

# Pyrford Church of England Aided Primary School

Coldharbour Road, Woking, Surrey, GU22 8SP

**Inspection dates** 16–17 January 2013

<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 because:

- School leaders have very high expectations, securing improvement since the last inspection and maintaining high standards.
- Outstanding teaching ensures that pupils make rapid progress in English and mathematics. Pupils of all abilities and backgrounds achieve extremely well.
- Governors, staff and school leaders share a common commitment to raising achievement, ensuring that teaching and learning and the curriculum are of a very high standard.
- The school encourages parents to participate in their children's learning and this plays a key part in their success.
- Pupils of all abilities, backgrounds and cultures work together successfully. Language and communication skills are well developed. Excellent speaking and listening are a strength of the school.
- Pupils and staff are respectful and behaviour standards are very high. Pupils manage their own behaviour well and they work and play together harmoniously.

## Information about this inspection

- Inspectors held meetings with senior and middle managers, other staff, groups of pupils, the Chair of the Governing Body and another representative.
- A wide range of documentary evidence was examined, including the school improvement and development plans, records and policies relating to safeguarding, data on pupils' performance, the school's reports on the quality of teaching and reviews of the school's performance by governors and the local authority.
- Inspectors observed 27 lessons, four of these jointly with senior staff. Learning walks took place in lesson times and at break and lunch time. Groups of pupils met inspectors with their work and talked about the progress which they had made. The work of pupils of a range of ages and abilities was sampled.
- Pupils' reading was reviewed by listening to pupils read and by observing phonics (letters and the sounds that they represent) sessions, which take place daily for the whole school.
- Parents' views were assessed through informal discussions at the start of the school day and through the school's own surveys. There were 129 parents who responded to the on-line Parent View questionnaire.

## Inspection team

John Worgan, Lead inspector	Additional Inspector
Lesley Leak	Additional Inspector
Kusum Trikha	Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools.
- Most pupils are White British but a significant number are of Pakistani heritage.
- The proportion of pupils who have English as an additional language is above the national average.
- A small number of pupils are entitled to free school meals. These pupils are entitled to additional funding through the pupil premium.
- The proportion of disabled pupils and those with special educational needs at school action, school action plus and with statements of educational need is average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Ensure the best teachers share expertise, skills and strategies in order to further increase the proportion of outstanding teaching.

## Inspection judgements

### The achievement of pupils is outstanding

- Children enter the school with average skill levels. As a result of outstanding teaching, they make rapid progress. Pupils' achievement throughout the school is strong, especially in Years 2 and 6, and by the time pupils leave they reach levels which are well above the national average. This high level of achievement has been maintained for several years.
- There are no significant differences in the progress of different groups of pupils. Pupils from different ethnic groups outperform similar pupils in other schools. Generally, boys and girls do equally well.
- Pupils who join the school speaking little or no English make exceptionally good progress because of skilfully targeted support, enabling them to develop the language and communication skills to catch up quickly and to make progress in line with their abilities.
- Disabled pupils and those with special educational needs make rapid progress because of the excellent support which they receive, which is targeted to meet their individual needs.
- The small number of pupils entitled to extra support from the pupil premium are supported effectively throughout the school mainly by employing staff for extra time; consequently, they make similar progress to their classmates and better progress than similar pupils nationally.
- Pupils' progress in reading is very strong thanks to the very effective teaching of phonics. The pupils enjoy reading and read widely as they get older. Parents' support for reading is a strong factor in improving the reading skills of younger pupils.
- Progress in writing of more able pupils was identified as an area for improvement at the last inspection. The school has clearly secured improvement in this area and inspectors were impressed by standards of writing in all year groups. More able pupils are producing extended writing of high quality.
- Standards in mathematics are exceptionally high and compare very favourably with national averages. Pupils calculate confidently and use their mathematical skills in other areas of the curriculum. Higher attaining pupils are challenged, enjoy their work and are achieving well.

### The quality of teaching is outstanding

- Teaching has been of very high quality over a sustained period of time. This has resulted in all pupils, whatever their ability and background, making outstanding progress.
- The learning environment is calm, welcoming and purposeful. Expectations are high and pupils take responsibility for their own learning, working successfully on their own and in pairs or groups. Teachers have excellent relationships with pupils. As one Year 6 pupil said, 'They respect us, so we respect them.'
- In the Early Years Foundation Stage, teaching is well organised; careful progress checking and planning ensures that activities are matched to need. Teachers have high expectations and teaching assistants are well trained to support children with additional needs. The use of phonics is having a positive impact in developing reading skills.
- In Year 1, progress is sustained because there are good transition arrangements and teachers have a clear view of the pupils' past progress.
- Throughout the school, teachers set challenging targets for pupils based on thorough knowledge of pupils' progress. Pupils were able to discuss these targets and the steps which their teachers had suggested for achieving them and for moving to higher levels.
- Pupils speak confidently and listen to each other well. In a Year 6 mathematics lesson, pupils were able to take on a teacher role, demonstrating long multiplication methods to the rest of the class and explaining the advantages of their chosen method.
- Pupils of all abilities are encouraged to achieve at the best level of which they are capable. Higher ability pupils are given work that extends their skills and learning and they said that they

appreciated the way in which they were supported and encouraged to learn independently.

- The teaching of disabled pupils and those with special educational needs is of high quality. This focuses on specific needs; for example, pupils in a support session were helped to cope with verbal mathematics questions, which had emerged as an area of relative weakness through assessment.

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

- Pupils have excellent attitudes to learning. In the Early Years Foundation Stage children develop positive attitudes to learning and good relationships. This creates a basis for pupils' responsible approach to their work and to fellow pupils, evident throughout the school.
- Pupils work very well in pairs and groups, helping each other's learning. Teachers encourage pupils to listen and to learn from each other, with a strongly positive impact on attitudes and progress.
- Outside lessons pupils behave extremely sensibly and considerately towards each other.
- Pupils speak highly of the school's 'traffic light' behaviour system which they feel is applied fairly and consistently. Pupils are encouraged to take responsibility for their own behaviour so that this system is seldom needed in lessons.
- Bullying is rare and pupils reported that when it does occur it is dealt with effectively. They were able to demonstrate an excellent understanding of different forms of bullying. They had a clear grasp of how to keep themselves safe when using the internet and said that the school network was monitored carefully to ensure that it was used safely.
- Attendance is consistently high and policies and strategies are in place to ensure that individuals and families whose attendance slips are encouraged to attend regularly.
- Pupils feel that their views are valued and listened to by school staff. They were enthusiastic about the house system and the way in which house captains were selected. Governors talk regularly to pupils to gauge their views.
- Pupils are encouraged to respect and to learn about diverse cultures. There is a strong ethos of tolerance and respect for others' faiths and opinions.
- Pupils said that they felt confident of the support of teachers and other adults when they have problems. They said that 'good behaviour is encouraged here'.

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

- Senior leaders provide exceptional leadership. School improvement and raising achievement are priorities for all staff and these are reflected in the high standards of work and strongly positive attitudes of pupils. The leadership team is highly respected by staff and parents.
- Awareness of strengths and weaknesses, founded on accurate and detailed data and thorough monitoring, leads to effective planning. Areas of weakness are identified quickly and steps taken which lead to improvement. Examples of this include actions to improve boys' writing and strategies to help pupils to tackle verbal mathematics problems.
- Data on pupil progress are collected regularly and all staff check pupils' progress thoroughly.
- The leadership structure, with three assistant headteachers, works well. All have specific responsibilities, using their skills and expertise to maximum effect.
- The high quality of teaching is supported by an excellent training programme. Teachers and managers receive training which is focused on their role and needs and those of the school. Newly qualified teachers are supported exceptionally well.
- The system of setting targets for teachers is strong and is closely linked closely to the Teachers' Standards. Staff report that they find the system challenging yet supportive.
- The curriculum is broad and balanced providing a wide range of opportunities to develop the

skills and talents of pupils. Literacy and numeracy skills are applied exceptionally well in all subjects. Pupils enjoy a wide range of clubs and activities. Music is a strength, especially the choir which performs at a very high standard and has been selected to perform in the 'Young Voices' concert at the O2.

- Pupils' spiritual, moral and social development is given a high priority; consequently, pupils have mature, tolerant and reflective attitudes. Residential and other visits enrich pupils' experience and are linked to the curriculum effectively.
- Parents are fully involved in the life of the school and are encouraged to participate in their children's learning. Regular consultation ensures that parents' views are taken into account. An excellent website and weekly newsletters make sure that parents are well informed.
- The local authority has a strong relationship with the school, which it regards as in need of light touch support, making use of the leadership team in assisting other schools.
- **The governance of the school:**
  - The governing body provides high levels of effective support and challenge to the school. Governors have a wide range of skills and expertise updated by appropriate training. Data analysis is used very effectively to monitor the school's performance against local and national standards. Governors manage resources very effectively, including the challenge of taking in an extra class. They ensure that the pupil premium funding is used appropriately to employ extra staff and to provide experiences for these pupils which effectively close the gap with other pupils. Governors have an excellent understanding of the standards of teaching and monitor carefully the review of pay levels. The governing body fulfils its statutory responsibilities and ensures that all requirements are met in relation to the safeguarding of children.

## 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>	131906
<b>Local authority</b>	Surrey
<b>Inspection number</b>	403637

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>	446
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Davey
<b>Headteacher</b>	Kathryn Krynicki
<b>Date of previous school inspection</b>	16–17 January 2008
<b>Telephone number</b>	01932 342693
<b>Fax number</b>	(01932) 355839
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