

# South Farnham Community Junior School

## Inspection report

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<b>Unique Reference Number</b>	125078
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315142
<b>Inspection date</b>	19 September 2007
<b>Reporting inspector</b>	Lily Evans

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	528
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs L Ross
<b>Headteacher</b>	Mr A N Carter
<b>Date of previous school inspection</b>	31 March 2003
<b>School address</b>	Menin Way Farnham GU9 8DY
<b>Telephone number</b>	01252 716155
<b>Fax number</b>	01252 718260

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<b>Age group</b>	7–11
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## Introduction

This was a reduced tariff inspection carried out by an additional inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues, achievement and standards, teaching and learning, leadership and management, personal development, curriculum, and guidance and support. The inspector spoke to pupils, parents, staff and governors, observed lessons and looked at pupils' work. She also examined the school's data, records and other documents. Two hundred parents' questionnaires contributed to the judgements.

## Description of the school

The school is much larger than other junior schools. It is situated in an area of private housing that is socially and economically prosperous. The number eligible for free meals is below the national average. Nearly all pupils are of white UK heritage. The percentage of pupils identified as having special educational needs, including statements is above the national average. The pupils come from 19 different schools and overall attainment on entry is above average.

This exceptional school has a very wide range of fruitful links with other organisations and has received many awards for its work.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This remarkable school is highly successful in achieving its aim 'the continual pursuit of excellence'. The headteacher has a sharp vision for the future and leads a thoroughly committed whole school team. One parent commented 'All the staff are excellent and share the motivation, commitment and diligence of the headteacher.' In addition to securing and surpassing the high targets for standards and achievement, they provide excellent facilities and opportunities for pupils to realise their talents in music, dance and drama. The pastoral and academic care and guidance for individuals is outstanding and at the heart of the school's work. The school has very well tested and established monitoring systems. These ensure consistent high quality teaching practice resulting in high achievement.

Although standards are generally above average on entry, a significant proportion of pupils come into the school at below nationally expected standards. By the end of Year 6, exceptionally, all pupils achieve the national average standard and most pupils reach the higher levels in English mathematics and science. The achievement of pupils is high compared to the end of Year 2. Staff are quoted as saying 'Every meeting we have, everything we do, is linked to school improvement and geared towards achieving excellence.' Meeting the needs of each individual is paramount to the success of the school. Teachers take great care of pupils who have learning difficulties and disabilities. In order to understand their needs they collaborate with other professionals so that appropriate methods and styles of learning are used. In lessons, the use of assessment to plan and evaluate learning and the tracking of progress over short, medium and longer term is highly effective. It is consistent through the school. Pupils know their learning targets, are involved in drawing them up and assessing whether they have been achieved, which is why they do so well.

Although class groups are larger than average, staffing levels are advantageous. All classes have full-time classroom assistants who undergo training in school. Additional teachers take Focus Groups for English and mathematics which reduces numbers in all classes. There is effective special needs support for pupils with learning difficulties and disabilities. Gifted and talented pupils and the most able pupils are routinely provided for in many ways, in order to extend their skills. Typically, teachers' questioning is skilful and they recognise the importance of speaking and listening opportunities to develop confidence. All ensure learning objectives are clear and reviewed well at the ends of lessons. Teachers use the high technology computer resources judiciously, enabling pupils to focus on the learning rather than the teacher. They enable pupils to enjoy learning and to have fun. For example, linked to writing character descriptions, a pupil was asked to act the character and to answer questions from other pupils. Instantly, she adopted the posture, walk, and created the voice of the character, which caused hilarity by her responses to questions.

Pupils' personal development is outstanding because their needs are so well met. One parent commented, 'The prevalent culture and ethos nurtures well-rounded children who exercise respect, courtesy and care for others.' Throughout the school pupils' behaviour and conduct is exemplary. Pupils say that one of the strengths of the school is that there is no bullying. Minor disagreements are quickly resolved and they know there is always someone they can talk to. They stay safe and healthy. Their attendance is above average and there is a high take up of the healthy meals cooked in school. Pupils enjoy many successes in the wide range of sporting opportunities provided, an example of which is the before school running club. Pupils' spiritual, moral, social and cultural are overall excellent. They enjoy responsibility in many ways such as

in their roles as mentors for younger pupils, in School Council where they have initiated changes to the school, in fund raising for charities, and a range of duties in the school community. The school has strong links with schools and faith groups in the local community. They also have good links in culturally diverse communities, including abroad. Pupils exchange internet correspondence with a school in Holland.

The excellent curriculum is a key factor in promoting pupils' personal development. It is wide ranging and very well planned so that pupils progress in their skills each year in all subjects and have many first hand experiences to broaden their understanding. There is a very well planned programme for personal, social, health and citizenship. For example, there is high priority on pupils learning about the sorts of jobs that people do and an extensive programme of visitors. Visits, including a residential in Years 4 to 6, visitors and workshops enhance the curriculum throughout the year. Currently there are 32 clubs each week, such as Spanish, Latin, dance, and include a few run by pupils, such as 'Crazy Craft' club. The accommodation in the school, continually improved and refined, provides excellent, spacious and bright teaching rooms including specialist facilities such as libraries, a drama studio, and several music rooms. These accommodate the wide range of music lessons for many individuals. All have opportunities to represent the school in sport, to perform in regular school shows and take part in events in the community.

The headteacher, leaders and staff provide excellent role models. They have an impressive level of knowledge about the children's needs. The headteacher values the whole body of staff highly and leads them and the governors, ensuring that nothing is left to chance. The impact of the leadership and management is clear. Despite the high quality of two past Ofsted reports with no issues for improvement, this school is far from complacent. The highly developed self-evaluation processes are under-pinned by robust monitoring procedures. Far-sightedness in maintaining high quality staff, careful attention to detail and very well targeted interventions assure a high quality of education for all individuals whatever their need. It is thanks to the strong teaching, outstanding curriculum and high levels of care and guidance, that pupils are extremely well prepared to go on to the secondary stage of their education.

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

- There are no significant areas for improvement, but the school should now implement improvements identified in its own school development plan.



## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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>	1
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?	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	1
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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

2 October 2007

Dear Pupils

Inspection of South Farnham Community Junior School, Farnham, GU9 8DY

I would like to thank all of you for helping to make my day at your school so enjoyable. It is an outstanding school, which provides you with an excellent education.

I found that you were all friendly and helpful. It was a pleasure to talk with you and to see your work. I know that you enjoy coming to school and it was very good to hear that there is no bullying. I could see that you all get on well together. In lessons, you listen carefully and answer some difficult questions. Your handwriting in your books is good and makes your work look neat and tidy. It was good to know that you help to decide your targets for learning and know when you achieve them.

You obviously find learning fun and enjoy lessons, extra activities and visits. It was lovely to hear that a few of you start your own clubs. Nearly all your parents said they think your headteacher and teachers do a good job looking after you and helping you to be happy. Your parents like being able to find your homework on the school website. I was impressed to hear about friendship buddies when you start school in Year 3. As I walked round the school, I really enjoyed seeing your art and computer work, hearing you practising music and listening to you learning Spanish.

There are so many good things happening at your school already that I have asked your teachers to carry on with the improvements they have planned. I know you are all looking forward to the new fitness suite and extra tuition rooms.

Thank you again for your help and for making my day so interesting. I wish all of you good wishes for the future. Stay healthy!

Lily Evans

Lead inspector