



# New Haw Community Junior School

Inspection Report

**Unique Reference Number** 124947  
**LEA** Surrey LEA  
**Inspection number** 281843  
**Inspection dates** 25 April 2006 to 26 April 2006  
**Reporting inspector** George Rayner AI

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

<b>Type of school</b>	Junior	<b>School address</b>	The Avenue
<b>School category</b>	Community		New Haw
<b>Age range of pupils</b>	7 to 11		Addlestone KT15 3RL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01932 336571
<b>Number on roll</b>	358	<b>Fax number</b>	01932 341895
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Cunningham
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Marie Cahill

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 25 April 2006 - 26 April 2006	<b>Inspection number</b> 281843
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Larger than most, New Haw is a popular school, regularly oversubscribed. Standards on entry are a little above average in most years, but were broadly average for the current Year 6. The proportion of pupils with learning difficulties and disabilities is a little below average. A below average proportion come from minority ethnic groups, or are at an early stage of speaking English. The socio-economic circumstances of pupils are generally advantaged, with a below-average proportion eligible for free school meals.

The school achieved the Activemark for Sport in 2004 along with Eco School status. In 2005 it was awarded the Artsmark for commitment to the arts. It has been recognised as an 'Investor in People' since 2000.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school judges its effectiveness as good. The inspectors found that this is indeed a good school, with outstanding features. Pupils reach above average standards and achieve well. Achievement is outstanding in English because teachers identify pupils' needs very carefully and plan very effectively to meet these. The school is aware that a few middle ability pupils do not always do as well as others in mathematics and is working to improve this. Pupils with learning difficulties make excellent progress due to high commitment and effectiveness in meeting their needs. Pupils' personal development is generally good. Outstanding social and moral development underpins pupils' excellent behaviour. Staff show a high level of concern for pupils' welfare and safety and provide excellent pastoral care. Academic guidance is effective. This gives pupils in Year 6 a very good understanding of how well they are doing, but those in other years are not always so clear about their next steps for improvement.

Teaching and learning are good overall, and often outstanding. Teachers successfully motivate pupils by planning interesting activities. Pupils enjoy a good curriculum and an outstanding range of extra-curricular activities. Support assistants make a strong contribution to learning. The school is aware of a need to review its programme for personal and social development. It includes good lessons, but there is not always time to develop themes in full depth.

Leadership and management are good. The leadership of the headteacher is outstanding, and good support is provided by others with leadership responsibility. The governors are making an effective contribution to this. Leadership is showing a very good capacity to improve further the school's performance. The school provides good value for money.

### What the school should do to improve further

- Extend to other years the very good practice in Year 6 that ensures that pupils know their next steps for improvement;
- Review the programme for personal and social development, to ensure sufficient time for developing topics in depth.

## Achievement and standards

### Grade: 2

Pupils reach above average standards. Results at the end of Year 6 are best in English, where standards reached exceptional levels in 2004 and almost did so in 2005. Better resources and improved planning mean that standards in information and communication technology (ICT), which were deficient at the last inspection, are now above average.

Pupils achieve well in meeting challenging targets. They make excellent progress in English, because teachers identify their needs at an early stage and plan very well to meet these. In improving their writing skills, pupils benefit from manageable, but

effective, tasks that improve their capability, confidence and enjoyment. Careful identification of needs and highly committed and effective individual support, ensure that pupils with learning difficulties make exceptional progress. Work for the most able pupils provides very effective challenge that ensures that they make very good progress. The school is aware that not all pupils of middle ability always make as much progress as others in mathematics and has introduced strategies to improve this. High expectations for every pupil ensure that boys, girls and all other groups achieve as well as each other.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils speak highly of all adults who teach and support them, and appreciate their efforts to make lessons interesting. The school has worked successfully to improve attendance, which is now good and reflects pupils' positive attitudes. As one parent wrote, 'My son loves school and hasn't had a day off!'

Excellent behaviour reflects pupils' exceptional moral and social development. Pupils learn to take responsibility for their actions. In lessons, pupils work co-operatively and willingly. Their positive attitudes make a significant contribution to their good achievement. They form good relationships and take care of each other. Playtimes and lunchtimes are very sociable occasions. Pupils reported that, 'We have a buddy bench\*', but it isn't used much'. Being a mentor is a sought after position, with pupils keen to support new arrivals to the school.

Pupils' response to their spiritual and cultural education is good. They are able to reflect on matters such as how to see things from others' points of view. Pupils enjoy taking part in cultural events such as the arts week when they can study aspects of other countries, such as India.

Pupils feel safe. They are confident that staff will listen to them if they have any personal concerns. The school effectively promotes healthy lifestyles, and pupils recognise the importance of diet and physical exercise in maintaining health and fitness. They are keen to contribute to the school community. Through the school council, pupils confidently put forward ideas to improve the school. Successful fund raising for local and international charities, such as for an African school, reflects their concern for others less fortunate.

\* A "buddy bench" is where children can sit if lonely, to invite others to befriend them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good, and some lessons are outstanding. Teachers successfully motivate pupils by planning interesting and challenging activities. An

outstanding Year 6 mathematics lesson demonstrated a highly creative approach to this. As a result pupils made exceptional progress in problem-solving skills. Teachers use a well-selected range of visual, listening and practical activities to promote learning. Pupils particularly like the use of the interactive white boards. They say that these make the steps they need to take clearer, and learning more fun. Good questioning skills enable teachers to extend pupils' thinking and deepen their understanding.

Teachers make good use of the school's assessment and tracking systems to plan lessons for pupils of all abilities. Pupils with learning difficulties and disabilities learn extremely well as a result of carefully planned and implemented support programmes. Support staff are well trained and contribute significantly to pupils' learning. Occasionally, a small number of middle ability pupils could be encouraged to attempt more challenging work.

Teachers' marking provides pupils with useful guidance. Opportunities to involve pupils in evaluating their own achievement and progress are developing steadily. Year 6 pupils have a very good understanding of how well they are doing and how they can achieve their targets. However, in other years pupils do not always fully understand what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is full and varied, and the school strives to provide activities that pupils enjoy. This is currently most successful in English, and the school is working to make it equally so in other subjects.

Work is sometimes repeated in science and there is a need to review this. Personal, social and health education lessons provide good opportunities for pupils to learn about and discuss issues. However, there is not always enough time allocated to cover topics in as much depth as intended. Senior staff are aware of the need for review the programmes for both subjects.

The range of extra-curricular activities is outstanding, allowing pupils to develop their talents across a wide range of interests from judo to scrapbooking. The school's regular themed weeks, such as 'Arts Week' and 'Feel Good Week', offer very good opportunities for pupils to immerse themselves in a particular topic and develop their creativity across the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is outstanding. Staff show a high level of concern for pupils' well being, and are committed to their care and support. Regular routines ensure that pupils are safe and well cared for. Health and safety procedures are excellent. All requirements for child protection are met. Procedures are known and well-understood by all staff.

Academic support and guidance is good. Progress is effectively monitored and the school ensures that pupils who might not reach their targets are helped. This is

particularly effective in Year 6 and the school is working to make it as good in other years.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides excellent leadership. She is justifiably proud that, after many years' service, her energy, enthusiasm and innovative instincts are undiminished. The leadership team shares a strong commitment to the school and works cohesively in sharing professional expertise and personal qualities. Recent instability in staffing and changes in the leadership team have been well managed to maintain quality. As a result of the clear leadership and the commitment of all staff, pupils are achieving well and the school is well placed to raise standards even further.

The school refers to its learning assistants as assistant teachers. This signifies strong encouragement for them to take an active role in planning and delivering teaching and to develop their skills through training, and has had a tremendous impact upon morale and effectiveness. There is strong commitment to providing equal opportunities for all pupils to do well.

Effective monitoring of teaching and learning provides good awareness of strengths and areas for further improvement. Leaders set a motivating example in encouraging staff to see good teaching as their minimum target. Records of pupils' progress are monitored carefully. The school is at an advanced stage of computerising its manual records which will further improve its ability to speedily analyse pupils' progress.

Financial planning is very efficient and focused on achievement. For example, it is allowing the school to provide extra teaching staff to pursue its aim of further improving standards in mathematics. An entrepreneurial trust fund is providing additional income to support the school in achieving its aims and provide an attractive learning environment.

Governors provide effective support. Some show outstanding commitment and capability in challenging the school and suggesting improvements.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

### **Pupils**

Thank you for welcoming us into your school. We think your school is good, and that some things about it are very good indeed. You do well in all of your learning. In English, you do extremely well. This is because your teachers are so good at checking where you need most help and making sure you get it. In all subjects, teachers work hard to make lessons as interesting as possible and you told us how much you appreciate this. In just a few lessons, a few pupils do not do so well. The staff are already thinking of ways to make this better. Those of you with special needs also make extremely good progress. This is because of the very good support that you get and your own hard work.

We thought your behaviour was excellent. You can be really proud of this because it makes your school a lovely place to visit and greatly helps your teachers in making sure that lessons work well. You help in other ways, such as by giving the school council suggestions to pass on about how to make the school even better. You told us that the buddy bench was your idea, but it was good to see that you all get on so well, that often it does not get used.

Your headteacher is especially good, and all of the other staff help her very well. They know what they need to do to make the school even better. We thought that there were two main things. Pupils in Year 6 know really well what their next steps are in improving their work. We want this to be just as good in other years. You do some good things in PSHCE lessons, but we think you need more time to cover topics fully. Well done to you all and good luck for the future.

Yours sincerely

George Rayner

Lead Inspector