

St Bede's Church of England (Aided) Junior School

Inspection report

Unique Reference Number	125218
Local Authority	Surrey
Inspection number	381063
Inspection dates	19–20 October 2011
Reporting inspector	Joy Considine

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	231
Appropriate authority	The governing body
Chair	Tony Shutt (acting)
Headteacher	Desmond Lees (Interim Executive)
Date of previous school inspection	24 November 2008
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Age group	7–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by eight teachers and they held meetings with senior leaders, members of the governing body and groups of pupils. They observed the school's work, and looked at school development planning, pupils' assessment and tracking information, minutes from governing body meetings and documentation relating to the safeguarding of pupils. Additionally, they analysed questionnaires received from 91 parents and carers as well as those received from pupils.

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

- Is the school doing enough to close the gap in achievement between English and mathematics?
- How good is pupils' personal development?
- How well does the curriculum enable pupils to use their literacy and numeracy skills when learning other subjects?
- How successful have school leaders been in identifying appropriate actions for improvement?

Information about the school

The school is similar in size to most primary schools and serves pupils from the local village community. The proportion of pupils known to be eligible for free school meals is lower than usual. Most pupils are of White British heritage with few who speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is broadly average. An interim executive headteacher joined the school in September, along with three new teachers. The school has gained a number of awards including National Healthy School status.

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

Although there have been some significant improvements since the previous inspection, the school's overall effectiveness is satisfactory. Pupils' attainment at the end of Year 6 has improved and is above average overall. Pupils, including those who have special educational needs and/or disabilities, make satisfactory progress overall. Pupils' progress and attainment are higher in English than in mathematics. Pupils' attendance has improved since the previous inspection, and is above average.

Pupils' personal development is good. They enjoy school and this is reflected in their positive attitudes and their good behaviour in school. Provision for pupils' moral, social and cultural development is good. Consequently, pupils are thoughtful and show respect for the faiths and beliefs of others. There are many occasions when they are able to reflect on wider issues in the world, and these opportunities make an outstanding contribution to their impressive spiritual development.

Teaching is satisfactory overall, but an increasing proportion is good. Where teaching is most effective, pupils benefit from well-planned challenging activities that enable them to achieve well. However, not all teachers use assessment information accurately or consistently to plan lessons that are matched to pupils' needs and abilities. Consequently, more-able pupils do not always achieve as well as they could. Although the school provides a wide range of experiences to enhance the curriculum, this is satisfactory rather than good, because skills and knowledge in some subjects are not planned for sequentially.

Arrangements for safeguarding pupils are outstanding with meticulous care being given to keep pupils safe. Partnerships with parents and carers as well as those with external agencies make a good contribution to ensuring that all pupils receive the support they need. One parent or carer wrote, 'The staff are lovely, caring people who are easy to approach.'

The acting headteacher has quickly established his role in school and has continued to implement the programme of improvements already in place. While school leaders monitor the work of the school, this is not always rigorous enough, and so a few areas of underperformance are not addressed rapidly enough. School leaders have a broadly accurate view of the school's strengths and weaknesses and planning is linked to raising standards and improving the quality of teaching. Given the improvements since the previous inspection, particularly those relating to pupils' personal development and their attainment in English, the school is demonstrating

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satisfactory capacity to improve further.

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 achievement in mathematics to that of English by July 2012 by:
 - providing more opportunities for pupils to use their mathematical skills in practical situations
 - reducing the number of repetitive activities that pupils can already do and providing more extension activities to challenge more-able pupils
 - providing targeted support to those pupils who need additional help in mathematics.

- Improve the quality of teaching so that 80% is good or better by July 2012 by:
 - setting ambitious targets for pupils based on accurate assessment of their level of ability in English and mathematics
 - planning lessons so that pupils develop their skills and knowledge sequentially and progressively
 - providing clearer guidance to pupils about what they have done well and what they need to learn next and to give them the opportunity to correct or improve their work.

- Improve the quality of leadership and management by:
 - making leaders and managers at all levels accountable for progress by introducing systematic procedures for monitoring the quality of the work of the school
 - refining systems for managing information to provide leaders with a more precise overall view of the school's strengths and weaknesses.

Outcomes for individuals and groups of pupils

3

Pupils join Year 3 with above-average standards. They make satisfactory progress so that, by the end of Year 6, their attainment in English and mathematics remains above average, although not all pupils achieve as well as they could in the latter subject. Pupils enjoy their lessons and say that teachers make learning fun in many lessons. This was seen in one mathematics lesson where the teacher used a small group of pupils to demonstrate how the value of a number changed according to the place of the digits. This engaged pupils' interest and enabled them to make good progress in understanding place value in numbers. Pupils behave well in all lessons, even those in which the work is insufficiently challenging. Scrutiny of pupils' work shows that in a few mathematics lessons, pupils, including those who are more-able,

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are required to do too many repetitive activities when they are ready to move on to something more challenging. Although there are increasing opportunities for pupils to practise their writing skills when learning about other subjects, there are too few occasions when pupils can use their mathematical skills in practical situations. Pupils who have special educational needs and/or disabilities make good progress in English because they receive focused support from skilled teaching assistants, often on a one-to-one basis. However, it is only recently that further targeted support has been provided for those pupils who need additional help in mathematics. Consequently, the progress of pupils with special educational needs and/or disabilities is satisfactory.

Pupils are polite and friendly and they get on well together. They feel safe in school and they are confident that adults will listen to them and address their concerns. They say that there is little bullying and that incidents of racist behaviour are rare. Pupils have a good understanding of the need to adopt a healthy lifestyle and enjoy the wide range of physical activities available to help them to stay healthy. The school has gained the award of National Healthy School in recognition of its work to promote healthy lifestyles. Pupils are proud of their school and they thoroughly enjoy taking on responsibilities. For example, older pupils volunteer to take turns to act as personal assistant to the headteacher and other pupils used catalogues to select new books for the library. Their good development of personal skills and their above-average attainment in English and mathematics prepare them well for their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

The quality of teaching varies between classes and year groups. In the better lessons, the pace was brisk and effective questioning by teachers engaged the interest of pupils. For example, in one lesson, the teacher asked questions in different ways to extend pupils' knowledge and understanding, and she used pupils' misconceptions effectively to develop learning. In a few lessons the work is not pitched at the right level because the targets set for pupils do not match their abilities. Relationships between teachers and pupils are good in all lessons and inspire pupils to engage willingly with teacher-led activities. Although teachers mark pupils' work regularly, they do not always provide enough information about how the work can be improved and there are few opportunities for pupils to respond to teachers' comments.

The planned curriculum is broad and balanced but medium-term plans do not show how pupils are to develop their skills sequentially. Learning is enriched by a wide range of educational visits to add to pupils' interest and enjoyment. Older pupils are able to participate in a residential visit to the Isle of Wight. Pupils are able to learn a modern foreign language and specialist tuition enables them to learn to play a musical instrument. The curriculum for art and for religious education supports pupils' good cultural development. The wide range of extra-curricular activities includes cookery and sewing as well as several sports activities, which take place as a result of the school's good partnership with a local high school.

Pupils, parents and carers appreciate the good quality care, guidance and support provided by the school, especially for those whose circumstances may make them more vulnerable. When appropriate, the school has accessed specialist support from the local authority to help to meet the needs of pupils who find some aspects of school difficult at times. Pupils and their families are known well, and good support is given to meet their individual needs. The school staff can point to some striking examples of where they have helped individual pupils to overcome barriers to their learning. Effective partnerships with local schools ensure that transition arrangements between different phases of education are smooth, and that pupils have a settled start into school.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The acting headteacher has quickly established effective working relationships with staff, pupils and parents and carers. He has an accurate view of the strengths and weaknesses of the school and has worked with staff and members of the governing body to embed initiatives introduced by the previous headteacher. Actions to improve the quality of teaching have had some success, although school leaders know there is more to be done. There are new systems to assess and track pupils' progress, but some of these are unwieldy and do not give an overall picture of where the strengths and weaknesses lie. Although middle leaders have developed action plans to raise attainment, the absence of structured systems to monitor and evaluate the quality of the school's work means that these actions are not consistently implemented. Members of the governing body are supportive and are now provided with good quality information to help them to monitor and challenge the work of the school. They visit school regularly and are known to staff and pupils.

Procedures and policies are in place to ensure that pupils are safe at all times. New gates have recently been installed so that the school site is secure. Procedures for child protection are meticulous. All staff receive up-to-date training of high quality from the child protection officer. All visitors to school are thoroughly checked. The overwhelming majority of parents and carers endorse the school as a safe place for their children.

Although equality of opportunity is central to the ethos of the school and there is no discrimination, the variable progress made by pupils, means that this is satisfactory rather than good. The school analyses pupils' attainment with care, but has not yet ensured good progress and achievement for all. Partnerships with parents and carers are good. Many report that communications have improved and that staff are receptive to their concerns.

The school promotes community cohesion well. School leaders have evaluated their provision and have plans in place to form links with schools in more diverse parts of the United Kingdom. Through the planned curriculum, pupils are provided with a good understanding of the beliefs, faiths and cultures of those outside their own community, and this makes a good contribution to their cultural and moral development.

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These are the grades for leadership and management

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

Views of parents and carers

Almost all parents and carers who responded to the survey agreed that their children enjoyed school and that the school kept their children safe. They felt that the teaching was good and that their children were making good progress. A few felt that the school did not always deal well enough with unacceptable behaviour, although, at the time of the inspection, pupils behaved well throughout the school. A few respondents commented that communications between the school and parents and carers had improved and that school leaders were responsive and kept them well informed. Most parents and carers agreed that they are happy with their children's experience at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Bede's C of E 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	54	39	43	2	2	0	0
The school keeps my child safe	46	51	41	45	1	1	0	0
The school informs me about my child's progress	36	40	51	56	4	4	0	0
My child is making enough progress at this school	33	36	45	49	9	10	3	3
The teaching is good at this school	27	30	58	64	2	2	2	2
The school helps me to support my child's learning	29	32	57	63	3	3	2	2
The school helps my child to have a healthy lifestyle	29	32	60	66	0	0	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)	20	22	50	55	4	5	0	0
The school meets my child's particular needs	25	27	53	58	6	7	2	2
The school deals effectively with unacceptable behaviour	17	19	62	68	9	10	1	1
The school takes account of my suggestions and concerns	13	14	64	70	4	4	2	2
The school is led and managed effectively	13	14	59	65	10	11	2	2
Overall, I am happy with my child's experience at this school	36	40	43	47	6	7	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 pupils' 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.



24 October 2011

Dear Pupils

Inspection of St Bede's Church of England Primary School, Send GU23 7HP

Thank you very much for making us so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say about your school.

Your school provides you with a satisfactory standard of education. Adults know you well and they take good care of you. You told us that you enjoy school and that your teachers provide you with plenty of activities to interest you. You said that you enjoy lessons, although some of you said that sometimes they were too easy.

Although you reach levels that are above average by the time you leave school, some of you could be making even more progress, particularly in mathematics.

We have asked the school to do three things.

- Plan the curriculum so that you develop your skills in the right order so that you make more progress in mathematics.
- Make sure that teachers use assessment information to plan lessons that are always matched to your learning needs.
- Make sure that school leaders have systems in place to check on the work of teachers.

You can help your teachers to make your school even better by asking them for harder work in mathematics when you need it and by asking them how to make your work better.

I hope that you continue to work hard and enjoy school. I wish you all every success for the future.

Yours sincerely

Joy Considine
Lead inspector

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