

# Bisley Church of England Primary School

Hawthorn Way, Woking, GU24 9DF

**Inspection dates** 5–6 March 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Early Years Foundation Stage and pupils in Years 1 to 6 make consistently good progress during their time in the school, from slightly below average starting points.
- All groups of pupils achieve well in both their academic and personal development. By Year 6, pupils' attainment is above the national averages in English and mathematics.
- Almost all teaching is good. Teachers plan a variety of activities which fully engage pupils, so that most are attentive and keen to learn.
- Teaching assistants work effectively with teachers when supporting disabled pupils and those with special educational needs, encouraging confidence and successful learning.
- Pupils' behaviour is good and pupils are well mannered and polite. They feel safe in school and understand how to keep themselves safe.
- The governing body is fully involved in the life of the school and plays a strong role in maintaining and improving standards within the school. Governors have a very clear picture of their roles and responsibilities, and provide support and challenge very well.
- Good leadership at all levels has contributed to and been responsible for the improvements since the last inspection.
- The strategies to improve teaching have been particularly effective.

### It is not yet an outstanding school because

- Pupils' progress in mathematics is not as good as it is in reading and writing and not enough more-able pupils attain the higher levels.
- Teachers do not always ensure that there is enough pace in lessons or that pupils have an opportunity to respond to marking.

## Information about this inspection

- Inspectors visited all classrooms and observed 20 lessons, some of which some were joint observations with the headteacher. They observed the teaching of phonics (the linking of letters and sounds) in Reception, Year 1 and Year 2 classes.
- Pupils' work in books was scrutinised during lessons and opportunities were taken to discuss the work with pupils from each of the classes, in formal and informal settings.
- Inspectors listened to a sample group of pupils from Years 1 and 2 read.
- Pupils' behaviour was observed in a range of settings, including the playground, around the school and in classes.
- School documentation, including external reports from the local authority, achievement data, questionnaires and monitoring records were scrutinised.
- Meetings were held with the headteacher, senior leaders, governors and a representative from the local authority.
- Questionnaires from school staff were analysed, together with the responses from 51 parents to the on-line Parent View survey and three letters from parents. Conversations between inspectors and parents during the inspection were also taken into account.

## Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Warren Wilkinson

Additional Inspector

Kusum Trikha

Additional Inspector

## Full report

### Information about this school

- Bisley Church of England Primary is a little larger than the average-sized primary school. Pupils are grouped in mixed-age classes, with the exception of the Reception class. There are three classes for Years 1 and 2, three classes for Years 3 and 4, and two classes for Years 5 and 6.
- The proportion of pupils receiving support through the pupil premium, which is additional government funding for looked after children, pupils known to be eligible for free school meals and children of service families, is below average.
- Most pupils are White British. A few pupils are from minority ethnic backgrounds and all speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses alternative provision at a nearby centre for pupils with emotional difficulties.
- The governing body does not manage the before- and after-school clubs.
- Two temporary assistant headteachers support the school's leadership.
- The school has undergone a recent programme of rebuilding.

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

- Raise the quality of teaching so that much of it is outstanding by:
  - ensuring that all lessons move at a lively pace
  - giving pupils more opportunities to improve their work from teachers' marking.
- Improve pupils' progress in mathematics by ensuring that:
  - higher-attaining pupils always receive tasks that are challenging
  - teachers provide more problem-solving and investigative tasks.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with confidence and make good progress because the provision they receive is exciting, well planned and takes good account of their various starting points. They take part in a range of stimulating activities across all the areas of learning, with a good balance of learning activities led by the teacher and those initiated by the children. Children achieve well so they are well prepared for when they move into Year 1.
- Pupils' achievement is consistently good. Pupils in all year groups, including those from minority ethnic backgrounds, make rapid progress in literacy and numeracy. Attainment is above the national average in English and mathematics, particularly in reading. Pupils produce sensitive and accurately constructed writing and every opportunity is taken to expand their vocabulary. Pupils who attend the alternative provision also make good progress, their achievement is carefully checked and there are frequent communications between the school and this provision to ensure a consistent approach.
- Pupils' reading skills are good because of the high priority given to reading in all classes. The youngest children have a well-taught daily lesson, which focuses on learning the sounds that letters make (phonics). This continues into older year groups for pupils with more limited reading skills.
- The accurate and detailed pupil tracking data used by the school to monitor performance provide evidence that the vast majority of pupils are making good progress over time. This is especially the case for disabled pupils and those with special educational needs, who also make good progress. Well-structured support packages and intervention sessions help these pupils to make progress in line with their classmates.
- Most of the pupils who receive support through the pupil premium are making accelerated progress from their individual starting points. This is secured with well-targeted support and effective interventions provided by teachers and support staff. Based on their average point scores, pupils known to be eligible for free school meals performed less well than their classmates in the 2012 national tests in English and mathematics. Current assessments indicate that their performance in these two subjects is set to rise sharply this year because they make good, and sometimes excellent, progress.
- Pupils' progress and attainment in mathematics are not quite as good as is in English. Some pupils find it difficult to solve problems accurately because they are not given enough activities that ensure they practise and improve how they apply their mathematical skills. The more-able pupils do not make such rapid progress in mathematics because tasks do not always challenge them sufficiently to enable more of them to reach the higher levels.

### The quality of teaching is good

- Good improvement in teaching since the previous inspection is the result of better monitoring of its quality and well-structured training and support for all staff. Good teaching is evident in all year groups. However, pupils do not routinely have the opportunity to respond to the helpful and clear comments made by teachers in their marking. This limits the pupils' understanding of how to improve their work.
- The teachers' enthusiasm, subject knowledge and knowledge of their pupils result in the great majority of lessons being well planned and engaging for all pupils. They use good questioning skills and awareness to keep all pupils on task and enthused. However, teachers do not consistently ensure that learning runs at a brisk pace and when this happens pupils' progress slows.
- Teachers' relationships with pupils are good. Pupils say that teachers are friendly and approachable, one commenting, 'My teacher is helpful and friendly and helps us to learn new stuff.' Teachers make their expectations clear and pupils respond quickly and well to them.

- Teachers explain clearly to pupils what they are going to learn and how they can make their learning successful. Lesson plans usually include teachers' assessments of work pupils have completed previously and details of the activities organised for different groups. In a Years 1 and 2 English lesson, work was linked particularly well to pupils' interests while studying connectives relating to time. More-able pupils worked independently on a demanding writing task, other groups worked on their own with carefully designed resources to help them learn, whilst a further group was taught directly by the teacher who supported their learning well.
- The teaching of mathematics is improving quickly but teachers do not always challenge pupils at the correct level for their ability or encourage them to apply their learning in a range of settings. Skills in literacy are applied effectively in other subjects, such as science and religious education. Teachers plan creatively for pupils to have first-hand experiences and use visits and visitors to enhance the quality of learning opportunities offered.

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

- Behaviour around the school and in lessons is good. The school's behaviour logs and staff questionnaires also confirm that this is typical. Teachers expect pupils to be on their best behaviour at all times and they respond well. Teachers act quickly to support any pupil with a behavioural difficulty.
- Staff and the governing body work hard to ensure that the school is a safe place for pupils to work and play. Discussions with pupils indicate that they feel safe at school and are confident that the staff will help them if they have a concern. There are clear systems to record poor behaviour or racist incidents. The school deals with any inappropriate behaviour effectively, although incidents are uncommon.
- Pupils enjoy school and enjoy learning. They are polite, keen to engage visitors in conversation and very sociable. They play sensibly and responsibly on the playground. Occasionally, where the pace of lessons slows, some pupils' attention wanders and the pupils lose concentration.
- Pupils say that there is very little bullying of any kind in their school. They are knowledgeable about the various kinds of bullying, including physical bullying, cyber bullying and name calling. They say the activities and experiences related to the Anti-bullying Charter Mark help them to explore different social situations, enabling them to respond appropriately.
- Attendance is broadly average and pupils are punctual to school and lessons. Senior leaders discourage term-time holidays and regular attendance is rewarded.

### **The leadership and management are good**

- The headteacher, assistant headteacher and two temporary assistant headteachers are ensuring a sustained rise in standards in the school. Staff work well as a team and all are committed to the further improvement and continued success of the school. The provision for disabled pupils and those with special educational needs is organised and evaluated well. This includes the robust analysis of the impact of the alternative setting on the academic and personal growth of the pupils involved.
- Good procedures are in place for the gathering and rigorous analysis of data. Teachers monitor the progress of pupils in their classes and they are able to suggest to leaders that pupils who might be in danger of falling behind require extra support. This is underpinned by progress 'surgeries' that successfully share information between staff so all adults know the different learning needs of pupils.
- Training is provided to improve teachers' skills in key areas. For example, the training of teachers and teaching assistants in 'First Class in Number' (a programme to support pupils who find mathematics difficult) is improving the quality of teaching in mathematics through mentoring and coaching. Professional development courses are undertaken to meet the needs of individual teachers identified through the rigorous performance management arrangements and also the needs of the school as a whole.

- Safeguarding procedures are fully in place and leaders ensure equality of opportunity through implementing inclusive approaches that motivate all pupils, regardless of faith, background or ability.
- The curriculum is broad and balanced, based upon agreed themes that provide sustained opportunities to support learning. Teachers plan first-hand experiences and teach these in creative ways to ensure that the learning of all pupils is quick, creating vibrant classrooms that encourage and nurture the individual. The curriculum promotes pupils' spiritual, moral, social and cultural awareness well because pupils are given high-calibre opportunities during lessons and assemblies that deepen their knowledge and understanding of a range of issues, including the environment.
- Some parents expressed concern about the school's leadership and the way concerns are dealt with. Leaders and managers acknowledge this and are committed to working closely with parents and have used different ways, including parent questionnaires and the Parent Council, to gauge opinions on different aspects of the school's work.
- The local authority has provided effective and regular support to the school. For example, it has supported leaders and governors in monitoring the quality of teaching and the use of assessment information.
- **The governance of the school:**
  - Governors are regular visitors to school and are very aware of its strengths and areas for development. Their detailed knowledge of the school enables them to challenge senior leaders effectively. They undertake training to help them fulfil their statutory duties. Governors keep a watchful eye on the school budget. They monitor expenditure well and the use of the pupil premium is scrutinised to ensure it has a good impact on the progress of those for whom it is intended. They check that teachers' progression along the salary scale is a reward for their impact on improving pupils' achievement.

## 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> | 125153 |
| <b>Local authority</b>         | Surrey |
| <b>Inspection number</b>       | 406299 |

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>                     | 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> | 253                       |
| <b>Appropriate authority</b>               | The governing body        |
| <b>Chair</b>                               | Julie Holt                |
| <b>Headteacher</b>                         | Jo Hastings               |
| <b>Date of previous school inspection</b>  | 17–18 March 2011          |
| <b>Telephone number</b>                    | 01483 473341              |
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