lesson, pupils were seen making good use of a dictionary or thesaurus, having been urged to be ambitious in their choice of words. A typical high-quality response from one pupil was the description of a crow as having 'an ominous shriek and pitch-black feathers'.
- Occasionally, however, the level of challenge is less high, and this sometimes holds back the most able pupils from making the faster progress that they are capable of.
- Planning is used effectively to make sure that groups, particularly those who struggle with their work, are helped to keep up with the others. Teaching assistants are helpful, probing the pupils' understanding and providing good support.
- Reading is a strength of the school. Those who read to inspectors reported that the school helped them to develop effective reading skills and encouraged them to read widely. As a result, pupils achieve particularly well in reading at the end of Key Stage 2.

- The school develops pupils' literacy skills effectively. The whole-school focus on writing has resulted in improved test scores and better writing in pupils' English workbooks. However, opportunities are sometimes missed to improve pupils' spelling and powers of expression in every subject. Work in science or topic books is sometimes left unfinished and weak spelling is not always challenged. The marking in these books does not match the thorough and helpful marking in pupils' English and mathematics books. As a result, pupils' writing skills, although greatly improved since the last inspection, are still somewhat behind their reading skills.
- Since the previous inspection, improved teaching has raised pupils' mathematical skills. Scores in the national tests have gone up. Pupils have plenty of opportunities to apply mathematics in real-life situations. For example, in one Year 4 lesson, pupils were all busily engaged on the same task, converting their findings from such investigations as pupils' favourite fruit to graphs of different types. Each group received work that provided the right amount of challenge, so that all pupils learnt well.

The achievement of pupils

is good

- Pupils' results in the Year 6 national tests rose in 2014. Their attainment in reading, writing and mathematics rose both at Level 4 and Level 5. Information about pupils' current achievement shows that the rise is part of a consistent pattern of improvement.
- Work in pupils' books confirms that pupils' progress throughout the school is good. School data show that pupils in each class make consistently good progress. No group falls behind. This reflects the willingness of the pupils to learn, the good quality of teaching, and the watchfulness of leaders in ensuring that pupils receive appropriate help as they need it.
- Overall, pupils come to the school with high results from the various infant schools that feed into it. Progress from the end of Year 2 to the end of Year 6, as reflected in published figures, does not appear strong. However, the school takes into account the long gap between pupils taking tests at the end of Year 2, in May, and entering the school in September, during which pupils' skills sometimes slip back. The school measures pupils' skills again on entry to the school, and progress from these starting points is shown to be especially strong.
- The most able pupils did better at the end of Key Stage 2 in 2014 than in 2013. This rise looks set to continue in 2015. However, they do not always make fast enough progress to do as well as they could. The proportion of most-able pupils at the school who make the strongest progress from their starting points is lower than average. This reflects the level of challenge pupils receive from the teaching, which helps them to make good progress but not always to excel.
- Disabled pupils and those who have special educational needs make good progress. This is because the school successfully meets their needs through well-chosen additional support groups and individual attention.
- The small proportion of disadvantaged pupils does well at the school. Their progress has considerably improved from 2013 when gaps were wide. In 2014, disadvantaged pupils in Year 6 made progress that was not far short of that made by other pupils in general across the country. In reading, they outperformed the national average for other pupils.
- Disadvantaged pupils have in the past tended to lag behind other pupils in the school and nationally. Inspectors examined the attainment of these pupils and found that there were other factors that had held their attainment back. In 2014, for example, some of the small cohort of disadvantaged pupils in Year 6 had a range of additional needs. This small group had arrived four years earlier with attainment lower than that of other pupils in the school. By the time they left, they were two terms behind other pupils at the school in reading, and a year behind in writing and mathematics. Disadvantaged pupils are now doing much better because of a strong focus by leaders on improving their achievement. Gaps between their attainment and that of others are narrowing. In 2015, school data show that there is likely to be little difference between the attainment of disadvantaged pupils and that of other pupils in the school or nationally.

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	125152
Local authority	Surrey
Inspection number	453477

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair	Chris Howard
Headteacher	Helena Griffiths
Date of previous school inspection	10 January 2013
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