

# Bisley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125153
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359851
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Sarah McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Siegmund
<b>Headteacher</b>	Joanna Hastings
<b>Date of previous school inspection</b>	2 July 2008
<b>School address</b>	Hawthorn Way Woking Wo GU24 9DF
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<b>Email address</b>	head@bisley.surrey.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The team observed 13 lessons taught by 11 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 128 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which different groups such as pupils in Key Stage 1 and girls achieve as well as others.
- The extent to which the school has been successful in tackling high persistent absence.
- The consistency of the quality of teaching and learning in different classes.
- The effectiveness of leaders and managers in tracking the progress of different groups of pupils and successfully addressing any underachievement.
- The extent to which the quality of provision and leadership in the Early Years Foundation Stage enables children to make the suggested outstanding progress in their learning.

## Information about the school

Bisley Church of England Primary is an averaged-sized school with most pupils coming from the local village. The proportion of pupils known to be eligible for free school meals is below average. Nearly all pupils are of White British heritage and few do not have English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs mostly relate to specific learning difficulties.

Pupils are arranged in mixed-year classes for Years 1 and 2, for Years 3 and 4 and for Years 5 and 6. The Early Years Foundation Stage comprises two Reception classes. Among other awards, the school has the Healthy School award and Activemark.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Bisley Church of England Primary is a satisfactory school where pupils know they are well looked after in a caring and supportive environment. All pupils are safe and sound because safeguarding procedures are good. Parents and carers are confident that their children are happy at Bisley and pleased with all that the school does for their children. One parent commented, 'My daughter loves school and cannot stop talking about her day' and another added, 'I have felt informed as a parent and reassured whenever I have been worried.' Pupils are disciplined around the school and behave well in lessons. Staff make sure they can support pupils well by understanding the context of different families and keeping up good links with parents and carers. They have a keen awareness of the needs of pupils, whose circumstances may make them vulnerable or have special educational needs and/or disabilities, working well with external organisations to find the right support.

Pupils make satisfactory progress from their starting points. Attainment in English and mathematics is just above average at the end of Year 6. Pupils' progress in writing lags behind that of reading and mathematics and is below average. Teachers are successfully starting to concentrate on improving pupils' writing skills, especially in literacy lessons. Nevertheless, pupils are often restricted by too many worksheets in other subjects, when they could be given freer rein to write at length and with feeling. Not enough of the more-able pupils attain the higher levels in English or mathematics, particularly at the end of Key Stage 1. Pupils with special educational needs and/or disabilities also make satisfactory progress because experienced teaching assistants give them special attention appropriately matched to their individual needs. The quality of teaching is overall satisfactory but varies between classes. In the best lessons, pupils are enthusiastic to learn and put their heart into their work. However, when teachers talk for too long at the beginning and end of lessons, without sufficiently involving the pupils, pupils lose concentration and learning slows. Some activities, particularly when pupils make good use of the outside areas for investigation or go on school trips, bolster learning well. In a good mathematics lesson, pupils made the most of measuring with trundle wheels on the playground to learn more about distance. In other lessons, learning can be too directed, providing little scope for pupils to find out for themselves through research and exploration.

The headteacher, deputy headteacher and members of the governing body know the school's key areas for improvement and evaluate its performance sufficiently accurately. The school is therefore satisfactorily placed for sustained improvement. They strive to ensure that the pastoral care of the pupils is of the highest importance. The school is working methodically towards sufficiently challenging academic targets. Several middle managers are new to their positions and not yet routinely observing their colleagues in lessons to find out what elements of teaching could be improved. Consequently, leaders

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and managers do not all have a sufficiently strategic view of how pupils' academic progress can be accelerated through improving specific aspects of teaching practice. Senior staff have successfully addressed the key issues from the last inspection. By introducing 'girls only' sessions, the headteacher has ensured that girls are now more confident in their mathematical learning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and accelerate progress for all pupils, particularly in writing and for higher attaining pupils, by:
  - providing more opportunities for pupils to write in subjects beyond literacy
  - giving pupils greater freedom to write at length without the constraints of worksheets.
- Ensure the quality of teaching is consistently good across all classes by:
  - ensuring teachers reach the right balance between giving directions and letting pupils learn independently
  - providing more opportunities for investigative and stimulating activities within lessons.
- Improve the accountability of all leaders and managers for pupils' attainment and achievement by ensuring effective use is made of the results of lesson monitoring to gain a strategic overview of the strengths and weaknesses of teaching and learning.

**Outcomes for individuals and groups of pupils****3**

Pupils enter Year 1 with skills expected for their age. They make satisfactory progress through Key Stage 1 and Key Stage 2, although the pace of learning between classes varies when the quality of teaching differs. Attainment is average in mathematics, above average in reading but below average in writing by the time pupils leave in Year 6. Girls make similar progress to boys in English and mathematics. Pupils with special educational needs and/or disabilities make satisfactory progress. However, progress in reading has increased for these pupils because of extra targeted support. In lessons, pupils get down to learning promptly. They know routines and most concentrate well on the task in hand. They relish the chance to take the lead in their learning and find out things for themselves. In a stimulating mathematics lesson in a Year 5 and 6 class, pupils jumped at the chance to measure and investigate angles of varying shapes and consequently made good progress. However, when pupils sit for too long listening to instructions from adults, they miss the chance to use their initiative. Pupils work well in pairs and groups to spark ideas off each other. A quick-fire competition to find uses for recycled goods caught the imagination of Year 3 and 4 pupils well. On occasion, the more-able pupils do not push themselves to see if they can go one step further and get more out of their learning. In most lessons, pupils produce satisfactory amounts of work in the time allotted, but often presentation does not show a pride in their work.

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All pupils say they enjoy coming to school. Attendance rates are just above average. The school has successfully worked with the few pupils with high absence to improve their attendance rate. Pupils are polite, courteous and a pleasure to meet. They know how to lead healthy and safe lives. A good number walk sensibly to school and also appreciate the tasty, well-balanced cooking at lunchtime. Pupils behave well because they are directly involved in the reward system ♦ they are able to nominate each other for kindness or good behaviour. Pupils appreciate being part of the Bisley community, actively taking part in the village fair and the annual garden party. Spiritual, moral, social and cultural development is good. Pupils have a heightened awareness of rights and responsibilities in everyday life. They are knowledgeable about the Christian faith and starting to learn more about other faiths and ways of life. With expected literacy and numeracy skills, pupils are satisfactorily prepared for moving on to secondary school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teachers generally pitch work at the right level for pupils so they make satisfactory progress in their learning. In the best lessons, learning moves along at a good pace, with high expectations of productivity in the time given. In too many other lessons, the introduction is protracted or pupils spend too long sitting on the carpet at the expense of independent and effective hands-on learning. Pupils with special educational needs and/or disabilities are given careful attention by teaching assistants. In most literacy and

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mathematics lessons, higher-attaining pupils are set additional tasks, but sometimes these are just more in number rather than challenging deeper thinking and initiative. Teachers are concentrating well on improving writing in English lessons, as shown in each class's 'writing wall', but this is not extended sufficiently to other subjects. Too often, all pupils are given uninspiring worksheets when pupils, particularly the more-able, are keen to have a go at writing independently. An exception is the topic book when pupils thoroughly enjoy doing research and presenting their findings with attractive illustrations. One parent commented, 'My child is totally interested in the project work and comes home buzzing and reciting the facts he's learned.'

Books are regularly marked with constructive and upbeat comments. Pupils are often set little extra tasks to reinforce learning, but teachers do not always find enough time to ensure pupils follow them up. Teachers keep a close eye on each pupil's achievement by highlighting their progress against national expectations. However, a few pupils are not sufficiently clear about what they need to do to improve their work and move to a higher level. A satisfactory range of clubs after school extend pupils' learning and social skills. Well-organised trips complement learning in the classroom. A recent outing to the Chiltern Open Air Museum was justifiably praised by one parent, 'The trip was a very appropriate choice ♦ an enjoyable and stimulating day for the children.' Pupils particularly appreciate the residential trips to Sayers Croft and the Isle of Wight. Good care and attention are paid to all pupils. The safety of the site is carefully monitored and welfare procedures properly followed. The school works well with the children's centre and the family support worker to provide joined-up support to pupils and their families.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and her deputy know the context of the school very well and are particularly attentive in including all pupils fully in school life. They want to do the best for their pupils. Good links with external professionals bring in valuable expertise to help pupils with special learning needs or to provide extra social support to families. The school provides good quality information to parents and carers on day-to-day events and how to help their children with their learning. In return, parents and carers turn up in good numbers when their children take part in productions and are starting to contribute ideas to school improvement. The school development plan is thorough and accurately identifies the key areas needed to move the school on. Leaders and managers check the performance of individual teachers, but do not keep sufficiently detailed records of the quality of teaching and learning across the school. Consequently, they are not able to

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pinpoint what elements of teaching need to be improved to move pupils' learning on at a faster rate. The headteacher knows how well her school is performing in comparison with similar schools nationally, but less experienced middle managers are not yet confident in analysing 'benchmarking' data.

The school has good procedures to review safeguarding policies and to ensure all staff are appropriately trained and vetted. The governing body places a high priority on keeping pupils safe. It is clear about the school's priorities for improvement and is starting to take a more rigorous approach in questioning the recent dip in standards. The school is a satisfactorily cohesive community. Relationships are good within school and pupils are good citizens in the Bisley neighbourhood. Senior staff, aware of the school's predominance of White British and Christian pupils, are beginning to cultivate links in other parts of this country and abroad to widen pupils' understanding of areas beyond Surrey. The promotion of equal opportunities is satisfactory and results in all pupils making equally satisfactory progress in their learning. The school is attentive in making sure no pupil is discriminated against or misses out on any activity or outing they want to participate in.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children get off to a good start in the Reception class, whether they have autumn birthdays or are the younger, summer-born children. Many enter without any pre-school education and with skills below those expected for their age. They make good progress and are ready to enter Year 1 with expected abilities. Reception staff are cheerful and welcoming so children settle very quickly to positive learning. Children behave very well, play sensibly together and have a keen awareness of others around them. In a delightful session learning about tortoises, children patiently waited their turn to hold the visiting tortoise, knowing they must move about quietly so that they did not upset him.



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The Reception classrooms and the outside areas are safe and secure. A good range of activities both inside and out stimulate children's interest and help them to make good progress in all areas of learning. However, on occasion, teachers over-direct children and hamper their natural independence and artistic flair. For example, all children were given an outline of a tortoise to paint instead of being allowed to paint freehand and develop their own observational skills. When left to their own devices, with appropriate adult input, children quickly pick up skills. Children were very keen to show the inspector how they had learnt to use a shape program on the computer. Good leadership and management systems mean staff have a good grasp of how each child is progressing and whether extra support is needed to bolster learning. All staff in the Early Years Foundation Stage have high aspirations for the children and work well as a team to drive improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The level of response to the questionnaire was above average for a school of its kind. Most parents and carers are positive about the school. Nearly all of them justifiably believe that their children are happy at school and are kept safe. The highest concern is with the way the school deals with unacceptable behaviour. From the evidence during this inspection, the team judges' behaviour to be good because the staff have high expectations and manage any instances of misbehaviour well. A significant number of parents and carers also indicated concerns about the quality of leadership and management. The team concludes from this inspection that leadership and management overall is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bisley Church of England Primary 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	56	52	41	3	2	1	1
The school keeps my child safe	75	59	52	41	1	1	0	0
My school informs me about my child's progress	50	39	69	54	5	4	2	2
My child is making enough progress at this school	44	34	68	53	8	6	3	2
The teaching is good at this school	55	43	61	48	6	5	3	2
The school helps me to support my child's learning	48	38	62	48	10	8	1	1
The school helps my child to have a healthy lifestyle	58	45	62	48	4	3	2	2
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)	34	27	68	53	9	7	3	2
The school meets my child's particular needs	46	36	70	55	7	5	0	0
The school deals effectively with unacceptable behaviour	30	23	76	59	10	8	7	5
The school takes account of my suggestions and concerns	34	27	76	59	10	8	7	5
The school is led and managed effectively	52	41	57	45	8	6	9	7
Overall, I am happy with my child's experience at this school	64	48	50	39	7	5	2	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



21 March 2011

Dear Pupils

**Inspection of Bisley Church of England Primary School, Woking GU24 9DF**

Thank you very much for welcoming us to your school. Bisley is a satisfactory school. You make satisfactory progress in English and mathematics. Teaching is satisfactory because lessons are carefully organised and teachers make sure you know what you should learn. You have interesting trips and exciting residential visits arranged for you. The headteacher and her team of senior teachers lead the school satisfactorily and they know what needs improving.

You behave well and certainly know how to look after each other and keep yourselves safe. We particularly like the way you get involved in village activities in Bisley. We are impressed with how you keep yourselves healthy by eating the tasty lunches and walking to school. Your attendance has improved and is now just above average.

To make your education better, we have asked your school to do the following:

- Improve your attainment and progress, especially in writing and for those of you who are more-able, by reducing the number of worksheets set and giving you plenty of chances to write in subjects other than literacy lessons.
- Raise the quality of teaching to good in all lessons by ensuring all teachers arrange interesting activities and get the right balance between giving you instructions and letting you find things out on your own.
- Train your senior teachers to spot the best type of teaching and help other teachers to be just as good.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. All of you can do your bit by continuing to do your best in your learning and enjoying your time at Bisley Church of England Primary School.

Yours sincerely

Sarah McDermott

Lead inspector

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