



Farnborough Grange Nursery Infant and Early Years Centre

Inspection Report

Unique Reference Number 116148
LEA Hampshire LEA
Inspection number 279761
Inspection dates 3 November 2005 to 4 November 2005
Reporting inspector Barbara Atcheson AI

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

Type of school	Primary	School address	Moor Road
School category	Community		Farnborough
Age range of pupils	3 to 7		Hampshire GU14 8HW
Gender of pupils	Mixed	Telephone number	01252541879
Number on roll	209	Fax number	01252541879
Appropriate authority	The governing body	Chair of governors	Mrs R Possee
Date of previous inspection	13 March 2000	Headteacher	Ms J Armstrong

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Introduction

The inspection was carried out by two inspectors.

Description of the school

The school serves an urban area whose economic circumstances are much lower than those usually found. It has a high percentage of pupils eligible for free school meals. Over half of the pupils have special educational needs and one tenth is from minority ethnic backgrounds. A significant minority has severe and complex emotional difficulties. There are a small number of travellers and a few looked after children. The head teacher was promoted to her current position from her post as deputy head of the school in January 2005 and returned from maternity leave April 2005. The school shares its site with an Early Years Centre.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Pupils, parents, governors and staff talk at length, with knowledge and enthusiasm about 'The Grange Family.' Pupils thrive because of the unstinting care and guidance that they receive. The Early Years Centre provides excellent opportunities for the whole family, everyone is valued. The new leadership team, under the calm, confident guidance of the head teacher, inspires and energises staff and pupils alike, engaging the commitment and enthusiasm of the local community. Governors are kept well informed and discharge their responsibilities satisfactorily. However, they are not yet rigorously involved in holding the work of the school to account. Children in the Foundation Stage get a very good start to their schooling. They begin at a very low point, often with learning and complex emotional and behavioural difficulties, yet they leave Year 2 with standards that are only just below the national average. Standards in science are above average. More able pupils are attaining above average standards in speaking and listening, reading and mathematics. Assessment is used very well to track and monitor the progress of every pupil. The school has rightly identified the fact that standards in writing are not as high as they should be and that middle attaining pupils do not make sufficient progress in reading, writing and mathematics. Teaching is good overall with some outstanding aspects. Learning is exciting and stimulating. Parents are thrilled with a school that supports them so much and does so well by their children. Although very new, the leadership team has an accurate view of the school's many strengths and achievements. There has been consistent improvement since the last inspection. The school is very well placed to continue its progress and provides good value for money.

What the school should do to improve further

* Implement strategies to support the development of writing skills in all areas of learning, across the whole school.* Improve the progress made by middle attaining pupils in reading, writing and mathematics.* Ensure that governors play a more active part in the life and work of the school.

Achievement and standards

Grade: 2

Standards on entry are well below average and pupils make good progress from a very low base. Children in the Foundation Stage make good progress and by the end of reception, most of them are likely to achieve in line with the national learning goals. By the end of Year 2 standards in science are above average. More able pupils attain above average standards in speaking and listening, reading and mathematics. However, in 2004 a minority of middle ability pupils did not perform so well, particularly in writing. Girls out perform boys in reading and writing whilst boys do better in mathematics. Even those with complex and severe learning difficulties maintain good progress because of the school's outstanding care, guidance and good teaching. Progress is particularly strong in science due to knowledgeable teaching which helps

pupils learn at a quick pace. The attainment of looked after pupils, those with special educational needs and more able pupils has risen as a direct result of well-targeted support. Good male role models and an increased level of resources are already helping to motivate boys particularly in reading.

Personal development and well-being

Grade: 1

Personal development and well-beingThe personal development of pupils is outstanding. The school is a happy community, described as 'The Grange Family', where pupils make notable progress and parents and friends can also learn new skills. One parent writes, 'it is a fantastic community school; all the pupils are encouraged, whatever their abilities, to enjoy school life and to support other pupils'. Behaviour is good and the school strives to improve attendance. Pupils' spiritual, moral, social and cultural development is very good. They know their classroom rules and clearly explain about 'rights, respect and responsibilities', which are nurtured from nursery throughout the school. They chat keenly about their special responsibilities such as making sure the book corner is kept tidy. Pupils make good progress in learning about keeping safe and healthy. The school council gives pupils an influential voice and through it they develop responsible attitudes. For example 'energy teams' check how the school is using energy in an environmentally way. They consider the needs of members of the community and wider world issues well.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learningThe school's view that the quality of teaching is good is borne out by inspection evidence. Teachers are passionate and enthusiastic about what they do. Pupils say 'Learning at this school is fun'. As a result, behaviour is good with very few outward signs of the very real emotional and behaviour difficulties suffered by some pupils. There are excellent relationships and pupils are highly motivated. Parents recognise this and are very appreciative of good teaching and the way in which the school helps pupils learn. Teachers and teaching assistants work very closely together to plan exciting, lessons. They know each individual pupil so well and use very effective assessment systems to track progress and identify areas for development. As a result, the school has rightly identified that writing skills across the whole school are below average and that middle attaining pupils do not make sufficient progress in reading writing and mathematics. Pupils have a good knowledge of their own learning as teachers' marking clearly identifies pupils' next steps in learning. A well tuned professional development programme together with a culture of highly supportive peer mentoring means that teachers are always striving to improve.

Curriculum and other activities

Grade: 2

The school offers a good curriculum. It meets most pupils' needs well. The methods to help pupils learn in the nursery are well balanced in developing aesthetic and physical aspects of learning. Planned practical activities effectively dovetail a broad range of experiences across the school because of meticulous tracking of the curriculum. There is scope, however, for particularly extending the learning of pupils in the middle ability range and for, creative work. Thorough checking of individual's progress, and specialist provision for special educational needs and English as an additional language, ensures pupils' needs are met well. Pupils clearly understand why they need to eat healthy food. They feel safe and one said about coming to school, 'we have fun as well as learning'. Several visitors contribute well to pupils' enjoyment and achievement.

Care, guidance and support

Grade: 1

The school provides outstanding care for pupils, which contributes well to their enjoyment in school and the progress they make. One parent describes the school; 'a well run, maintained and loving school which makes us proud as parents that our children are fortunate to attend'. Pupil confidence is clearly illustrated through the work of the school council. They are well aware of what makes a healthy lifestyle and where to seek help if they have a problem. Very strong support is provided for pupils with emotional and behavioural needs and those with learning difficulties because all are well known to staff. Care is tailored to their needs. Support for vulnerable pupils and their families and 'looked after' children, is outstanding because of strong, specialist provision in school and close links with various agencies. Meditation and calming exercises are common features of the school's culture of care. Underachievement is quickly spotted, because meticulous analysis of pupils' progress and in most cases, action taken, for instance in exploring the development of boys' writing skills, although the slower progress in middle attaining pupils has yet to be fully investigated.

Leadership and management

Grade: 2

Leadership and management of the school are good. The newly formed leadership team works well together and has established firm links with staff at all levels. By giving staff authority to take responsibility for decisions and pioneer new ideas, the head teacher has created an atmosphere in which they feel fulfilled and keen to achieve higher standards and better teaching. Consequently, the school is generating a very positive environment for learning. Staff at all levels say that school life is exciting. The leadership team is both knowledgeable and well informed about every aspect of the school. As a result their view is an accurate one. The success of any new development lies in the fact that it is always firmly rooted in strong national and international research. Since the last inspection, assessment procedures and behaviour has improved. Pupils' opinions form part of the monitoring and self evaluation process. Parental

feedback clearly demonstrates the good communication between home and school. Governance is satisfactory: Governors are kept well informed and discharge their responsibilities effectively, with the exception of the fact that they are not yet sufficiently involved in the life and work of the school. The school's self evaluation is good. Its systems of performance management, although in need of some updating, provide the head teacher with good information on which to base decisions relating to personnel. Procedures for recruiting and developing staff are robust. The leadership team has good knowledge of the strengths and weaknesses of teaching and is active in nurturing improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we visited your school. We really enjoyed talking to you and watching you learn. Your parents and carers are right in thinking that you go to a good school. We thought you would like to know what we liked about your school and how we thought it could get even better.

* Your teachers and teaching assistants work very hard to care for you, everyone is valued.* They work very hard to make sure that you get the sort of help you need to help you learn* Your head teacher and her leadership team run the school well.* You are doing very well in science.* You behave well and know your class rules and how to keep safe and stay healthy.

These are the things that we have asked the school to do to make it even better.* Help you with your writing so it is as good as your reading.* There are some of you who need to try harder in your reading, writing and mathematics.* Your governors need to become more involved in the life and work of the school Thank you once again for looking after us so well on our visit.

Yours sincerely

Barbara Atcheson, Lead Inspector