

# Farnborough Primary School

Farnborough Hill, Orpington, Bromley, BR6 7EQ

**Inspection dates** 27–28 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The school's overall effectiveness has improved to outstanding levels since the previous inspection.
- Typically excellent teaching enables pupils of all abilities, including disabled pupils and those with special educational needs, to achieve outstandingly well. This is a key factor in why pupils reach high levels of attainment in their English and mathematics by the time they leave the school.
- Children's good start to school life in the Early Years Foundation Stage, which includes a good focus on developing their outdoor environmental education as well as their basic number and writing skills, sets a good foundation for their future learning.
- Pupils' excellent attitude to their learning and exemplary behaviour around school help them achieve to high levels and result in very harmonious relationships between pupils and adults.
- Although confident to use information and communication technology, pupils do not always have enough opportunities to use it in day-to-day lessons.
- The headteacher, very ably supported by senior leaders and members of the governing body, demand high quality work from both pupils and staff. The excellent sense of teamwork and very clear direction set for staff, pupils and parents enable all to be determined in continuing to improve.

## Information about this inspection

- Inspectors observed 13 lessons taught by 10 teachers, of which two were joint observations conducted with the headteacher and deputy headteacher. Several small group activities, mainly for disabled pupils and those with special educational needs, were also observed.
- Inspectors listened to a sample of pupils read in Year 2 and Year 6; they observed playtime and lunchtime routines and observed two assemblies. They met with a small number of parents at the beginning of the school day.
- Inspectors held a meeting with a representative group of pupils, met with the Chair and two other members of the Governing Body, and held meetings with subject leaders and the phase coordinator for the Early Years Foundation Stage and Years 1 and 2.
- Meetings were held with those responsible for the work relating to those who may be disabled or who have special educational needs.
- Inspectors took account of 31 responses to the on-line questionnaire (Parent View) survey. They analysed questionnaires completed by 26 members of staff. The inspectors observed the school's work and scrutinised a range of documents, including the school's monitoring and planning documentation, information held internally about pupils' progress and records relating to behaviour and attendance, together with documents relating to safeguarding.

## Inspection team

Kevin Hodge, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

## Full report

### Information about this school

- The school serves its immediate village locality and pupils who attend from further afield. It is slightly smaller in size than most primary schools.
- The majority of pupils are White British and there are very few pupils from minority ethnic groups. There are a very small number at the early stages of learning English.
- A below average proportion is eligible for additional government funding, known as the pupil premium. This is also true for the number of pupils identified as disabled or having special educational needs. This includes those with more severe needs or who have a statement of special educational needs and are taught at school action plus.
- The school has a number of awards reflecting its commitment to promoting pupils' basic skills, environmental understanding, healthy lifestyles and artistic appreciation.
- The school is an advanced university partner school for two local universities which helps in teacher training initiatives.
- There is a breakfast club each morning, but it is not managed by the governors.
- The school currently meets the government's floor standards which are the minimum expected for pupils' attainment and progress in national tests.
- The school does not use any alternative provision.

### What does the school need to do to improve further?

- Increase the opportunities for pupils to use their information and communication technology skills in day-to-day activities.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils achieve extremely well through the school and make rapid progress in their learning. Year 6 pupils reached well above average levels of attainment in the latest national tests in both English and mathematics and several reached two levels above those normally expected in mathematics.
- In the Early Years Foundation Stage, children start with skill levels that are typical for their age. Children develop their early number, writing and reading skills well because phonics (the teaching of letter sounds and combinations) are taught very effectively. Children really enjoyed 'Forest School' where they sketched different features of their environment, observed a tame visiting Robin and worked together to construct weatherproof shelters.
- By the time they leave, pupils communicate highly effectively both in their writing and in the way they express their views by speaking clearly and confidently. For example, in a well-taught Year 4 lesson, pupils talked about and wrote with enthusiasm when learning about Romans. They were able to work out and then write down different facts and opinions about the role of Boudicca in the Roman occupation of Britain.
- Pupils' skills in mathematics also develop to high levels as they can calculate and solve number problems very quickly or spot several different ways of approaching a problem. For example, pupils in an excellent Year 5 lesson were able to work out the areas of different shapes using a variety of methods and there was a 'super challenge' where pupils opted to 'have a go' in order to stretch their thinking further.
- Pupils read with enthusiasm and confidence through the school, often citing their favourite types of books and authors which they particularly enjoy. Pupils achieved well in the most recent phonics screening check for Year 1 pupils, where the school exceeded the national average.
- Disabled pupils and those with special educational needs benefit from high quality teaching, often in small groups adjacent to classrooms and in the specially designated 'Orchid Room' where children have skilled one-to-one support to address their specific needs. This is particularly true for those pupils supported by the pupil premium funding. The very few children who learn English as an additional language also benefit from close support within lessons, should they need it, which enables them to achieve as well as their classmates.

### The quality of teaching is outstanding

- Teaching has typically improved to excellent levels since the previous inspection. This is a key factor in why pupils achieve so well. Good teaching is the norm, but outstanding teaching is a feature regularly noted by pupils themselves who are naturally enthusiastic about their 'fantastic' teachers.
- Teachers cater for pupils' differing abilities extremely well. Lessons have a distinct variety of levels to which pupils can work towards or choose to tackle should they feel confident. These are sometimes known as 'super challenges' and teachers are skilled at spotting which pupils are capable of moving on quickly to more challenging work and encourage them to do so.
- Pupils often say that lessons are 'really fun'. This was evident in an excellent science lesson in Year 6, where pupils learned the principles of how diseases are transmitted, when the teacher used festive glitter to represent germs on pupils' hands, who then saw how easy it was to transfer their 'germs' to other people.
- Children in the Early Years Foundation Stage are enthusiastic learners as the activities chosen for them often challenge and inspire them, as well as make sure they are being taught their basic number, writing, reading and speaking skills. Their 'Forest School' really helps develop their simple understanding of conservation and care of wildlife.
- Disabled pupils and those who have special educational needs are identified quickly and thoroughly by both class teachers and those additional staff who are specifically employed to

provide extra help. This is also the case for those pupils entitled to pupil premium funding. This ensures pupils achieve better than their peers nationally in their writing, number and reading abilities, as well as providing for those pupils in need of emotional or behavioural support.

- Lessons are often planned with exciting approaches in mind, such as when Year 2 pupils travelled in an imaginary time machine to witness and act out life in the hospital where Florence Nightingale improved conditions for wounded soldiers. Pupils also began to understand the harsh realities of war and its consequences, which helped develop their social and moral understanding.
- Pupils' information and communication technology skills develop well through individual lessons in the school's information and communication technology suite; however, there are missed opportunities to develop their skills in day-to-day lessons for research, recording or in presenting information for others.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour is typically outstanding, which is an improvement since the previous inspection. The excellent care and promotion of pupils' spiritual, moral, social and cultural understanding noted then have continued and are a prime reason why pupils feel so confident and extremely well cared for.
- Almost unanimously pupils are praiseworthy of the school and its efforts to make them feel safe, secure and to be taught extremely well. Pupils have a good understanding of bullying in its various forms and despite the concerns of a very small number of parents, pupils say that occurrences are extremely rare.
- Children in the Early Years Foundation Stage settle in quickly to the school routines and are confident, happy children because routines are clear and simple. Their visits to their new class in the summer term mean they can start school feeling confident in their new surroundings.
- Pupils through the school have a clear understanding of right and wrong, aided by assemblies which highlight simple moral principles or those which convey simple ideas of how to make wise choices and care for others. For example, Year 6 pupils held a tea party for parents where they made presentations to help decide which charity to support. The school council is well thought of by other pupils, and initiatives, such as providing extra playground equipment, have proved successful.
- A variety of extra-curricular clubs and music tuition during school hours helps broaden pupils' activity levels, musical abilities and experiences. Links with a school in France, where pupils exchange letters and regularly visit each other, help to develop their understanding of those from differing backgrounds and who have different beliefs.

### **The leadership and management** are outstanding

- A clear vision and determination by senior leaders have resulted in the school improving its overall effectiveness to outstanding levels. Senior leaders have the right balance of fostering pupils' personal development so they feel extremely confident learners, and appreciating that high quality teaching results in pupils who achieve extremely well.
- Senior leaders regularly observe lessons, look closely at pupils' ongoing work and regularly check emerging information about pupils' progress. This enables them to spot any areas which need to be developed further and to make sure those pupils in receipt of pupil premium funding, disabled pupils and those who have special educational needs achieve very well. It also accurately informs decisions on staff salary levels and promotion.
- A very well developed sense of teamwork and desire for further improvement means the school is not complacent. Recent changes to introduce 'phase leaders' responsible for different age groups within the school are proving to be an effective move because staff can discuss issues with their phase leaders more directly. They can then provide more support for those pupils or staff who might need it most.

- The curriculum provides a rich and varied learning experience in nearly all areas and the 'Forest School' initiative, musical enrichment and sporting activities all combine to promote pupils' excellent learning. Occasionally in lessons, opportunities are too few for pupils to use their good information and communication technology skills in day-to-day activities.
- Since the previous inspection a number of building initiatives and refurbishment work have taken place to enhance the learning environment. Most recently, a new library and teaching area are on the verge of being opened to enhance access to reading books and provide an alternative teaching space.
- Staff benefit from collaborating with other schools to enhance the quality of teaching. They do this by observing others and by sharing good practice. The school's involvement with two local universities, particularly in helping to train new teachers, has provided benefits to both students and the school as teachers have had responsibility for overseeing the work of students.
- The local authority has provided 'light-touch' support, reflecting its confidence in the school's leaders.
- **The governance of the school:**
  - The governors of the school provide excellent support. They know about the day-to-day life of the school by visiting events, helping in class and by checking more formally on the progress of building work, funding decisions and the work of special educational needs staff. They ensure that their statutory responsibilities are met such as safeguarding arrangements, staff vetting and that discrimination of any sort is not tolerated. Governors are acutely aware of how staffing is allocated and of decisions over pay and promotion. They were closely involved with the recent appointments of the 'phase leaders'. They understand how senior leaders gauge the quality of teaching and regularly observe lessons to inform their own understanding of teaching quality. This also enables them to evaluate how well additional pupil premium funding is allocated and the resulting quality of learning for these pupils. Regular training to update their skills in aspects ranging from Ofsted preparation to the analysis of information on pupils' progress ensures that governors are well informed. In this respect, the governors were pleased to identify that the school came within the top 300 schools nationally.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101615
<b>Local authority</b>	London Borough of Bromley
<b>Inspection number</b>	402859

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Chandler
<b>Headteacher</b>	Paula Farrow
<b>Date of previous school inspection</b>	2 July 2008
<b>Telephone number</b>	01689 853295
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