

New Haw Community Junior School

Inspection report

Unique Reference Number	124947
Local Authority	Surrey
Inspection number	328247
Inspection date	1 April 2009
Reporting inspector	David Marshall

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)	366
Appropriate authority	The governing body
Chair	Mr David Cunningham
Headteacher	Mrs Marie Cahill
Date of previous school inspection	25 April 2006
School address	The Avenue New Haw Addlestone KT15 3RL
Telephone number	01932 336571
Fax number	01932 341895

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated:

- the pupils' academic achievement, especially in mathematics
- the quality of teaching
- pupils' personal development and well-being
- the school's strengths in contributing to community cohesion.

In addition, evidence was gathered from discussions and school documentation to evaluate the overall effectiveness of the school. Other aspects of the school's work were not investigated in detail, but the inspection 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 in this report.

Description of the school

New Haw Junior School is larger than average. The proportion of pupils from minority ethnic groups has increased in recent years and is now broadly average. There is also an increasing proportion of pupils who speak English as an additional language. The proportion of pupils who have learning difficulties and/or disabilities is above average. The majority of these pupils have speech, language and communication difficulties, or autistic spectrum disorder.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

New Haw Junior provides an outstanding education for its pupils. The final phrase of their school mission statement is, 'Our school is where happiness and learning unite'. Inspection evidence shows that through the whole staff, the school fully realises its aim and provides a warm, caring environment where the excellent welfare for each pupil ensures their outstanding academic and personal development.

Inspection evidence fully endorses the parents' overwhelmingly positive views of the school and, in particular, the quality of the school's leadership and management and teaching. As one parent said, 'fantastic school, great management - all staff very friendly, supportive and provide excellent learning'. On entry to the school, teachers assess pupils' progress exceptionally well and make excellent use of this information when planning future work. This helps them to ensure that lessons are pitched at the right levels and that all pupils can succeed. Tasks engage pupils' interest and inspire them to learn. A superb example was an outstanding English lesson in Year 3 where drama was used exceptionally well to motivate and enhance pupils' writing about 'The Tunnel'. Relationships are strong and pupils work productively as a result. In lessons, expectations are high, the pace is brisk and pupils know what they are expected to learn.

The school has placed a particular emphasis on pupils' mathematics this year. In the provisional 2008 national test results for pupils in Year 6, the standards reached for English, mathematics and science when taken together were exceptionally high. In particular, the proportion of pupils reaching the higher Level 5 in all subjects was again very high, but marginally less so in mathematics. The current emphasis on mathematics has dealt with this minor imbalance exceptionally well. Individual improvement targets and outstanding support for pupils of all abilities consistently raise pupils' levels of achievement. It is also significant that the pupils themselves know how best they can improve. The exceptional planning means that the goals of developing pupils' personal qualities of enquiry, adaptability and thoughtfulness are paramount in every lesson. It was remarkable, in an excellent Year 6 mathematics lesson, to see the speed of pupils' excited responses and hear their enthusiastic discussions of metric and imperial measurements.

A very small number of parents expressed concerns about the role of the support team in teaching in the school. These members of staff, known as assistant teachers (rather than teaching assistants) make an exceptionally strong contribution to the overall high quality of learning, whether working with whole classes, individuals or small groups. They form excellent relationships, keep pupils on task and, in particular, help pupils who have difficulty concentrating. Their support has also been vital in the case of the increasing number of pupils coming to the school who speak English as an additional language. The special educational needs coordinator's knowledge of the pupils is encyclopaedic and she has designed her own assessment, tracking and recording systems, known as their inclusion register, which enables every pupil to make excellent progress. As one parent wrote, 'Since starting New Haw, they [the staff] picked up that my daughter has some special needs and they have helped her to improve. She now looks forward to going to school each day'.

Pupils' personal development and well-being are excellent. They develop a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. The school council are justifiably proud of the input they have made to changes both inside and outside the school. Their input is mature and thoughtful, and much

appreciated by all staff. The response of one pupil, acting as chair, to the implementation of the revised healthy eating code was typical. Her thought was to have healthy food on Mondays to Thursdays and a 'treat' on Fridays. 'It will encourage everyone to try harder' was the reasoned explanation. Attendance is above average, as pupils enjoy all their time at school. As one parent observed, 'My child enjoys going to school, he enjoys being part of the school community, this is because he feels valued, and knows that his views/points, worries will be listened to. He is able to approach both the teachers and headteacher and know he will be treated as an individual'.

Pupils' behaviour, and their spiritual, moral, social and cultural development, are outstanding. These qualities, together with their outstanding skills in English, mathematics and science prepare them very well for the next stage in their learning. Relationships with parents are good and the staff have a strong commitment to partnership with them. This contributes very well to the outstanding pastoral care the school shows for its pupils.

The curriculum is very well adapted to suit all pupils' needs and learning styles. It is this zealous attention to detail in recognising what each pupil wants and needs that shows the school's outstanding capacity to continue to improve. Not only have standards in English, mathematics and science been consistently high across the school in the last three years, but the pupils have been given excellent opportunities in all other subjects. The use of information and communication technology (ICT) in all subjects is exceptional. The 'film' three pupils showed to the governing body that they had developed from their work on Greek Myths, was stunning. The pupils' achievements in music and art are also exceptional. The 28 pupils who performed on their clarinets were outstanding. The particular expertise of one boy through the school's nurturing of the gifted and talented is a phenomenal achievement.

The very experienced headteacher's leadership is outstanding. As a result of her skill in encouraging others, and as a role model, she is exceptionally well supported by the deputy headteacher and all staff. Strengths and weaknesses are speedily identified and everyone plays a valuable part in moving the school forward. The staff's full and shared commitment to meeting the needs of all are at the heart of the school's success. The excellent quality of the many links the school has forged with the local and wider communities is testament to its outward approach to learning and typifies its excellent contribution to community cohesion. The large number of new laptop computers and the Virtual Learning Environment (VLE), provided through links with the local secondary school, mean, as the chair of governors said, 'the whole community will be logging on'.

Governors have an excellent understanding of their strategic role in the school's development and have very good systems for checking on its effectiveness and holding the leaders to account. As a result, they have very clear understanding of what is working well, what can improve and how it can be achieved. As their plans, with the staff, for the proposed Children's Centre show, they have a determination not to rest on their laurels. They have a priority to include parents further in the education of their children. This planned additional facility, and the recognition that some parents have expressed a wish for further involvement, is an improvement everyone is committed to fulfilling.

What the school should do to improve further

- Utilise the existing plans to enable parents to be further involved in the education of their children.

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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?	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

How well do learners achieve?	1
The standards ¹ 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/or disabilities make progress	1

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	2
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

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	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 eliminated	1
How well does the school contribute to community cohesion?	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**

23 April 2009

Dear Pupils

Inspection of New Haw Community Junior School, Addlestone, KT15 3RL

Thank you so much for welcoming me into your school when I visited you recently. I enjoyed my time with you and would now like to tell you what I found out about your school. I agree with what some of you told me - New Haw is an excellent school.

- You make outstanding progress and really try hard at all times. I was very impressed that you knew what to do to make your work even better.
- I saw that you know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and staff do a super job in organising the school and making sure you have interesting lessons.
- You all really enjoy being in school.
- You behave very well, work hard and listen carefully to your teachers - all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

I agree with the governors and staff of your school, and I have asked them to put into practice, all the planned ways they have devised to enable your parents to be even more involved in your learning.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

Yours faithfully

David Marshall

Lead Inspector