

Tillingbourne Junior School

Inspection report

Unique Reference Number	125079
Local Authority	Surrey
Inspection number	328281
Inspection date	9 February 2009
Reporting inspector	Alison Thomson

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	372
Appropriate authority	The governing body
Chair	Mr Martyn Townsend Smith
Headteacher	Mr David Evans
Date of previous school inspection	23 November 2005
School address	New Road Chilworth Guildford GU4 8NB
Telephone number	01483 504 384
Fax number	01483 453 043

Age group	7–11
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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 issues:

- the impact of leadership and management on the drive to raise standards and achievement, with a particular focus on English and lower-attaining pupils
- the effectiveness of the curriculum with respect to pupil outcomes
- the effectiveness of academic guidance in raising standards and the progress of all pupils.

Evidence was gathered from: national published assessment data; the school's self-evaluation, assessment records, policies and minutes; observation of the school at work, including lessons; discussions with a group of governors, members of staff and pupils; and the questionnaires returned by parents. Other aspects of the school's work were not investigated 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

Tillingbourne Junior School is larger than the average primary school. The proportion of pupils eligible for free school meals is lower than average. There is a lower than average proportion of pupils from minority ethnic groups, including those whose first language is not English. The proportion of pupils with learning difficulties and/or disabilities is average; this includes a group of pupils with moderate learning difficulties. The proportion of pupils with a statement of special education needs is higher than average. The school has achieved many awards, including the Activemark accreditation for the promotion of physical activity. The current headteacher and deputy headteacher have been in post since September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tillingbourne Junior is a very effective and improving school where pupils achieve well and have outstanding personal development. This is due to the school's outstanding pastoral care, excellent curriculum, good teaching and good leadership and management. Parents are overwhelmingly positive about the school and typical of their views are, 'I couldn't be more pleased - Tillingbourne offers a fantastic mix of great education, enthusiasm and fun' and 'It is an absolute privilege to be a parent of a child at Tillingbourne'.

Pupils are confident, polite and courteous, responding well to the school's culture of respect. Safeguarding meets government requirements well. Pupils feel very safe and secure in the school environment. One pupil said, 'this is a safe and homely environment where everyone is equal'. Pupils understand very well what it means to have a healthy lifestyle, fully justifying the awards for Healthy Schools and the Activemark accreditation. They also welcome the opportunities of taking on responsibilities, such as being 'friendship buddies'. They feel that the school listens to them and they are proud of being instrumental in having fleeces added to the school uniform and in the setting up of the 'outside classroom'. They are also eagerly awaiting the imminent arrival of their new climbing wall. Pupils' spiritual, moral, and social development is excellent. Their cultural development is good, but at present they do not have enough opportunities to learn about other cultures that reflect the ethnic diversity in the UK. They rate behaviour in school as 9 out of 10 and say that when someone is unhappy, the school deals with this quickly and effectively. When asked to describe their school, one pupil said, 'It's a fun and friendly school where your ideas or opinions matter and are counted'.

Pupils join Year 3 with average levels of attainment and achieve well during their time in the school. Although standards by the end of Year 6 had shown a slow decline in recent years, particularly in English, this trend has been reversed over the past eighteen months and pupils are now working above national expectations in all areas. This has been due to the school's rigorous analysis of each pupil's progress and the addressing of any underachievement. Standards in mathematics, science and reading are particularly high. While standards in writing have also risen appreciably, the school recognises that it needs to build on its success there to raise standards further to match attainment in other areas. The inclusive nature of the school ensures that careful attention is given to the needs and interests of all pupils. Carefully focused interventions with small groups have resulted in pupils who have learning difficulties and/or disabilities making good progress, achieving in line with their peers.

Teaching and learning are good. Teachers have high expectations and most make lessons interesting and challenging by involving pupils in assessing their work and that of their peers. They use questions very effectively to extend pupils' understanding and to make them think for themselves. Pupils are highly enthusiastic learners because they find lessons interesting and exciting. One pupil commented, 'We learn best when we get to do projects and presentations'. Pupils generally know their targets and are guided well, so that they know how well they are achieving and what they have to do to improve their work. This degree of academic guidance is a relatively new strategy that is already having a considerable impact on raising achievement for all groups of pupils. Pupils work effectively and sensitively with each other, enjoying discussing their ideas. This, together with their good skills in literacy, mathematics and their outstanding personal development and well-being, provides a strong basis for pupils' future learning. The outstanding curriculum is appropriate for all pupils. It links subjects together well and is further enriched by many visits. Pupils talked enthusiastically about these and also

about the extensive range of clubs on offer at school. These include a 'worry' club, run by the pupils themselves, where they offer support for each other.

The school's relatively new leadership and management have been instrumental in bringing about the school's recent improvements. The highly effective headteacher, very ably supported by his deputy headteacher and senior leadership team, has introduced more rigour into the analysis of pupils' performance. This is appreciated by the staff and has instilled a culture of accountability throughout the school. As a result, the school identifies quickly any weaker areas and puts in place very effective strategies to address these. Subject leaders have played a valuable role in improving achievement by becoming more involved in monitoring and evaluating. Parents appreciate the wide range of opportunities to become involved in their children's learning, for example being invited into the classroom to see their children work. Governors work very closely with the school and know its strengths and areas for improvement very well. They hold the school to account very effectively, for example in asking for clearer prioritising of improvements. The school's capacity for improvement, based upon its recent improvements, is good.

What the school should do to improve further

- Build on the existing strategies to raise achievement further in writing across the school.
- Provide more opportunities for pupils to learn about other cultures, reflecting the ethnic diversity that exists nationally.

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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?	1
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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	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
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

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

25 February 2009

Dear Pupils

Inspection of Tillingbourne Junior School, Guildford, GU4 8NB

I would like to thank you for making me feel very welcome when I visited your school recently. I enjoyed talking to you and seeing all the interesting work that you do. I agree with you that your school is a good one.

Here are some of the things I liked best about your school.

- You are very polite and look after each other very well.
- You understand well the importance of eating the right food and taking plenty of exercise to keep healthy.
- You enjoy your exciting lessons and the many opportunities the school offers, such as interesting visits and clubs.
- Your teachers guide you well to help you to improve your work.
- Adults in school make sure you are safe and very well cared for.
- The leaders and teachers have improved the school well and are trying to make it even better.

There are two things that I have asked the school to improve:

- make your writing even better than it is now
- provide more opportunities for you to learn about the cultures of the different groups of people that live in Britain today.

You can help by asking your teachers how your writing could be improved and by being eager to learn about other people who live in our country.

I would like to wish you all the very best for the future and I hope that you enjoy the arrival of your new climbing wall.

Yours faithfully

Alison Thomson

Lead Inspector