

Frimley CofE Junior School

Inspection report

Unique Reference Number	125152
Local Authority	Surrey
Inspection number	315169
Inspection date	8 February 2008
Reporting inspector	George Rayner

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	354
Appropriate authority	The governing body
Chair	Dr R Sumner
Headteacher	Mr M S Peace
Date of previous school inspection	15 March 2004
School address	Frimley Green Road Frimley Green Camberley GU16 6ND
Telephone number	01252 835440
Fax number	01252 834947

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas of its work: achievement and standards; pupils' personal development and well-being, teaching and learning; guidance and support; and leadership and management, including the capacity to improve. Evidence was gathered from: lesson observations, discussion with staff, pupils and governors, the scrutiny of pupils' work, assessment data and documents. Other aspects were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

The school is larger than average. Pupils' home circumstances are generally advantaged. The proportion with learning difficulties and disabilities is broadly average. These pupils have a variety of needs, including some who need extra guidance and support to sustain good concentration and behaviour. The great majority of pupils have White British heritage and none are at an early stage of learning to speak English.

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. It provides very good pastoral care. Systems to ensure pupils' safety, welfare and happiness are efficient, comprehensive and well known to the adults. The impact is seen in pupils' good personal development and well-being. One said, 'If you are sad, there is always an adult or pupil who will find out and help you to be happy again.' Several parents commented favourably on the quality of the support that the school has given to their children with learning difficulties and disabilities. This has helped them to be happy, well involved and to make good progress. Where necessary, the school quickly obtains additional specialist help from outside agencies. It has significantly improved its systems for tracking pupils' progress. These are becoming increasingly effective for identifying pupils not making the expected progress and helping them to catch up. Much of this improvement is quite recent, however, and the systems are not yet being used consistently across the school.

Pupils say emphatically that they enjoy school. They demonstrate this by their good attendance and enthusiasm for joining in with all that the school has to offer. The great majority behave very well and show concern for others. They understand that, because of their particular special needs, a few find it difficult to do so consistently. They are pleased that these pupils receive effective extra help to maintain their concentration on their work, so that they and their classmates can make good progress. Pupils lead active lives. They say that they particularly enjoy the wide variety of sports available in lessons and clubs. They are willingly involved in fund-raising activities for good causes. Pupils contribute well to school life, diligently performing roles such as library monitors, playground mentors and school councillors. They are pleased that the adults listen to their good ideas, for example, for a recently completed climbing area in the playground. Pupils enjoy it when the small number who represent other religions tell them about their beliefs and customs. Although pupils learn well about some other cultures, their understanding of the diversity of cultures in Britain is less strong than the other elements of their personal development. Progress in their key skills prepares pupils well for their future lives and this is enhanced by developing important qualities such as independence and confidence.

In most years pupils' standards when they enter Year 3 are above average. Pupils meet their challenging targets and achieve well to reach well above average standards by the end of Year 6. The lower test results in 2007 reflected lower starting points for these pupils than in most years. Pupils' progress is consistently good and standards are highest in English and science. They develop a very good vocabulary, which they use with confidence to master a variety of writing styles to suit a range of tasks. Pupils show a good depth of scientific knowledge, which they use well to carry out investigations. Pupils also make good progress in developing mathematical skills. They do not always use these well however, when working independently to tackle problems in written tasks or mental arithmetic. Consequently, their overall progress in this subject is satisfactory and their standards, while above average, are not as high as in the other subjects. Teachers know that, while teaching and learning are good overall, they have not given pupils enough practise to develop their skills and confidence in solving mathematical problems.

A pupil said, 'Our teachers are kind and helpful' and lesson observations confirmed this. Relationships between teachers and pupils are strong, often supported by shared humour. Teachers have clear expectations for behaviour, and praise pupils when they succeed in meeting these. This boosts pupils' confidence and helps them to be willing learners. Pupils often ask

questions to help them to understand points and teachers welcome this. This was seen in a Year 6 mathematics lesson where pupils asked thoughtful questions about symmetry and the teacher congratulated them for the challenges that these presented to him. Teachers and teaching assistants work well together to ensure that those pupils who need additional help to keep up with the pace of work, or to maintain their concentration, receive this. Teachers use marking well to encourage pupils, but do not always give them clear guidance on how to improve their work. Consequently, not all pupils are clear about the next steps that they need to take in their learning.

The good curriculum meets all requirements and has some significant enhancements. These include French in all years, physical education, music and drama, often taught by specialists. Pupils particularly like their swimming pool and say that, because they use it often, they quickly learn to swim and keep themselves safe near water. The number of computers available to pupils is lower than in most schools of this size, but plans are in hand to improve this. The library, identified as inadequate by the last inspection, has been significantly improved and now supports pupils' learning well.

The school is well led and managed. Several parents commented upon the headteacher's key role in its continuing success. He is strongly supported by his colleagues in pursuing his clear vision for the school. Governors support the school well and are willing to challenge it when necessary. Some governors have expertise in key areas, which has helped the school to improve aspects such as assessment and library provision. Systems for monitoring the effectiveness of the school's work often rely on informal procedures. This means that the regular involvement of key staff, such as subject leaders, is not as effective as it should be. A significant minority of parents say that the school does not take enough notice of their views. Nevertheless, self-evaluation has given the school an accurate picture of its strengths and the areas needing improvement. This has helped it to secure good improvement since the last inspection in tackling the key issues and maintaining well above average standards. This track record and continuing drive to raise standards give the school a good capacity for further improvement.

What the school should do to improve further

- Raise pupils' mathematics standards by helping them to be better at using their skills to solve problems.
- Ensure that assessment and marking are used consistently well to show pupils the next steps that they need to take and to help those who are falling behind their expected progress.

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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 capacity to make any necessary improvements	2

Achievement and standards

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?	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	2
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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

19 February 2008

Dear Pupils

Inspection of Frimley CofE Junior School, Camberley, GU16 6ND

Thank you for welcoming me to your school recently. I enjoyed meeting you. I am grateful for the help you gave by talking to me and showing me your work. I was able to see that yours is a good school.

You make good progress in almost all of your work. Your progress in English and science is particularly good. By the time you are in Year 6, the standard of your work is much better than in most schools. You also develop good skills in mathematics. You are not quite so good though, at using these skills to solve problems. I have asked the teachers to give you more chances to practise this. The only other thing that I have asked the teachers to do is to make sure that they always quickly spot any of you who are not making as much progress as you should be, so that they can give you help to catch up.

Some of you told me that your teachers are kind. I could see that this is true. They give you lots of help which you use well to improve your work. You often ask your teachers intelligent questions to help you to understand what you are learning and they like this. You said that you have a very good choice of clubs and I agree. You help your teachers a lot by coming to school regularly, joining in well and working hard. Most of you behave well. You understand that some pupils do not always find this easy. You told me that you are pleased that the adults give them just the right sort of help to prevent poor behaviour affecting anybody's learning.

Your headteacher and other adults know how to make your school even better and I know that you will continue to help them. Well done to you all and very best wishes for your futures.

Yours faithfully,

George Rayner

Lead Inspector