



William Cobbett Junior School

Inspection Report

Unique Reference Number 125077
Local Authority Surrey
Inspection number 293188
Inspection date 13 March 2007
Reporting inspector Kay Charlton

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

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|---|--------------------|-------------------------|----------------|
| Type of school | Junior | School address | Weybourne Road |
| School category | Community | | Farnham |
| Age range of pupils | 7-11 | | GU9 9ER |
| Gender of pupils | Mixed | Telephone number | 01252 312772 |
| Number on roll (school) | 367 | Fax number | 01252 334229 |
| Appropriate authority | The governing body | Chair | Mr M P E Jones |
| | | Headteacher | Mrs C L Peppin |
| Date of previous school inspection | 26 March 2001 | | |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Pupils come from a wide range of social backgrounds. Most are of White British background and few speak English as an additional language. The percentage eligible for free school meals is below average. The school includes a unit for twenty pupils covering a broad range of special educational needs related to language, physical, social and emotional difficulties. Throughout the school, there is a higher than average percentage of pupils identified as having special educational needs. On entry, attainment is broadly average but with a significant number of lower attaining pupils in some year groups. The school has gained the Healthy Schools Award. The school has had an unusually high turnover of staff in the last year and a significant number of newly qualified teachers have recently been appointed.

Key for inspection grades

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| 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. The school's success is based on its strong belief that all learners, regardless of their background, ability or age, are capable of achieving excellence. At a time of significant change in staffing, outstanding leadership is ensuring that the quality of teaching is good and improving, even with an unusually high number of newly qualified staff. Consequently, the above average standards which the school achieves are being maintained.

The forward thinking headteacher provides a clear vision and inspires everyone, pupils and staff alike, to want to give of their best. Leadership is distributed very effectively amongst experienced members of staff, many of who provide models of outstanding practice and also high levels of expertise in their areas of responsibility. By working with less experienced staff as mentors and as leaders of the newly formed curriculum teams they are ensuring that teaching is continually improving and that key whole school developments move forward at a good pace. Governors are discerning and act as an important catalyst for school improvement. The school's self-evaluation is accurate and robust and everyone has a clear view of its strengths and weaknesses. The school has an excellent track record of tackling any barriers to pupils' learning. A good example is the way that it has ensured that standards in English have risen so that they now equal, if not surpass, those in mathematics and science. Parents and pupils are overwhelmingly supportive of their school and make comments such as 'My son has made good progress supported by the committed staff team' and 'Respect between fellow pupils and the teaching staff is a strength of the school'. The school is extremely well placed to improve in future.

Teaching is good and as a result, pupils are achieving well and attaining good standards. All staff plan very carefully and ensure that work in lessons is closely matched to the different abilities in each class. Teaching of pupils with special educational needs is good and consequently these pupils make good progress towards their targets. Throughout the school, staff are enthusiastic and use a wide range of teaching and learning strategies that motivate pupils in their learning. Occasionally staff, notably those who are less experienced, do not fully challenge all pupils to achieve of their very best. This is because they miss important opportunities to involve them in evaluating the quality of their own learning to see how they might improve it. The school has highlighted this area as a key priority for development and already noticeable improvement is taking place. The school is exceptionally caring and provides high quality support for pupils with special educational needs. The quality of the curriculum is outstanding and enhanced extremely well so that it provides pupils with a wealth of opportunities that make learning fun. The school council expressed the views of many when they said 'We are never bored here because so much happens in this school'.

Pupils' personal development is outstanding. They become mature and responsible members of the school and local community with extremely good social skills. Behaviour is excellent and there is a very harmonious working atmosphere in every class.

What the school should do to improve further

- Ensure that all teaching fully challenges pupils to achieve of their very best at all times.

Achievement and standards

Grade: 2

Pupils of different backgrounds and ability, including those with special educational needs, are achieving well and making good progress. They are attaining above average standards in all three core subjects of English, mathematics and science by Year 6. Pupils develop skills in information and communication technology (ICT) very effectively and, overall, are well prepared for their future economic well-being. Occasionally, there are lessons where not all pupils are challenged fully and in these situations they can still achieve more. The school has a very clear plan of action in place to address this and to ensure that its well-deserved reputation, based on above average standards, continues into the future.

Personal development and well-being

Grade: 1

Pupils' personal development, including the spiritual, moral, social and cultural aspects, is outstanding. They show keen enjoyment in learning because they are involved in such exciting and interesting activities. Pupils say that learning is fun and a very high percentage take part in clubs. Attendance is good and being polite, friendly and extremely well behaved is the norm. Pupils show very good appreciation of each others' needs and are particularly empathetic towards those with special educational needs. They respond exceptionally well to moments of reflection; for example when asked to think of those who will benefit from their collection for Comic Relief. Peer mediators and 'buddies' play an important part in helping those who are new to the school or who feel unhappy. Pupils are fully aware of the need to be safety conscious and clear what they should do if any bullying should occur. They explain very well why a balanced diet and regular exercise are essential for a healthy lifestyle. The school council takes its role seriously and is very proud of the impact it is having on the school, for example, by improving playground games. All pupils take a very mature responsibility for their local and global community. The 'Eco-Team' are leading the way and are very effective in helping everyone in the school recycle materials and conserve energy.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning enable pupils to achieve well. Lessons are characterised by excellent relationships and a good working atmosphere where pupils try hard.

Teachers plan lessons thoroughly to meet pupils' needs and use different teaching styles, tasks and activities to maintain the interest of all. The school's work to raise standards in English has been very successful and, as a result, many lessons place a high focus on pupils talking through their ideas in order to clarify their thinking. In an outstanding English lesson a very experienced member of staff took this technique a step further and at the beginning of the lesson asked pupils to talk through what they thought the criteria should be in order for their learning to be successful. This created a high level of challenge for the pupils and had the effect of increasing everyone's determination to succeed. However, not all staff, particularly those who are less experienced, challenge pupils' to think things through in this way and as a result miss important opportunities to extend pupils' learning. Staff value every small step of achievement of pupils with special educational needs and they challenge them well so that their learning moves forward.

Curriculum and other activities

Grade: 1

The curriculum is meticulously planned and extremely well monitored to ensure that it is adapted to meet the extremely wide range of pupils' needs and also inspires pupils to want to learn. Extra support is arranged as needed to meet the needs of particular groups both in terms of their academic and social development. The curriculum places a strong emphasis on literacy and numeracy and there is systematic development of pupils' skills through the school. The provision for ICT and music is especially strong and pupils really enjoy these subjects. There is a very wide range of enrichment activities including residential visits, visits to local places of interest such as a Hindu temple, horse riding for the disabled and input from visitors into the school. Dance, netball, cross country, orchestra, choir and football are just some of the clubs pupils can participate in. An excellent programme of personal development supports pupils' understanding of their rights and responsibilities, their personal safety and healthy living.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support for pupils' personal development with a very high level of commitment from all staff. Robust procedures are in place to safeguard children's welfare, health and safety. Staff receive regular training and are very vigilant about potential risks to pupils. Pupils say that they can always go to staff for help and 'they sort things out'. Parents are also very positive about the exceptionally high level of care and support their children receive. The extended school's provision and the school's strong links with its infant feeder schools and the receiving secondary schools mean that there is a smooth transfer between phases.

The support for pupils' academic development is good and is based on a secure understanding of the needs of individuals. There is a comprehensive system of recording pupils' progress and this is used well to monitor the progress of individuals and also

groups of pupils to ensure that everyone is making the progress of which they are capable. There are excellent links with parents and the school involves them very effectively in supporting their child's learning.

Leadership and management

Grade: 1

The inspirational headteacher, the very strong leadership team and the challenging and yet supportive governing body lead and manage the school extremely well. Inclusion of all learners is central to the school's vision and to achieve this all staff work as a highly effective team. Together they are ensuring that standards remain high, pupils achieve well and learn to be caring and confident individuals during a time of significant change in staffing. The use of the curriculum teams is particularly effective in supporting less experienced staff and in addressing the school's key priority concerned with involving pupils more in evaluating their own learning. These teams are harnessing the enthusiasm and expertise of its newly appointed staff very effectively. The school's self-evaluation procedures take careful account of the views of others, including the pupils. They are comprehensive and extremely effective in ensuring that action is targeted where it is most needed. Governors are in school regularly to monitor the school's effectiveness. They ensure that all statutory requirements are met and that the school provides good value for money. Together with staff they work extremely well with a range of others, including parents, to ensure high levels of support for pupils' learning.

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Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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 | 1 |
| The capacity to make any necessary improvements | 1 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ 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? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The behaviour of learners | 1 |
| The attendance of learners | 2 |
| 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

| | |
|---|---|
| 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? | 1 |
| How well are learners cared for, guided and supported? | 1 |

¹ 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| 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 | 1 |
| 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 your help when I came to inspect your school on 13 March 2007.

You said that William Cobbett is a good school, and that you enjoy all the things that are happening and you are never bored. You say everyone is very friendly and that you can go to the teachers if you are unhappy about anything and they will sort things out. I agree with your views and, like you, I think it is a good school.

I could see that you try hard and enjoy your work. You achieve well and attain high standards. Your behaviour is excellent and you take on responsibilities, such as being members of the school council very well. The peer mediators and buddies play an important part in making sure everyone is happy. Teaching is good. Staff plan carefully and they make learning fun. They organise a wide range of events and visits out of school to add extra interest, for example the visit to a Hindu temple and residential visits. All of the staff care for you extremely well.

The headteacher and the leadership team support you and the staff, especially those who are new to the school, exceptionally well. They are helping everyone to develop their skills so that the school continues to improve. Staff are working to make sure that your learning is of the highest quality at all times. They are doing this by making sure you get more opportunities to think through what makes your learning successful and how you might improve it. You can help by making sure you do your very best at all times.

Yours sincerely

Kay Charlton

(Lead inspector)