



Tillingbourne Junior School

Inspection Report

Unique Reference Number 125079
LEA Surrey LEA
Inspection number 281878
Inspection dates 23 November 2005 to 24 November 2005
Reporting inspector Lynn Bappa AI

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

Type of school	Junior	School address	New Road
School category	Community		Chilworth
Age range of pupils	7 to 11		Guildford GU4 8NB
Gender of pupils	Mixed	Telephone number	01483 504384
Number on roll	358	Fax number	01483 453043
Appropriate authority	The governing body	Chair of governors	Mrs Anita Hughes
Date of previous inspection	18 October 1999	Headteacher	Mr Paul Wood

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Tillingbourne Junior is a larger than average school, located in a village on the outskirts of Guildford. It is housed in a modern, large ex-secondary building set in extensive grounds with good facilities, including a swimming pool. Pupils come from a wide variety of social backgrounds. Many travel long distances to the school. The proportion of pupils entitled to free school meals is below the national average. The vast majority of the school's pupils are of White British descent and are fluent in English. The percentage of pupils with special educational needs is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tillingbourne Junior has judged itself to be effective. Inspectors agree that it is a good school with some outstanding features. It provides good value for money. Teaching is good and pupils have very positive attitudes towards learning. Standards are high. The school provides a very rich and interesting curriculum. All pupils make good progress, including those that have learning difficulties. Higher attaining pupils also make generally good progress, although their standards in writing have lagged behind their other English skills in the last two years. The school keeps a very close check on how pupils are getting on in English, mathematics and science, and teachers take great care to match work to individuals' particular needs. Pupils' personal development is outstanding. Pupils get on very well with each other and with the staff. Their behaviour is excellent. The care and guidance provided are outstanding, and pupils feel safe and happy in school. Parents are overwhelmingly positive about the school. Leadership and management are good. The headteacher and other leaders set a very clear direction to the school's work. The school has already identified the most important things it needs to do to get even better, and is well placed to improve in the future.

What the school should do to improve further

* Continue to improve the writing skills of more able pupils so that more reach the higher levels.

Achievement and standards

Grade: 2

Standards are well above average and pupils achieve well. Results of national tests have been consistently good for several years, although the proportion of pupils achieving the higher levels in writing has lagged considerably behind their other English skills in the last two years. The school is well aware of this. Direct and robust action has been taken to ensure that pupils begin to make the progress they should and reach the standards of which they are capable. As a consequence, writing seen during the inspection was of a high quality, with more able pupils consistently producing work at the higher levels. Pupils do particularly well in science. The school sets challenging targets for pupils, based on assessment of their progress, and these targets are generally met. All groups of pupils achieve similarly well. Pupils with learning difficulties achieve very well because of the good support they receive from teachers and assistants. Higher attaining pupils are now achieving well in all their subjects as a result of recent initiatives targeted particularly at improving their writing.

Personal development and well-being

Grade: 1

The personal development and well-being of all pupils are outstanding. Pupils' relationships with each other and with adults are based on mutual trust and respect.

Pupils confirm that the school is a happy and harmonious environment with little, if any, bullying. Behaviour in lessons and around the school is outstanding. Attendance is above average and reflects pupils' views that school is a good place to be. Pupils know about healthy lifestyles and eat healthy lunches and snacks. The school day begins with a whole school physical 'workout' for pupils and staff. Pupils confirm that it has a beneficial effect and spoke enthusiastically about both the exercises and the music that is played to accompany them. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils understand the difference between right and wrong, and they react very positively to the very good role models provided by staff. They talk enthusiastically about experiences in school that inspire and motivate them. Members of the Nature Club, for example, spoke with great feeling about the dragon fly larvae found in the school pond. Personal responsibility is willingly taken through the school council or by raising funds for charity. Older pupils volunteer for training as 'friendship buddies' to help others who have concerns and worries. Pupils readily involve themselves in local community events such as entertaining elderly people to music, dance and tea. They happily take on the responsibility to care for the school's pets and take a keen interest in animal welfare and the environment. Pupils' knowledge of different cultures in this country and abroad is good. They celebrated Diwali, for example, and there are email links with a school in Nepal.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good and some is outstanding. This, combined with pupils' excellent attitudes, results in good progress. The pupils behave extremely well because teachers set high expectations and make learning enjoyable. For example, a Year 6 pupil wrote in a humorous school report for Guy Fawkes: 'Guy really likes chemistry ... he has proved to be a natural.' In another lesson, Year 4 pupils with special educational needs showed huge enthusiasm when finding interesting words to describe night-time objects such as cuddly toys and bats. They achieved well because of the very skilled teaching and the good support provided by their teaching assistants. Most lessons challenge and consolidate pupils' thinking and give them good opportunities to discuss, evaluate and express their ideas. This was evident in an outstanding English lesson when Year 6 pupils re-enacted scenes from Macbeth and then evaluated each other's performances. In outstanding lessons, the pace is fast, the tasks are challenging and the pupils are provided with many opportunities to reflect on their work to improve it further. In a few lessons, although there is some good teaching, the pace slows for short periods so that some pupils are not doing as well as they could.

Curriculum and other activities

Grade: 1

Tillingbourne provides a very rich and interesting curriculum that extends pupils' thinking and stimulates a love for learning. It is enriched by a wide range of sporting,

musical and creative activities such as clubs for campanology, chess and nature. All pupils learn French and more able pupils in Year 6 have twice weekly Latin lessons. Other opportunities for higher attaining pupils include science workshops and links with local secondary schools. Excellent links are made between subjects. In English, for example, Year 6 pupils are studying 'Macbeth' and make very good use of their art skills to make miniature stage sets and models of the witches. The curriculum is enhanced with lively and interesting events such as the Tudor Day for pupils in Year 4 where children are able to experience skills and crafts of that period. The school makes excellent use of visits and trips to enrich pupils' learning and personal development, including residential experiences for all children.

Care, guidance and support

Grade: 1

The school is rightly proud of its very caring ethos where every pupil is known and treated as an individual. The school is a welcoming place for children, who say they feel safe and secure. Pupils are happy at school and enjoy learning. Their needs are carefully identified and extra support, such as the lunchtime 'quiet room', ensures that appropriate activities are provided in a safe and caring environment. The school works very well with other agencies so that children benefit from specialist help when needed. Pupils feel very well prepared for their eventual move to secondary school, although several told inspectors that they would miss 'absolutely everything' when they left. The school has very good procedures for child protection and health and safety, including careful attention to risk assessments. The school makes very thorough and accurate assessments of pupils' academic progress. This helps to guide teachers' planning to support the learning of pupils of all abilities.

Leadership and management

Grade: 2

Leadership and management are good because the senior leadership team is successfully focused on maintaining and improving high standards and promoting the personal development and well-being of pupils. The headteacher sets very high expectations and is a very effective leader. He is well supported by other staff, governors and parents. He knows the school's strengths and weaknesses very well and this is evident in the quality of the school's own self-evaluation. This is comprehensive and rigorous, clearly identifying strengths and areas for improvement. Issues relating to the last inspection have been tackled successfully. Consequently, the school is well placed to make further improvements. The school's self evaluation takes good account of the views of parents and pupils. Subject leaders carry out their roles well. They play an active and robust part in monitoring and improving the quality of the curriculum and teaching. As a result, the school is well placed to maintain its current high standards and also to improve the percentage of pupils who achieve the higher levels in writing. Governors have a good understanding of the school's strengths and priorities for development. They closely monitor and evaluate performance and provide good challenge to school leaders.

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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?	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

How well do learners achieve?	2	NA
The standards ¹ 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	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	1	NA
The attendance of learners	2	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	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	1	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?	1	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	1	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

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	Yes
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 very much for being so welcoming to us when we visited your school. We enjoyed talking to you about your work and watching you learn. We also liked having lunch with you and chatting to you in the playground and around the school.

These are the things we liked best about your school: * You are very friendly, kind and helpful to each other and to your teachers. You work very hard in your lessons and your behaviour is excellent and a credit to both you and to your teachers. * We think you are very fortunate to have French and Latin lessons. We were impressed by just how many interesting things your teachers give you to do. We particularly liked watching some of you learning how to be Tudors! You also have lots of interesting things to do after school and at lunch times and many of you join in with these. We especially enjoyed visiting the nature club, the chess club, and talking to some of you in the 'quiet room' at lunchtime. * Mr Wood and the other teachers run your school well. They know you well, listen to what you have to say about the school and work hard to make sure your school is a good school. * Your parents and carers are right in thinking that you go to a good school.

This is what we have asked your school to do now: * Although you work very hard in your lessons, your teachers need to give some of you, especially the older pupils, harder work to do in your writing, so that you reach the higher levels when you sit your national tests in Year 6. This is the most important thing the school needs to do to get even better. Thank you again for welcoming us to your school.

Yours sincerely

Lynn Bappa

Lead Inspector