



# South Farnborough Junior School

Inspection Report

**Unique Reference Number** 116155  
**Local Authority** Hampshire  
**Inspection number** 290438  
**Inspection dates** 28 February –1 March 2007  
**Reporting inspector** George Rayner

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

<b>Type of school</b>	Junior	<b>School address</b>	Cunnington Road
<b>School category</b>	Community		Farnborough
<b>Age range of pupils</b>	7–11		GU14 6PL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	012525 45682
<b>Number on roll (school)</b>	256	<b>Fax number</b>	012523 78525
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Mike Saunders
		<b>Headteacher</b>	Mrs Lynne Smith
<b>Date of previous school inspection</b>	20 May 2002		

<b>Age group</b> 7–11	<b>Inspection dates</b> 28 February –1 March 2007	<b>Inspection number</b> 290438
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is similar in size to other primary schools. Pupils' socio-economic circumstances are broadly average, although with considerable variation in their individual circumstances. Almost 10% of pupils come from military families. In most years, pupils' standards on entry are below average, although they were broadly average for the current Year 5 pupils. Although the proportion of pupils with learning difficulties and disabilities is broadly average, a much higher than average proportion have statements of special educational needs. This is because the school has a unit for pupils with moderate learning difficulties (MLD), currently providing for 21 pupils. The great majority of pupils have white British heritage and very few are at an early stage of speaking English. The school has accreditation for Enhanced Healthy Schools, Investors in People, FA Charter Mark, Basic Skills Quality Mark, Active Mark and Arts Mark.

## 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 outstanding features. Parents agree. They say that their children make good progress and that they are very happy. The happiness and security of pupils is at the heart of all that the school stands for. The impact is seen in pupils' excellent personal development and well-being. Pupils say emphatically that they enjoy school. They show this by the excellent behaviour of the great majority, a willingness to work hard and great enthusiasm in joining in with all that the school has to offer. Pupils feel very safe and well cared for. They have an excellent understanding of why it is important to eat and drink sensibly and take regular exercise. The curriculum is good and makes an outstanding contribution to pupils' personal development through its huge contribution to their enjoyment, involvement and confidence.

Good teaching and learning lead to good achievement for pupils. The curriculum also provides well for this. Science teaching succeeds very well in motivating pupils by giving them stimulating investigations. These work very well in encouraging pupils to be enquiring and thoughtful scientists, who reach above-average standards by Year 6. Standards in English and mathematics are average. Despite pupils' good progress, their standards lag behind in writing and in solving mathematical problems. The school has accurately identified these issues. The needs of pupils with learning difficulties and disabilities, including those in the MLD unit, are efficiently identified and effectively supported, so that they make the same good progress as their schoolmates. Assessment procedures are very thorough and well organised. Some teachers are using these very well to guide pupils on what they need to improve and how to do this. However, this is not done consistently.

Leadership is characterised by an absence of complacency. The inclusive ethos is demonstrated by the school calling its MLD unit 'Middle School'. This signifies that the pupils are fully included and involved in the whole school. The school is proud of its considerable strengths and ambitious to be outstanding in all areas. Self-evaluation has given the school an accurate view of where it needs to improve to achieve this. Improvement since the last inspection has been good. This track record and the school's continuing commitment show that it has a good capacity for further improvement.

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

- Raise standards and achievement in English and mathematics to the level of science by improving pupils' skills in writing and in solving mathematical problems.
- Ensure that teachers are consistent in guiding pupils on what they need to improve and how they can do this.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and pupils reach average standards by Year 6. Achievement is best in science, where it is excellent and pupils reach above average standards. Many show this by their good thinking skills when choosing how to find things out and drawing conclusions from their investigations. Although pupils achieve well in mathematics, they do not use their thinking skills for solving problems as well as in science. In English, pupils show their good progress by becoming proficient and enthusiastic readers with good skills in discussing what they read. Their relatively weaker area is in developing their ideas in writing, although they achieve satisfactorily in this. Because challenge for the most able pupils is good, they achieve well. The latest Year 6 national assessments show that they benefited particularly well from the opportunities they have to think independently as investigative scientists. Pupils in the MLD unit make good progress in developing their skills and the confidence to use these.

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

### **Grade: 1**

Pupils' outstanding spiritual, moral, social and cultural development makes a very significant contribution to their personal development. Pupils grow up as very reflective young people. While being proud that behaviour is normally excellent, they understand that there are a few pupils who find it difficult to maintain this. They explain that these are often pupils who have come from other schools after the normal arrival time and that they quickly settle down, '...when they see how well the rest of us get on together.' Pupils enjoy the many opportunities that they have to take exercise and play games. They are proud that the idea for a 'huff and puff' trail came from the school council. Pupils are very well involved in school life. This is often through roles such as school councillors and peer mentors. It is equally often through the way in which they naturally care for each other and respect each other's views and opinions. This contributes strongly to the school's caring, harmonious, ethos. Pupils in the MLD unit are very often involved in activities in the main school and they are always fully accepted by the other pupils. Pupils' progress in their main subjects prepares them well for their futures. Almost all pupils attend school very regularly. The overall attendance figure, while satisfactory, is affected by the fairly large proportion whose parents' working situations, for example in the army, make it impossible for them to take leave during school holidays.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good and some lessons are outstanding. Teachers use assessment well to plan appropriate work for all pupils. In the MLD unit tasks are effectively planned to be just long enough to maintain interest. Teachers are very successful in stimulating good relationships, so that pupils work willingly without needing close supervision. In addition to helping them to achieve well, this makes a strong contribution to pupils' personal development. In most lessons, teachers' good questions stimulate pupils to think for themselves. In a few lessons, they do not use pupils' responses as well as they could, for example to help them to develop their skills in explaining their ideas. In the outstanding lessons, extremely stimulating activities inspire the pupils. This was shown by the high interest and involvement of a Year 5 class when they discussed a story. Teachers are developing good strategies to encourage pupils to assess their own and each other's work. They use marking well to encourage pupils. Some teachers use marking in an exemplary way to guide pupils on how they could improve their work, but this is not done consistently.

### Curriculum and other activities

#### Grade: 2

The curriculum is good, with outstanding features. It is regularly reviewed to ensure that it provides well for all pupils. Specialist teaching of sports and music benefits from links with secondary schools. A recent improvement is the introduction of Spanish lessons for pupils in Year 6. Plans are in hand to extend this to all years. Provision for English, mathematics, science and information and communication technology (ICT) is good and the school is working with commitment to improve this further. A very well planned personal, health, social and citizenship education programme is of great value to pupils' personal development. The 'catch-up' classes for pupils who need extra help have a huge impact on their commitment and confidence. When referring to the way in which this transformed her son from a reluctant to an avid reader, one parent said, '...a miracle has happened in our house'. A recent project on Borneo made a very strong contribution to pupils' cultural development. Parents commented upon how well this inspired their children to undertake additional voluntary research. An outstanding range of extra-curricular activities includes several residential visits and well attended clubs. Pupils' highly enthusiastic descriptions of these showed the impact on their enjoyment, commitment and social development. The curriculum in the MLD Unit is well adapted to the pupils' needs, while ensuring that they feel fully included in the school.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good overall with some outstanding features. The school works conscientiously and very effectively to promote safety by thorough risk assessments and stringent procedures for child protection. The care procedures have an outstanding impact on pupils' personal development. Staff know pupils' needs very well and work hard to build up their confidence and self-esteem. Effective support for pupils with learning difficulties and disabilities, including those in the MLD unit, helps them to make as good progress as the other pupils. Excellent links with outside agencies provide high quality specialist support for pupils who need this. The school carefully monitors and analyses the progress that pupils make in their learning. It has identified that teachers are not consistent in using this information to guide and support pupils. It is putting computerised systems in place to make the records fully accessible and providing training to help teachers to use these effectively.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's very good leadership sets a very clear direction for the school. Committed and energetic senior and middle managers work well together. All share a genuine conviction that every pupil matters and that this includes their happiness and well-being as much as their academic achievement. Governors support the school well. Several have been fairly recently appointed and they are working effectively to develop their expertise and confidence to challenge the school when necessary. Senior managers rigorously monitor the school's work. They are increasingly involving subject leaders by extending their responsibility for observing and guiding teaching. Although the school has overestimated its quality and performance in a few areas, this has not created any complacency. It is continuously striving for further improvement through staff development and extremely helpful links with local authority advisory services and other schools. Since the last inspection, the school has successfully addressed the main issues, which were to improve provision for ICT and for the pupils with learning difficulties and disabilities. It has also improved standards in mathematics, which were below average, and raised science standards further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and letting us look at your work.

We were able to see that yours is a good school and some things about it are very good indeed. You succeed well in your work. You achieve especially well in science. You become good scientists because you are good at thinking for yourselves. This means that you are able to plan experiments well and can work out what the results mean. You are not quite so good at using your thinking skills to work out problems in mathematics. In English you learn to read well and become good at speaking and listening. Your writing is not quite as strong as the other areas of your work. The teachers know that they have to give you more help to make your writing and mathematics thinking as good as your other work.

Teachers work very hard to make lessons interesting. They are good at making sure that they give you work that is just right for you. This means that you all do well, no matter what your ability is. They mark your work well. Some teachers give you very good tips indeed on how you can improve. We have asked the school to make sure that all teachers do this.

One of the best things about your school is your excellent personal development. This is much better than we see in most schools. You behave very well indeed and work hard. We could see that you care for each other very much. While you are not afraid to give your views, you listen to each other's opinions. Some of you told me how much you enjoy the residential trips and clubs and you show this by joining in very well. All of these things help your teachers and make your school a very happy place. I know that all of the adults are proud of you.

Your headteacher and all of the staff are really keen to make the school even better. They know what they need to do for this and are working together well. Well done to you all and best wishes for the future.

George Rayner

Lead Inspector