



# Fernhurst Primary School

## Inspection Report

**Unique Reference Number** 125877  
**LEA** West Sussex  
**Inspection number** 282016  
**Inspection dates** 8 December 2005 to 8 December 2005  
**Reporting inspector** Brenda Spencer RISP

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

<b>Type of school</b>	First	<b>School address</b>	Haslemere Road
<b>School category</b>	Community		Fernhurst
<b>Age range of pupils</b>	4 to 10		Haslemere, Surrey GU27 3EA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01428 653144
<b>Number on roll</b>	89	<b>Fax number</b>	01428 653770
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Margaret Jenkins
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mrs Margaret Edwards

<b>Age group</b> 4 to 10	<b>Inspection dates</b> 8 December 2005 - 8 December 2005	<b>Inspection number</b> 282016
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small primary school for pupils from Reception class to Year 5 in the village of Fernhurst, West Sussex. Children start school with standards above those expected for their age. The school serves an advantaged area. Most pupils are from White British backgrounds. There is a small number of pupils from minority ethnic backgrounds though very few pupils speak English as an additional language. The proportion of pupils with learning difficulties is below average. These pupils have a range of needs including speech and communication and concentration difficulties, and moderate and severe learning. Many of these pupils are in Year 5. A private provider runs out-of-school care for 65 pupils. Over the past two years, the school has experienced a high turnover of staff, particularly for pupils in the current Year 5. This has been resolved with the appointment of a stable team in September 2005. The headteacher was appointed in September 2004.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Fernhurst is a good school that provides good value for money. The school's conservative view of itself as satisfactory in some aspects reflects its high aspirations and determination to strive for excellence. There is a strong culture of honest self-review that translates into focused planning and effective action to achieve improvement. Children in the Reception class get off to a good start and standards in all areas of their learning are above average at the start of Year 1. Pupils in Years 1 to 4 are also achieving well and standards in these year groups are well above average. However, pupils in Year 5 have been affected by a high turnover of staff and have not achieved as well as they should. Following the appointment of skilled and permanent staff in September 2005, teaching and learning are good and achievement is now good throughout the school. Standards in Year 5 are broadly average and rising rapidly. The good curriculum and quality of guidance and support that pupils receive mean they achieve well, are happy and are kept safe. Their personal development is good but their understanding of the diversity of modern British society is too limited.

The school is well placed to improve. The school knows the key things it needs to do to improve and is acting with an appropriate sense of urgency. The curriculum places due emphasis on key skills, such as literacy and numeracy, without limiting pupils' learning in other subjects.

### **What the school should do to improve further**

- improve pupils' knowledge and understanding of the diversity of cultures in Britain today
- continue to raise standards in Year 5.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Their good starting points in the Reception class are consistently built on so that they reach high standards in reading, writing and mathematics by the end of Year 2. Pupils continue to do well in Years 3 and 4 and standards in English and mathematics in Year 4 are well above average. Pupils in Year 5 are making up the ground that was lost as a result of the disruptions in teaching arrangements for this year group. Standards in Year 5 are broadly average but pupils are achieving well and standards are set to rise further. One of the key reasons for this is that assessments are carefully analysed to identify the next steps in learning to help pupils to improve. Early indications are that most pupils will meet the challenging targets for their learning. At the time of the last inspection, standards were too low in information and communication technology. Significant investment in resources and teacher training has enabled current pupils to reach the expected standards. Artwork attractively displayed around the school is of a high standard.

Girls and boys achieve equally well. Teaching makes good provision for pupils of all abilities and backgrounds. Consequently, they all do well, including pupils with learning

difficulties and those learning English as an additional language, whose needs are identified early and well met.

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

### **Grade: 2**

By the end of Reception Year most children have good personal and social skills and are well prepared for the next stage in their learning. This good base is maintained and developed well throughout the school. Pupils are confident, enthusiastic and enjoy coming to school. Pupils behave well in lessons and around the school.

Pupils' spiritual, moral, social and cultural development is good. Older pupils readily accept responsibilities such as taking it in turns to oversee the 'friendship bench'. School councillors promote environmental awareness well through organising the recycling of paper and making compost. While pupils have a good awareness of traditional British heritage they are insufficiently aware of the diverse cultures of Britain today. Pupils know how to keep themselves safe and healthy. However, what they know is not always put into practice and the content of pupils' lunch boxes indicates that they do not always eat healthily. Visits by the police liaison officer and fire brigade help pupils to learn about dealing with risks and important precautions to take to keep safe.

Attendance has improved and is now a little above average. Pupils make a good contribution to the school and wider community. Skills contributing to pupils' future economic well-being are good in Years 1 to 4 and satisfactory in Year 5 where pupils have developed literacy and numeracy skills more slowly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. This is similar to the findings of the last inspection. However, in the interim period, persistent illness and a high turnover of staff have led to inconsistencies in the quality of teaching and had an adverse impact on learning for some pupils. The quality of teaching is now consistent so that all pupils are making good progress.

Teachers make lessons interesting so pupils try hard. Lessons are well paced and purposeful. Teachers and support staff are very skilled in making sure that all pupils are involved in lessons and work hard. Good work and behaviour is rewarded, which contributes to a positive atmosphere in classrooms. Teachers plan work that is well matched to the needs of pupils of all abilities and those learning English as an additional language. Teaching assistants make a significant contribution to pupils' learning. The good feedback pupils receive on their work, both in lessons and through marking, gives them good pointers on the key things they need to improve. Activities and staff are well directed to help pupils with learning difficulties achieve the key targets in their individual education plans.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum in the Reception Year is rich and varied, and balances well adult led activities and learning through exploration. The curriculum in Years 1 to 5 is good. It meets the needs of pupils of all abilities well and is effectively enriched by a range of popular after school clubs. Creative arts are promoted well, with examples of many different art techniques on display. Visits to a range of localities support learning in English, mathematics and the humanities. A residential visit for pupils in Years 4 and 5 promotes practical skills and teamwork. Teachers link subjects well. This means that all subjects are taught efficiently and pupils are interested in their work. In a good religious education lesson, pupils' literacy skills were developed well as they described the nativity through the eyes of the shepherds. The use of information and communication technology (ICT) to support learning in other subjects has improved since the last inspection and is now good.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. Staff endeavour to encourage pupils to eat, drink and exercise to the benefit of their health. Parents value highly the family atmosphere in school where every pupil is known and looked after well. Pupils are involved actively in drawing up class rules. Consequently, pupils respond well to consistently high expectations of behaviour. Child protection procedures are regularly reviewed so that staff know how to support vulnerable pupils. Pupils who need some extra help are given it at an early stage. This is very successful in ensuring that they achieve well. In the Year 2 national tests in 2005, for example, pupils with learning difficulties, who had had extra support, achieved above average standards. Extra staff have been allocated to Year 5 to ensure that the effects of disruption in the last academic year are overcome. Marking identifies what pupils have done well and also guides them on how to improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, with effective support from the deputy head, other staff and governors, provides a clear direction for the school's continued improvement. Senior staff have accurately identified what the school does well and what needs to be improved. The school is well focused on trying to ensure that provision is continually improved and that all pupils achieve as well as they possibly can. The most important issues are accurately summarised in the school's improvement plan, each with a detailed action plan that is being followed in order to achieve success.

Staff, parents and carers, governors and the pupils themselves are involved well in the school's effective procedures for checking how well it is doing and planning for improvements. They have provided good guidance on enriching the curriculum.

The headteacher has managed effectively a turbulent staffing situation, involving long term sickness and temporary appointments. Her good management has minimised the adverse effect on pupils' achievement. Three new teachers started in September 2005 and they have made a good start in developing their roles as subject leaders. As a result, pupils in Years 3 and 4 are maintaining the high standards that they achieved in Year 2 and pupils in Year 5 are rapidly making up the lost ground caused by previous staffing inconsistencies. The staff team works well together so the school is in a good position to continue to improve.

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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	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

<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	2	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	2	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	3	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	3	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**

Fernhurst Primary School Haslemere Road Fernhurst Haslemere Surrey GU27 3EA

9 December 2005

Dear Pupils,

I would like to thank you for making us welcome during our visit. We thought you would like to know what we thought about your school.

You and your teachers are working hard to make sure you do well in your lessons and learn how to get on with one another and be helpful. You were very polite to each other and to us, so it was a pleasure to be in your school. Your lessons are interesting. This helps you achieve well in English, mathematics and science. We noticed how artistic you are because of the impressive displays around the school. The staff keep a close eye on how well you are learning and how they teach so they can keep improving how well the school works. They know they have to do more to help you learn about the different cultures of people who live in Britain.

Last year, some teachers were unwell and others left, which meant some of you were taught by several different people. This made it particularly hard for those of you who are now in Year 5 to learn as much as you should. However, we agree with you that you are now getting on well. You need to keep working hard to reach high standards. We did notice that your books show your writing is coming on well.

Finally, I would like to say how much we enjoyed meeting you and listening to you.

Yours sincerely,

Mrs B Spencer (Lead inspector)