

# Felbridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	124971
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293154
<b>Inspection dates</b>	5–6 December 2007
<b>Reporting inspector</b>	Margaret Coussins

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Bayley
<b>Headteacher</b>	Mrs Donna Green
<b>Date of previous school inspection</b>	17 February 2003
<b>School address</b>	Crawley Down Road Felbridge East Grinstead RH19 2NT
<b>Telephone number</b>	01342 323 413
<b>Fax number</b>	01342 324 446

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Felbridge is a smaller than average sized primary school. It serves an area of mainly private housing and the majority of pupils come from favourable backgrounds. The proportion of pupils who are eligible for free school meals is well below average as is the percentage from minority ethnic groups. The proportion of pupils with learning difficulties or disabilities is slightly 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

This is a good school where parents agree that there is not only a good emphasis on academic achievement, but also on developing the whole child, so that pupils are well equipped for later life. There is a strong work ethic and a caring ethos. Pupils think their school is good and enjoy learning.

The senior leadership team have been very successful in creating a school where standards are above average and all pupils achieve well. There is a clear evaluation of the work of the school and challenging targets have been set for further improvement. Standards in national tests are above average by the end of Year 2 and Year 6. Pupils do particularly well in English, because there has been a focus on raising standards in this subject through quality marking and discussion with pupils on how well they are doing and what they need to do next.

The quality of teaching and learning is carefully monitored so that it is consistently good across the school. New staff are supported effectively by those who are more experienced. Most lessons move at a brisk pace and the purpose of each lesson is carefully explained. Pupils say that they learn most when they are allowed to find things out for themselves and teachers let them 'get on with it'. The school has correctly identified that such opportunities for investigative and independent work are limited in its otherwise good curriculum and plans are established to extend them.

Much emphasis is put on pupils' personal development. As a result, behaviour is exemplary and pupils work and play well together and feel safe and free from bullying. Pupils have a good understanding of keeping healthy. They are proud of their work in the local community and of how well they all get along together. Although they learn about other countries in lessons such as religious education and geography, there are not enough opportunities for pupils to fully explore the cultures of others so that they can appreciate what it is like to live in a multicultural society.

The school faces challenges in the future, as there will be staff changes in the new term. This is fully acknowledged by the senior leadership team and the governors, who are working to tackle this issue. There is good capacity to improve further as demonstrated by the drive to raise and maintain standards and ensure that pupils' personal development is not overlooked. There were no specific issues identified as needing improvement at the previous inspection, but the senior leaders have identified what they judge to need improving and have been successful in tackling these issues.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Reception class make a good start to their schooling. They settle very quickly into routines and make friends easily because they feel safe and welcome. The staff plan tasks and activities that cover all the areas of learning and children make good progress. By the time they enter Year 1, they have reached standards that are above those normally seen, especially in their personal development. Children make good progress in early reading and writing skills because there are many opportunities to practise these. The classroom is well organised and provides a stimulating learning environment.

## What the school should do to improve further

- Provide more opportunities for pupils to learn through investigation, decision making and pursuing their own ideas.
- Widen the multicultural aspects of pupils' learning so that they develop a deeper understanding of the cultures of others.

## Achievement and standards

### Grade: 2

When pupils join the school they have skills and knowledge that are above those expected for their age and they have a positive attitude to learning. National test results at the end of Years 2 and 6 have been consistently above average in all subjects and they remain so currently. The school's own data shows that all pupils, whatever their ability, make good progress and achieve well. The vast majority of pupils make at least the expected progress in English and mathematics and many exceed this. Pupils with learning difficulties and disabilities achieve well because the school has a policy of intervening early so that any gaps in skills and knowledge are quickly identified and effective programmes put in place so that pupils can soon catch up. The school has set challenging targets for the national tests in 2008 and is on track to achieve these.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, and social development is good. Their cultural development is satisfactory. Pupils report that they enjoy learning and there are lots of extra things for them to do. Consequently, attendance is above average and their behaviour is exemplary. Pupils develop a good understanding of keeping healthy and safe and many talk about the importance of a balanced diet. Even the youngest children know that moderation is desirable because, as one said, 'Too many sweets make holes in your teeth.' Pupils have a good understanding about working in a community and the school council takes a leading role in making decisions in the school. They are especially proud of campaigning for more equipment in the playground to make exercising fun. Pupils enthusiastically and skilfully take on responsibilities within the school community including the pairing of Year 6 with the Reception children as reading partners. All pupils are well prepared for the next stage of their education. The school has been less successful in helping pupils to a clear understanding about living in a multicultural society.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils of all ages make good progress because teaching is good across the school. The senior leadership team have been particularly successful in ensuring this consistency in quality. The purpose of each lesson is shared with pupils so that they know what they will be learning. Some pupils are beginning to assess for themselves how well they are doing because teachers explain clearly what they are looking for and give good guidance on how work could be improved. Most lessons move at a brisk pace and this enables pupils to make good progress. There are times, however, when teachers talk for too long and pupils are keen to get on and so become a little fidgety. As one child said, 'We'd like it if teachers do what they need to do, give us the point, then move on.'

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum that is enriched effectively with extra activities. The pupils talk excitedly about the trips they have been on and look forward to the residential visit in Year 6. They enjoy lessons, especially those that involve investigating ideas for themselves and those where there are lots of practical activities. The school recognises this and is planning to extend the curriculum further to enable pupils to pursue their own interests whilst still acquiring the basic skills necessary to prepare them for the next stage of their education. Pupils appreciate the wide range of after school clubs that help them keep fit and healthy, and those where they can learn other skills such as cooking. They are particularly proud of their sporting achievements when they compete against and with other schools. They also enjoy the musical activities that enable them to perform in the local community and beyond.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its pupils. One parent wrote, 'The staff at Felbridge are special because they care about the children and provide a supportive and nurturing environment in which to learn.' The arrangements for safeguarding all pupils are well established and effective. Regular risk assessments and health and safety checks are carried out to ensure that the school is a safe and welcoming environment. The information from the accurate tracking system is used effectively so that targets can be given to pupils in English and mathematics. Although these are not always written down, pupils know what they are and most have a good understanding of how to improve their work and reach higher standards.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. Staff are supported by a good governing body which understands the challenges facing the school with the imminent staff turnover. There is a shared drive to maintain the high standards and good provision by working together and keeping the needs of all pupils at the forefront of the school's work. As a result, pupils achieve well in their work and make good gains in their personal development. All aspects of the school's work are evaluated effectively and the school has formed good working partnerships with local schools. This has resulted in the transition from pre-school to Felbridge and beyond being as smooth as possible and pupils being comfortable with the process. Subject managers have a good knowledge of the curriculum area they are leading and have made plans to improve further. Many of them are new to their posts and, although it is too early to accurately assess their impact on school improvement, a good start has been made.

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## Annex A

## Inspection judgements

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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

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

### The quality of provision

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



## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

13 December 2007

Dear Pupils

Inspection of Felbridge Primary School, East Grinstead, RH19 2NT

I am writing to let you know how much my colleague and I enjoyed our visit to your school and what we found out. Thank you for making us welcome, for talking to us about your work and telling us what you think about your school.

We found out that yours is a good school and here are the reasons why.

- You really enjoy being at the school and get on well with each other and all of the staff.
- Your behaviour is excellent and helps you learn well in your lessons.
- You achieve very well in your English, mathematics and science work.
- By the time you leave Felbridge, you are well prepared to move on to your next school.
- Everyone in the school looks after you well and helps you succeed.

There are two things that we think could be better.

- You told us that you enjoy your learning most when you can make decisions, investigate and pursue your own ideas. We have asked the school to make sure you have more opportunities to do this.
- We would like the school to help you learn and understand more about the culture of different people in this country and in other countries.

Thank you again for all your help and for being so friendly, polite and interesting to talk to.

Yours sincerely

Margaret Coussins

Lead inspector