

# William Cobbett Primary School

Weybourne Road, Farnham, Surrey GU9 9ER

## Inspection dates

11–12 July 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and deputy headteacher have successfully united the school, following the amalgamation in 2015. Their ambitious vision for success is steering continuous improvements in the curriculum, teaching and pupils' outcomes
- The personal development and welfare of pupils are outstanding. Pupils are very well cared for. They develop exceptionally positive attitudes towards each other. This is a happy and friendly school.
- Teachers' secure subject knowledge and skilful questioning enable pupils to make good progress across a wide range of subjects. However, the most able pupils do not reliably achieve the standards that they are capable of, particularly in writing.
- Pupils who have special educational needs (SEN) and/or disabilities make strong progress in their learning. This is a result of the carefully tailored support they receive. This includes pupils attending the Woodland Centre (specially resourced provision for pupils who have autism spectrum disorder).
- Pupils behave well in and around the school. They are polite to their teachers, courteous to visitors and considerate to each other.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils relish the many opportunities they have to extend their interests through a varied programme of clubs and activities.
- The carefully designed curriculum motivates pupils to develop their knowledge and skills across a broad range of subjects. Pupils enjoy the exciting visits and activities that enrich their learning.
- Governors are rightly proud of the school and have an accurate understanding of the school's strengths and weaknesses. Governors visit the school regularly. However, they do not reliably share the findings of their visits with each other, to sharpen their joint challenge and support to leaders.
- Across the school, disadvantaged pupils make good progress from their typically low starting points. However, their progress is not yet fast enough to enable them to catch up with others.
- Children in the early years get a good start to their education because they are taught well. Parents appreciate the support their children receive.

## Full report

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

- Improve pupils' outcomes by:
  - ensuring that a higher proportion of the most able pupils achieve at the higher standard, particularly in writing, by the end of key stage 2
  - ensuring that disadvantaged pupils make faster progress so that they catch up with others.
- Improve the effectiveness of governance by ensuring that governors reliably share their knowledge of the school, so they can better hold senior leaders to account.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since starting in September 2015, the headteacher has worked effectively with staff, pupils and parents to create a clear vision for success. She has established a capable team of senior leaders who are united in their ambition to raise standards. The majority of parents are highly appreciative of the school. A parent summed up the views of many, saying: 'I could not have put our children in a better school.'
- Leaders have successfully created a culture that enables staff to develop the skills and confidence they need to be effective. Staff, including newly qualified teachers, value the informative training and support they receive. The impact of this can be seen in the consistent approaches used by teaching and support staff, across both the infant and junior sites.
- Subject leaders and those responsible for specific aspects of the school's work feel well supported by senior leaders. They undertake additional training themselves and provide helpful support to classroom teachers. They are proud of their responsibilities and understand their contribution to school improvement. For example, effective leadership in English has led to developments in the teaching of writing. As a result, the quality of pupils' writing across the school is improving.
- The wide and varied curriculum is a strength of the school. Pupils proficiently develop their skills and knowledge across a broad range of subjects. Pupils are encouraged to make productive use of the many visits and experiences that enrich their learning. For example, in Year 1, pupils made miniature rock pools, following a visit to a local aquarium. They successfully applied what they had learned about marine life to the creation of their rock pools.
- Pupils are provided with many opportunities to promote their spiritual, moral, social and cultural development actively. Carefully planned experiences weave through all aspects of school life. At the time of the inspection, pupils in Year 6 were enthusiastically performing the 'Lion King' to their parents. Staff skilfully develop pupils' understanding of British values. For example, pupils learn about democracy by electing pupil representatives to the school council.
- Leaders use the national sports premium funding well. They take a thoughtful approach when deciding how to spend the additional money. Investment has been made in extending the range of clubs on offer, and in training pupils to become sports leaders. As a result, pupils' participation in sport and physical activity has increased.
- Additional funding for disadvantaged pupils is used well to enable them to make good progress. For example, funding provides extra adult support, carefully tailored to individual pupils' needs. Leaders continually review and modify the impact of the support that pupils receive, so that they make even faster progress.
- Leadership of the provision for pupils who have SEN and/or disabilities is strong. Leadership of the Woodland Centre is particularly effective. Pupils' needs are carefully assessed, so that each pupil gets the support they need to succeed. Leaders make efficient use of support from outside agencies to ensure this.

## **Governance of the school**

- Governors have a wide range of skills and expertise. They keep their knowledge up to date by taking part in training sessions organised by both the school and the local authority, including for safeguarding.
- Governors are highly supportive of the school. They have an accurate overview of the school's main strengths and weaknesses.
- Governors visit the school regularly, for example to visit the Woodland Centre, or check the school's safeguarding procedures. However, they do not systematically report the findings of their visits to other governors. This limits the ability of the governing body to evaluate fully the effectiveness of the school's provision and hold leaders to account.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff are well trained to identify and report any concerns they may have about a pupil's welfare. Leaders respond promptly to help children and their families if concerns are raised. A highly skilled team of staff works closely with external agencies to provide families helpfully with support when needed.
- Leaders ensure that the statutory checks for anyone working or volunteering in the school are carried out properly. Records are detailed and diligently maintained.
- Leaders and governors ensure that pupils are taught how to keep themselves safe. Internet safety is considered a top priority. Pupils learn how to keep themselves safe online in their lessons. Parents are also given regular, helpful information about wider internet safety. As a result, pupils confidently explained to inspectors how to use the internet and their mobile phones safely.

## **Quality of teaching, learning and assessment**

**Good**

- Pupils are keen to learn because teachers plan interesting activities that stimulate their thinking. Teachers' consistently high expectations for pupils' success motivate them to try their best. Consequently, pupils make good progress in all areas of the curriculum, including English and mathematics.
- Teachers' strong subject knowledge and skilful questioning motivate pupils to work hard. Teachers confidently explain tricky concepts and clarify pupils' misconceptions. A good example of the impact of this could be seen in Year 2, where pupils adeptly produced symmetrical patterns, relishing the challenge of creating increasingly complex designs.
- Teaching successfully helps pupils to develop a love of reading. Pupils read a wide variety of fiction and non-fiction texts. They competently use a range of skills when reading. For example, because phonics is taught well, pupils proficiently use their phonic knowledge to tackle unfamiliar words.
- Additional adults are deployed wisely to help disadvantaged pupils and those who have SEN and/or disabilities to learn well. Staff have a thorough understanding of pupils'

individual needs. They ensure that pupils receive just the right balance of support and challenge to develop their learning. Teachers' assessment of learning for pupils who have SEN and/or disabilities is developing well. Pupils' good progress is starting to be recorded with greater precision, in order to sharpen teachers' evaluation and improve subsequent teaching.

- Teachers proficiently provide pupils with many opportunities to work collaboratively and solve problems in mathematics. For example, in Year 4, pupils worked capably in pairs, taking a systematic approach, to investigate various combinations for knights to sit around a table. Pupils showed high levels of perseverance because the task was interesting, and enabled them to use and develop skills they had previously acquired, to grapple with a new problem.
- Good teaching in English, mathematics and across the wider curriculum enables most pupils to make good progress in these subjects. However, teachers' assessment of pupils' learning does not reliably identify the most able pupils, who are then not stretched sufficiently in their learning to achieve at the higher standard, particularly in writing.
- Recent developments, to improve teaching across the wider curriculum, are having a positive impact on pupils' learning. Teachers carefully plan activities to enable pupils to improve their skills and knowledge in a range of subjects. A good example of this could be seen in physical education, when pupils in Year 5 were coached to perfect their throwing and catching skills, and then successfully used these skills to play 'square ball'.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils enjoy many opportunities to take responsibility and contribute to the life of the school. For example, some pupils act as play leaders during breaktimes. They adeptly encourage pupils to play well together and help resolve any minor fall-outs. Other pupils have been trained as sports leaders, successfully organising sports events in school and between other schools. As a result of these opportunities, pupils are developing impressive early leadership skills.
- The school's commitment to personal development is evident in the extensive range of clubs, visits and events that teachers organise. Pupils talk keenly about the clubs they attend, such as football, French and craft clubs. As a result, pupils are successfully encouraged to develop a wide range of interests and hobbies.
- Pupils show great pride in their achievements. Staff use praise effectively to celebrate success. Pupils enjoy the 'wristband' assemblies when their personal achievements are rewarded with a wristband to wear. As a result, pupils are highly motivated and self-assured.
- The school's values are successfully promoted throughout the school. Pupils confidently explained how they are encouraged to be kind, responsible and respectful. Pupils who responded to Ofsted's online survey unanimously agreed that the school encourages

them to respect people from other backgrounds and treat people equally. Pupils are also encouraged to care for the wider environment. For example, pupils explained how they are making responsible changes to the way they live, having been taught about the dangers of plastic to sea creatures.

- Pupils respect and trust their teachers. They are not concerned about bullying. Pupils say that bullying rarely happens but, if it does, staff quickly resolve any problems. Consequently, pupils thrive in a safe and secure environment.
- Support for pupils moving on to new classes or schools is superb. Staff work well with others to plan visits and share information, so that pupils enjoy continuity in their learning. For example, pupils in Year 6 are sensitively encouraged to discuss their thoughts and feelings about moving to secondary school. As a result, pupils are happy and confident about making transitions.

## Behaviour

- The behaviour of pupils is good.
- Leaders' concerted efforts have resulted in sustained improvements in pupils' behaviour. Staff across the school promote positive behaviour reliably and skilfully. Pupils know what is expected of them and respond well most of the time. Occasionally, pupils' attention can wander when work is not matched well enough to their needs.
- Pupils' conduct in and around the school is calm and orderly. Pupils move sensibly around the school, kindly helping each other when needed. Pupils who attend the Woodland Centre are sensitively supported to settle in at the start of the day, following often lengthy taxi journeys to school. As a result, a happy and welcoming atmosphere permeates the school.
- Current rates of attendance are higher than the national averages for most groups of pupils. The school expects all pupils to attend regularly. Leaders rigorously monitor pupils' attendance and work well with the families of pupils who do not attend school regularly enough. However, despite this effective approach, there remains a small group of pupils who have SEN and/or disabilities who do not attend school regularly enough.

## Outcomes for pupils

**Good**

- In 2017, by the end of key stage 2, the proportion of pupils achieving the expected standard in reading, writing and mathematics was above the national average. Pupils also achieved good outcomes in punctuation, grammar and spelling. Overall, pupils make above-average progress in reading, and average progress in writing and mathematics. As a result, pupils are well prepared for the next stage in their education.
- By the end of key stage 1, most pupils achieve well in a range of subjects, including English and mathematics. In 2017, the proportion of pupils who reached the expected standard in reading, writing and mathematics was above that seen nationally.
- Most pupils acquire secure phonic skills and use these competently when they read and write. In 2017, the proportion of pupils achieving the expected standard, in the national phonics screening check in Year 1, was above the national average. The

school's own assessment information for 2018, and work seen in pupils' books, indicates that overall these good standards continue to be maintained.

- Most disadvantaged pupils make the same good progress as others across the school. However, the outcomes they achieve, particularly in writing and mathematics, are not as good as those of other pupils. This is because they are not making fast enough progress to catch up with others from their typically lower starting points.
- Work seen in the books of pupils who have SEN and/or disabilities, together with the school's newly developed records of assessment, indicate that these pupils make strong progress, from their typically lower starting points. There is no discernible difference in the progress made by pupils who have SEN and/or disabilities attending the Woodland Centre, compared to others who have SEN and/or disabilities across the school. The outcomes achieved by the pupils attending the Woodland Centre are below that seen nationally, reflecting their complex special educational needs. Outcomes achieved by the pupils in the Woodland Centre are included in the whole school's published assessment information.
- In 2017, the proportion of the most able pupils achieving at the higher standard in reading and mathematics was broadly at or above the national average in both key stages 1 and 2. However, by the end of key stage 2, the proportion of these pupils achieving the higher standard in writing was below that seen nationally.

## Early years provision

**Good**

- Children get a positive start to their education in the early years because they are taught effectively by well trained staff. Activities are carefully planned to meet children's needs and ignite their interest. Leaders are ambitious for all children to achieve well and be happy. Parents value the support their children receive. A parent summarised by saying that her child's first year at school has been 'absolutely fantastic'.
- In 2017, the proportion of children achieving a good level of development at the end of their Reception Year, in English and mathematics, was above that seen nationally. The proportion of the most able children exceeding a good level of development in these subjects was also above the national average. Work seen in children's books indicates that children make good progress, from their starting points, throughout their Reception Year. Consequently, children are well prepared for Year 1.
- Children develop positive attitudes to learning. They are curious and able to concentrate for sustained periods of time. Adults skilfully extend children's learning through thoughtful questions, encouraging children to think deeply as they play. The impact of this could be seen in the 'mud kitchen', when a group of children were comparing the properties of the utensils they were using to stir their mud mixture.
- Children's early reading, writing and mathematical skills are efficiently developed. For example, children thoroughly enjoyed a variety of activities linked to the story of 'Jack and the Beanstalk'. Children enthusiastically grappled with early addition as they accurately counted magic beans into pots. Outside, another group of children proficiently used their phonic skills to write information leaflets about how to grow a beanstalk. Overall, the outdoor environment is more stimulating than the indoor

provision. Leaders are continuing to develop the early years to ensure that the quality of experiences is of the same good standard, both inside and outdoors.

- Children learn to take turns and share equipment. Relationships between children and adults are warm and positive. Children are encouraged to be kind and considerate to each other. Children's achievements are noticed and praised. Consequently, children behave well and feel good about themselves.



## School details

Unique reference number	125077
Local authority	Surrey
Inspection number	10046532

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	527
Appropriate authority	The governing body
Chair	Doug Fowler
Headteacher	Julie Campbell
Telephone number	01252 312772
Website	<a href="http://www.william-cobbett.surrey.sch.uk">www.william-cobbett.surrey.sch.uk</a>
Email address	<a href="mailto:head@william-cobbett.surrey.sch.uk">head@william-cobbett.surrey.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils supported by the pupil premium is below the national average.
- The proportion of pupils who have SEN and/or disabilities is higher than the national average.
- The school incorporates the Woodland Centre, a specially resourced provision for up to 30 pupils who have autism spectrum disorder.
- There is a breakfast and after-school club that is managed by the school.

- The school met the government's floor standards in 2017, which are the minimum expectations for standards and progress for pupils in Year 6.
- This is the first inspection since the school was formed by the amalgamation of other schools in 2015.

## Information about this inspection

- Inspectors observed teaching and learning throughout the school. All observations were carried out with senior leaders. A sample of pupils' workbooks was also examined.
- Inspectors held meetings with senior leaders, subject leaders, support staff and teachers.
- Inspectors met with a group of governors.
- Inspectors met with pupils to discuss their views about the school, and heard some of them read. Thirty-six pupils responded to Ofsted's online pupil survey.
- The lead inspector met with a representative from the local authority.
- The views of parents were taken into account by considering the 105 responses to Ofsted's online questionnaire, Parent View. Inspectors also spoke informally with parents at the start of the second day of the inspection.
- Inspectors considered the views of staff by analysing 38 responses to Ofsted's staff survey.
- Inspectors scrutinised documentation, including leaders' evaluation of the school's effectiveness and minutes of governing body meetings.
- Safeguarding procedures were also reviewed.

## Inspection team

Claire Prince, lead inspector	Her Majesty's Inspector
Ross Macdonald	Ofsted Inspector
Dylan Davies	Her Majesty's Inspector

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