

Waverley Abbey Junior School

Inspection report

Unique Reference Number	125232
Local Authority	Surrey
Inspection number	340742
Inspection dates	10–11 December 2009
Reporting inspector	Sarah McDermott

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Dennis Marshall
Headteacher	David Jeffs
Date of previous school inspection	7 December 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, scrutinised pupils' work, looked at the data the school had collected on pupils' progress, the school development plan and procedures for keeping pupils safe.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the leadership and teaching of mathematics is of sufficiently high quality to ensure all pupils make good enough progress
- the challenge given to the most able pupils in lessons to enable them to make good progress
- whether all leaders and managers, including governors, are sufficiently rigorous in their analysis of the school's performance to enable them to drive the school forward
- the knowledge and understanding of the pupils of people from different faiths and cultural backgrounds in the United Kingdom.

Information about the school

The school is much larger than most junior schools. The proportion of pupils entitled to free school meals is lower than average. Most pupils are of White British

heritage and very few speak English as an additional language. The proportion of pupils who need extra help with speech and language or have specific needs, such as dyslexia, is average. The school is oversubscribed and pupils come from a wide rural area.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Waverley Abbey Junior School is justifiably a very popular, good school that turns out extremely well-rounded and impeccably behaved pupils who make good progress and reach high standards in English, mathematics and science. The spiritual, moral, social and cultural development of the pupils is outstanding. The pupils are a credit to the hard work and commitment of all the staff. The headteacher has a real fervour for his school to be 'the best' which it definitely is in many ways. Parents and carers are very strong supporters of the school and can clearly see that their children are thriving. One wrote, 'This is a school where passion makes wonderful things happen!'. The inspection team cannot put it better than another parent who wrote, 'The fantastic headteacher sets the right level of expectation both for standards of behaviour and also importantly for standards of achievement too. This is balanced with a great sense of humour and affection for the children which they clearly respond very favourably to.' Since the last inspection, the headteacher has ensured more teachers are involved in the senior leadership team, bringing expertise and new ideas to drive forward improvement. Although in past years pupils have not progressed as strongly in mathematics as in English and science, recent strategies are reaping rewards. For example, teaching pupils in sets according to ability and the introduction of the mental mathematics competition 'Round the World Challenge' are pushing mathematics progress on. Pupils now make consistently good progress in English, mathematics and science and the school's capacity for sustained improvement is good.

The school is rightly proud of its promotion of music and sport. One pupil exclaimed, 'This school is GREAT! You have big opportunities to learn music and there are 50 clubs.' The outstanding curriculum is extremely wide and exciting, giving pupils opportunities to perform, compete and develop their creative side. The most able pupils are introduced to a range of different languages as well as business and enterprise initiatives through effective links with secondary schools. The quality of teaching is good. In a few lessons, the most able pupils do not make as good progress as their classmates because they are not given sufficient scope to move their learning on at faster pace. Marking praises good effort and results, but is not always consistent in suggesting ways that pupils can strive to perfect their work. The headteacher and all his staff have the interests of every pupil at heart, with time to spare for any pupil who comes to them with concerns. Pupils are safe and secure in the school's care.

What does the school need to do to improve further?

- Ensure that the effective practice in some lessons of challenging the most able

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pupils is consistently followed in all lessons through:

- marking that gives pupils pointers to improve their work
- providing learning tasks which will allow the most able to move along at a faster pace.

Outcomes for individuals and groups of pupils**1**

Pupils love their school. 'My daughter skips to school each day, she adores being part of Waverley Abbey and is very proud to be there,' wrote one parent. Pupils are enthusiastic learners, hungry to find out more and keen to give their ideas. Invariably a sea of hands shoots up when teachers ask for pupils' opinions. Pupils complete work neatly and tidily, taking great pride in their presentation, particularly evident in their writing books. When given a few words to practise at the end of a written task, they make the most of improving their spelling. Lessons are never interrupted by inappropriate behaviour. Pupils are polite, courteous and show genuine interest in visitors to the school. They are very keen to help around the school and willingly volunteer to act as 'Waverley Abbey Citizens' helping out around the school, or put their names forward for election to the school council. Further afield, pupils avidly raise funds for national charities, such as Children in Need, and also are valuable members of the local Farnham community. They are knowledgeable about the different faiths within the United Kingdom and beginning to understand the varied backgrounds and cultures of people across the world.

Pupils all feel very much at ease when in the school's care. They are strong advocates of how to keep fit and well, clearly demonstrated by their energetic participation in sports and healthy appetite for vegetables and salad at lunchtime.

Attendance rates are above the national average. By the time pupils move on to secondary school, not only are they very well versed in the key skills of reading, writing and number, but also they are articulate, reflective and thoughtful young people, very well prepared to go on to greater things.

Pupils arrive in Year 3 with standards above the national average in English, mathematics and science. Boys and girls make good progress in their learning and leave with high and sometimes exceptionally high standards. For example, in a Year 3 mathematics lesson, pupils made very good progress through folding coloured paper into ever more decreasing fractions because this activity was set at just the right level. However, in a minority of lessons, the learning of the more able pupils loses momentum, because the pace of learning is too slow for them and because marking, although very positive, does not challenge them to do even better. The school has been well known for its high levels of achievement for many years, not only in the core subjects of English, mathematics and science, but also in music and sports. Pupils who find learning more difficult than their classmates and the very few who do not speak English at home make similarly good progress.

These are the grades for pupils' outcomes

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons are lively, interesting affairs because teachers organise activities that engage pupils both mentally and creatively. Teaching makes very interesting links between subjects so learning is never dry or dull. Newspaper articles on Ancient Greece and play-scripts based on Iron Age life are just a couple of examples. Plenty of chances to use computers enliven learning and develop information and communication technology skills. Teachers are particularly effective in encouraging pupils to assess how they are progressing so that they become independent and self-motivated learners who are quick to notice what they could do better. They know their pupils' precise academic needs and plan work to match their learning accurately. The less able pupils progress well because the teaching assistants are well trained in giving them just the right support. In several lessons observed, teachers had extension work ready and waiting for the most able pupils so they could forge ahead, as in a Year 5 mathematics lesson when they deciphered a train timetable to Edinburgh. However, on a few occasions the more able pupils are not given sufficient scope to independently get on faster with their own learning, for example when they have to wait for whole class instructions.

Numerous parents and carers mention the outstanding curriculum as a key factor in choosing this school for their children. The extensively-used spacious grounds and very effective links with secondary schools contribute to the school's sporting excellence. Music permeates the school both in lessons and after school. An extremely varied range

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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of extra-curricular clubs plays a very important part in extending pupils' experiences and developing their personal skills.

Many aspects of the care, guidance and support of the pupils are well established and effective. Pupils from several different infant schools settle in very quickly because of close liaison between staff before transfer and the warm welcome from the junior school. One parent wrote, 'My child has blossomed unbelievably in the last year thanks to Waverley Abbey.' Vulnerable children progress well due to careful attention to their needs and good use of outside experts. The school is currently reviewing procedures for pupils' care to ensure they consistently follow the best possible practice. For example, it is strengthening the procedures for training staff in child protection.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher and his senior leaders work very well as a team to ascertain what is going well and what needs to be improved. They have a clear plan to move the school forward, based on a well-researched and manageable number of targets. The views of pupils and staff, via surveys and focus meetings, are vital elements in development planning. The school interacts especially well with parents and carers, providing them with easily accessible, up-to-date information and valuing their considerable input into school life and their children's learning. The school is held in high esteem in the Farnham locality and promotes the importance of community involvement amongst its pupils by participating enthusiastically in church, sports and musical events. Charitable links are well established with other countries. Nevertheless, the school is only just beginning to methodically analyse what else it can do to ensure the pupils are thoroughly knowledgeable and at ease with people from different religions, ethnic origins and socio-economic backgrounds. Even given the need to strengthen further the achievement of the more able, the promotion of equal opportunities is excellent. This is because the school goes out of its way to ensure no pupil misses a chance to make the most of their talents, particularly in the areas of music, sport and drama.

Senior managers are adept in using data to identify where progress is not as good as it should be and in moving quickly to nip any underachievement in the bud. They are starting to observe more frequently in lessons to enable them to pinpoint and disseminate excellent practice. Governors maintain a tight oversight of the finances and fabric of the building. They are clear about the school's strengths and weaknesses. They

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have a satisfactory overview of safeguarding requirements and are in the process of reviewing all policies and procedures to ensure they are as effective as possible.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents and carers are overwhelmingly positive about all aspects of school life. All, almost without exception feel their children enjoy school. Many added comments to their questionnaires praising the leadership of the headteacher and the wide range of exciting activities on offer. Inspectors agree with the views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waverley Abbey Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 291 completed questionnaires by the end of the on-site inspection. In total, there are 480 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	234	80	56	19	0	0	1	0
The school keeps my child safe	229	79	61	21	1	0	0	0
The school informs me about my child's progress	167	57	116	40	3	1	1	0
My child is making enough progress at this school	166	57	115	40	5	2	1	0
The teaching is good at this school	207	71	81	28	1	0	0	0
The school helps me to support my child's learning	183	63	100	34	6	2	0	0
The school helps my child to have a healthy lifestyle	194	67	87	30	5	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	185	64	92	32	1	0	0	0
The school meets my child's particular needs	190	65	91	31	2	1	1	0
The school deals effectively with unacceptable behaviour	170	58	107	37	4	1	0	0
The school takes account of my suggestions and concerns	152	52	119	41	5	2	1	0
The school is led and managed effectively	232	80	56	19	1	0	1	0
Overall, I am happy with my child's experience at this school	237	81	49	17	2	1	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 December 2009

Dear Pupils

Inspection of Waverley Abbey Junior School, Farnham GU10 2AE

We thoroughly enjoyed our visit to your school. Thank you very much for helping with the inspection by talking to us and showing us what you can do. Your parents quite rightly consider that you gain a great deal from school.

You make good progress in your learning and leave school in Year 6 with standards above average and often higher in English, mathematics and science. Mr Jeffs is an inspirational leader. He and his senior leadership team strive to ensure teaching is of a good quality. Your behaviour is excellent and you get on extremely well with your teachers and friends. We know that you thoroughly enjoy school and are excellent ambassadors for Waverley Abbey in musical performances, sporting competitions and when you move on to secondary school. We are particularly impressed with the way you keenly take on school responsibilities, such as the Waverley Citizens and School Council. The range of activities, outings and visitors is impressive.

We only have one suggestion to make your education better:

make sure all your teachers follow good practice in helping the most able of you always make at least good progress in lessons by:

- moving learning along at pace that suits you
- adding comments when marking your work so you can improve your work even more.

We know that your teachers make your school a very special place for you. You can do your bit by continuing to make the most of your time at Waverley Abbey Junior School.

Yours sincerely

Sarah McDermott

Lead Inspector

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