

INSPECTION REPORT

Bisley C of E Voluntary Aided Primary School

Bisley

LEA area: Surrey

Unique reference number: 125153

Headteacher: Mrs Y Beddoe

Lead inspector: Mr D Clegg

Dates of inspection: 1st – 3rd December 2003

Inspection number: 255525

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	261
School address:	Hawthorn Way Bisley Woking
Postcode:	GU24 9DF
Telephone number:	01483 473341
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs D Merritt
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school with 261 pupils aged 4 to 11 years. The school has recently changed status from a voluntary controlled school to a voluntary aided school.

There is a broadly similar number of boys and girls but with significant differences in year 2 with 24 boys and 11 girls.

Virtually all pupils are white British or have a white European background. A small number of pupils has English as an additional language but all are fluent English speakers. There is a small number of pupils from traveller backgrounds.

About 3.5 per cent of pupils are eligible for free school meals this is well below the average. A lower than average proportion of pupils has special educational needs but the proportion with statements of special educational needs is above average. Pupils have a range of difficulties without any one being predominant. The range includes moderate and severe learning problems and speech and communication difficulties.

The school has achieved the Investors in People award and has also received an achievement award. This is a national award given to schools that achieve good results in national tests.

When children enter the school they are generally attaining standards that are at, or above, those found in most schools within the local education authority (LEA).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4341	Mr D Clegg	Lead inspector	Mathematics Information and communication technology Special educational needs English as an additional language
31758	Mr T Tipper	Lay inspector	
2756	Mr M Barron	Team inspector	Foundation stage Science Art and design History Music Religious education
16971	Mr R Hardaker	Team inspector	English Design and technology Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** education. Teaching is satisfactory overall and good in some year groups. This helps most pupils achieve as much as they should. The leadership is satisfactory and the school is well managed. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children get off to a good start in the reception year; they are consistently well taught
- Standards in English, mathematics and science are generally above the national average
- The older pupils are well taught but there is inconsistent teaching in years 1 and 2
- Pupils have good attitudes to work
- The monitoring of teaching is not leading to enough improvement in years 1 and 2
- There is very good provision for pupils' personal development
- Parents and pupils are positive about the school
- The school strives hard to include all pupils in what it does
- There is a weakness in the management of special needs

Overall the school has made satisfactory improvement since the last inspection. Curriculum planning is much more secure through the use of national guidance. Assessment procedures are much better and help teachers to plan their work. There is much better communication between home and school. However, aspects of teaching in years 1 and 2 remain weak and there is not enough being done to improve the consistency of teaching.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A*	B	D
mathematics	A	A*	C	E
science	A	A	C	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall pupils achieve **satisfactorily** but there is some variation in the progress that they make as they move through the school. Children achieve well in the reception classes due to consistently good teaching. They are well prepared for the start of year 1 and many attain standards above those often found, particularly in literacy and numeracy.

In years 1 and 2 pupils achieve satisfactorily although some could make better progress, especially in mathematics and science. However, due to their good start pupils still attain above average standards in reading, writing and mathematics by the time they finish year 2. Standards in science are average.

The rate of progress picks up in years 3 to 6 because there is more good teaching and no unsatisfactory lessons. Progress is often good, particularly in years 5 and 6. This ensures that pupils attain higher than average standards in English, mathematics and science.

Pupils' personal development is **good**. Their good attitudes to learning and generally good behaviour is a significant factor in the standards that pupils attain.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. The overall quality of teaching is **satisfactory** although it is variable across the school. Teaching is consistently good or very good in the reception classes and satisfactory in years 1 and 2. Teaching is better in years 3 to 6; there is more good teaching and it is consistently good or very good in years 5 and 6.

The curriculum is **satisfactory**. There are particular strengths in the way the school encourages pupils' personal development and the way that lessons are planned to make sure that all pupils benefit. There is good provision for pupils with special educational needs. The accommodation and resources are satisfactory.

There are good links with parents; homework is well organised, taken seriously and helps pupils to learn more. There are good links with local schools and links with the community are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **satisfactory** and the management is **good**. Some subjects are particularly well led and managed and this benefits teaching and learning. Not enough has been done to improve the consistency of teaching. The provision for special educational needs is managed satisfactorily; there are strengths in the deployment of learning assistants but weakness in some of the pupils' individual learning plans.

Governors play a full part in the life of the school and fulfil their role **satisfactorily**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are positive about the school. The school is active in seeking the views of both parents and pupils and acts upon issues that are brought to their attention. Pupils feel very positive about their lessons and they think that they learn as much as they can.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the quality of teaching in years 1 and 2
- Improve the management and the quality of individual education plans

and, to meet statutory requirements:

- ensure that the policy of promoting race equality is fully implemented and monitored.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school pupils broadly achieve satisfactorily although there is some variation in the progress made in lessons. In the reception classes, and in years 5 and 6, pupils' achievement is often good.

Main strengths and weaknesses

- Children in the reception classes achieve particularly well in language and communication
- At the end of years 2 and 6 pupils attain above average standards in English and mathematics
- At the end of year 6 pupils attain above average standards in science
- Standards in handwriting are weaker than in other aspects of English

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.4 (17.6)	15.7 (15.8)
writing	16.1 (15.7)	14.6 (14.4)
mathematics	17.1 (18.1)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

1. The good start children make in the reception classes is due to consistently good teaching and a strong sense of teamwork that pervades the work of the two classes. Virtually all children are on course to reach the early learning goals by the time they begin year 1. Many children will go beyond these goals and will make a start on the national curriculum before the end of the year, particularly in the basic skills of literacy and numeracy.
2. At the end of year 2 pupils attain well above average results in national curriculum tests in reading, writing and mathematics. This has been a consistent feature of the results in the last three years. Boys generally attain better standards than girls; this is most marked in reading and to a lesser extent in writing and mathematics. The standards seen in the inspection were not as high as the results would suggest. Overall they were only slightly above the national average in reading, writing and mathematics and average in science.
3. The achievement of pupils at the end of year 2 is generally satisfactory; there are lessons where pupils could achieve more if the teaching was better, this is particularly the case in mathematics and science. The effective use of homework and the support given by parents are factors in helping pupils to reach the above average standards.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.9 (30.4)	26.8 (27.0)
mathematics	27.4 (30.3)	26.8 (26.7)
science	29.0 (30.8)	28.6 (28.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

4. The results of national curriculum tests for pupils at the end of year 6 are more erratic than for pupils at the end of year 2. However, the trend of improvement is in line with the national trend, Up until 2003, results have been consistently above the national average. The results in 2003 were well down on usual, although the school met its own targets. This dip in results was due to a greater number of pupils having special needs in this particular group. to the particular group of pupils. The standards seen in the inspection indicate that results in 2004 will improve and be above the national average.
5. Overall, pupils in years 3 to 6 achieve satisfactorily and there are occasions when pupils' achievement is good. This is particularly the case for some of the year 3 and 5 pupils in mathematics; the higher attaining pupils are working at a high standard. The consistently good teaching, particularly in years 5 and 6 is a key factor in making sure pupils maintain the above average standards. There is no significant difference in the attainment or achievement of boys and girls at the end of year 6.
6. There is no significant variation in the achievements of different groups of pupils; those from a traveller background or for that small group of pupils for whom English is an additional language achieve as well as other pupils.
7. In information and communication technology (ICT) pupils reach the expected levels. This represents a good level of achievement given the limitations, until very recently, of the resources. Standards in physical education are also broadly in line with those expected. In music year 2 pupils attain above expected standards whilst year 6 pupils are more in line with those usually found. It was not possible to give an overall judgement on the standards attained in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' overall behaviour and their attitudes to work and towards others in the school are good. Their overall spiritual, moral and social development is good, the latter two aspects are very good, and their cultural development is satisfactory.

Main strengths and weaknesses

- The school instils a strong moral code and helps pupils to develop very good relationships
- Pupils take full advantage of a good range of opportunities to undertake responsibility
- Behaviour is good
- Attendance and punctuality are very good

Commentary

8. From the time they join the school, pupils are taught to respect other people and understand the principles of right and wrong through the constant reinforcement of sensible school rules. This helps to promote constructive, beneficial relationships at all levels.
9. Older pupils respond well to the opportunities to exercise responsibility. For example, pupils in years 5 and 6 help younger pupils to write up their targets and also act as 'sports correspondents' for the school newsletters. The very successful school council is made up of a boy and girl from each class, elected by their classmates. This provides a good opportunity for pupils to have a say in the day to day running of the school.
10. Overall behaviour in the school is good; in reception it is very good. There is a very clear programme of rewards and sanctions which is fully understood by pupils and parents; there were no exclusions of pupils during the last year. Any incidences of bullying are dealt with swiftly and successfully.

11. During a class assembly for years 3 to 6 pupils demonstrated how people express their religious beliefs through the creative arts. They compared representations in art of the Christian, Muslim and Hindu faiths and then performed a Hindu dance in Indian national costume. However, despite this good example, the opportunities to appreciate the cultures of other peoples are limited overall. Despite the fact that older pupils have a good grasp of issues concerning racism displays of work and visits and visitors to school do little to reflect the multicultural nature of society.

Attendance

12. Attendance and punctuality are very good. Attendance has increased steadily since the last inspection and was within the range of the top ten per cent of primary schools nationally last year. This, plus the very high level of punctuality, reflects the eagerness with which pupils want to come to school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory.

Teaching and learning

The quality of teaching is satisfactory although there is some variation. The teaching in the reception classes is good, in years 1 and 2 it is satisfactory and in years 3 to 6 it is good.

Main strengths and weaknesses

- Lessons are generally well planned but some move on too slowly
- Teaching assistants are well used, particularly to support pupils with difficulties
- In some lessons, in years 1 and 2, pupils are not managed well
- Homework is well used to supplement lessons
- Teachers check how well pupils are doing and use the information well
- Pupils are very aware of their learning targets; they are keen to learn and do well

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (9%)	18 (42%)	18 (42%)	2 (5%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Lessons are generally well planned and take account of the range of abilities and the different ages of pupils. Teachers keep a sharp eye on what pupils need to learn. Planning is particularly

effective in the basic skills of literacy and numeracy where teachers are using the national guidance effectively. In the good lessons, the plans guide the teaching closely and give a sharp focus to the lessons. The good planning also makes sure that the lessons move on at a good rate. In the weaker lessons, especially in years 1 and 2, what happens in the lessons is not always guided by the lesson plan.

14. The teaching of pupils with special educational needs is particularly effective because the teachers work in close collaboration with their teaching assistants. The assistants give close attention to pupils; during lessons they reinforce the main teaching points and often break learning down into small steps and this helps pupils to learn more effectively.
15. In most lessons, the pupils are well managed and respond to teachers' high expectations in terms of work and behaviour. Just occasionally, in some lessons in years 1 and 2, children struggle to maintain concentration, this is not always dealt with effectively and so the behaviour has an adverse effect on how well some children learn. The older pupils in years 3 to 6 are very effectively managed and motivated. They are eager to learn and work hard and this makes a contribution to how well they do.
16. Teachers are generally sharp in keeping track of how well pupils are doing. They look back regularly on their lesson plans reviewing what went well and what they may need to revisit. They also carefully note any pupils who may need more support or those who are doing particularly well and need moving on at a quicker pace. These regular checks are complemented by the good marking that indicates to pupils how they have done and what they need to do to improve. This careful assessment is made against each pupil's learning targets. Pupils take these targets very seriously and see them as helping them to learn.
17. Teachers, pupils and parents take homework very seriously. There are regular notes to parents explaining what the homework is and how parents can help. In some subjects, such as mathematics, the homework is very effectively supplementing what pupils have learned in lessons.

The curriculum

The school provides a **satisfactory** curriculum that meets the needs of most pupils and ensures that they make steady progress with learning. The school provides a satisfactory level of extra opportunities outside the classroom. The school also teaches French in years 5 and 6 on a regular basis. Overall the accommodation and the resources are satisfactory.

Main strengths and weaknesses

- The provision for the youngest children is good
- The school is effectively using the national literacy and numeracy guidance, especially when planning lessons
- Provision in lessons for pupils with special educational needs is good
- Teachers adopt very good approaches to ensure all pupils are fully included in lessons
- There is very good provision for pupils' personal, social and health education

Commentary

18. The youngest children settle into school quickly. They make good progress because they have a range of interesting opportunities to play, explore and practice. They are taught in a stimulating environment, receive good adult support in the classroom and benefit from having access to a good range of learning resources.

19. The use of the national strategies for literacy and numeracy is providing a good basis for planning English and mathematics lessons. The teachers sensibly use the guidance to plan lessons that meet the needs of two age groups.
20. The school works very hard to ensure that all pupils are fully included in lessons. All adults in the school treat and value pupils as individuals. Very good provision is made in classrooms for pupils with disabilities. These pupils receive very good effective support from learning support assistants, working closely with teachers. The work in lessons given to pupils with significant learning problems is usually at the right level and helps them to make progress.

Care, guidance and support

The school provides a safe environment and cares for its pupils well. Its support, advice and guidance are very good and it actively seeks the views of pupils and acts on them in a very effective manner.

Main strengths and weaknesses

- Pupils' personal development is well tracked and recorded
- Pupils benefit from the work of the learning mentor
- Pupils are actively involved in influencing the life of the school
- There are very good arrangements for children joining the reception class

Commentary

21. All teachers get to know each of their pupils individually and this ensures pupils have someone to turn to if they have any problems or concerns. The written record of their personal development accompanies them throughout their time at the school. This enables each teacher to understand an individual's personality and to concentrate on the areas for development immediately.
22. Pupils are also well supported by the teaching assistants who, although normally working with specific pupils, also operate as part of a team. The teaching assistant supervisor, who is also a learning mentor for a small group of pupils, manages the team. The supervisor passes on relevant information to teaching assistants from staff meetings and teacher training sessions, this helps to raise the team's level of professional expertise.
23. The school conducts regular surveys of its pupils and uses their views to make improvements. For example, one survey helped to identify popular after school and lunchtime clubs and activities. Also, each class has a suggestion box, the contents of which are discussed in 'circle time'¹ and, if supported by the class, put before the next school council meeting. As a result of this process, several changes to the school's routine have been implemented such as changes to lunchtime routines and producing specific playing field rules. Older pupils have created a 'welcome pack' to help pupils settle in to year 3.
24. Parents are very appreciative of the support their children receive when they join the reception class. Prior to the children joining, teachers visit local playgroups and other pre-school providers to meet the children, start to build up personal portfolios and, especially, identify those who may have special educational needs. In the summer, prior to entry, parents attend a meeting where they are fully briefed on what their children can expect and how best to prepare their children. Throughout the first year, they are kept well informed about their children's progress and any problems encountered and given the opportunity to attend workshops, such as one on 'jolly phonics', which helps them understand what is being taught in school and how they can support this at home.

¹ Circle time is an opportunity for children to talk about personal issues

Partnership with parents, other schools and the community

The school has developed a good relationship with parents and carers. Links with the community are satisfactory and with other schools and colleges are good.

Main strengths and weaknesses

- The school provides good information for parents
- Parents are very well involved in the life of the school
- Very effective links exist between pre-school providers and with secondary schools
- The use of links with the local community to enrich the learning of pupils is underdeveloped

Commentary

25. The weekly newsletters celebrate the achievements of the 'students of the week', a boy and a girl from each class, and pupils who have been chosen by the midday supervisors for their positive behaviour and attitudes during lunch times. They also include a wealth of information on forthcoming events, reports of inter-school sports matches, school council news and other topics of interest. The prospectus is very informative and the new governors' annual report to parents is professionally printed in a very readable four-page brochure format. The school also has a very well presented website with plenty of useful information. Pupils' annual reports have improved in that they tell parents whether their children are above, at, or below the levels expected in English, mathematics and science. They also include specific targets to be addressed the following year.
26. The school carries out regular surveys of its parents' views, informs them of the results and looks to take action on issues identified. For example, the concerns expressed over homework have been addressed. There is now a very clear homework policy identifying the amount of time each pupil is expected to spend doing it each week. Parents are also given more information on what their children are studying through specific newsletters sent home at the beginning of each term. Parents also work in the school; several regularly work in classrooms or the library. While there have been clear improvements in the links with parents, a minority still feel that more could be done. For example, parents are not regularly invited to attend assemblies.
27. The school has a limited number of links with the local community in terms of small businesses, residents, clubs and organisations. Relationships with the parish church have diminished in recent times although closer links are now being forged. There is a very real determination to work closer with the parish and this is beginning to impact through more involvement of some governors with the daily life of the school.
28. There is a strong link between the pre-school providers and the reception classes that contribute to how well children are introduced to the school. There are also effective links with local schools that help the transition of pupils to secondary schools. These links include year 6 pupils preparing presentations for year 7 and work units that are started in year 6 and completed in year 7.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership is satisfactory and the quality of management is good.

Main strengths and weaknesses

- Some key subjects are effectively led and managed
- The checking up on teaching is not resulting in enough improvement
- The provision for the youngest children is well managed
- There are weaknesses in some records maintained on pupils with special needs
- There is a strong commitment to make sure all children benefit from what the school offers

Commentary

29. The headteacher provides steady leadership and gives the school a sense of direction and purpose. There is a good sense of teamwork throughout the school and this is resulting in some good, effective management strategies leading to some significant improvements. Most importantly, the school is beginning to use the information about how well pupils are doing to identify those who may need more support. This information is also being used to set realistic targets for all pupils, this is having an impact on how well pupils learn.
30. The management of English and mathematics has a number of good features that are also leading to improvements. This is evident in the quality of lesson planning, the marking of pupils' work and the quality of assessment in these subjects. These good features also apply to the way the reception classes are managed and led. There is a strong team of adults who all work in a consistent and sustained manner that helps children to make such a good start.
31. Although there are regular checks on the quality of teaching, these are not resulting in enough improvements. There is not enough emphasis given to ensuring teaching in years 1 and 2 improves. For example, too little attention has been given to improving the way children are managed in some lessons.
32. The overall management of the provision for special needs is satisfactory. The management of the teaching assistants is good and they are sensibly deployed to make the most impact. There is also effective liaison between the school and key outside agencies to make sure there is a co-ordinated approach to helping pupils. The quality of the individual education plans for pupils with special educational needs vary because there are not enough checks made on them to ensure that targets are realistic and that progress can be assessed.
33. The governors, and all staff, are very committed to trying to involve all pupils in the life of the school. Teachers, working closely with teaching assistants, make every effort to make sure that those children who find learning problematic achieve some success in lessons.

Financial information

Financial information for the year April 2003 to March 2003

Income and expenditure (£)	
Total income	628321.00
Total expenditure	591267.66
Expenditure per pupil	2190.00

Balances (£)	
Balance from previous year	25049.00
Balance carried forward to the next	37053.44

34. The school has secure financial procedures in place to monitor the budget and ensure that resources are brought to bear on key improvements. There are plans in place to seek further improvement to the accommodation.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes is good. Children enter the school with a good range of early learning experiences. They achieve well and attain good standards in nearly all areas of learning, and very good standards in language development. This is due to good teaching and effective planning which ensures children receive a variety of well-structured and interesting experiences. They are well prepared for starting year 1.

The reception classrooms are vibrant and both staff and children appear happy! The reception classes are well managed with very effective systems to track the progress of individual children in each area of learning. Resources are good, both the indoor accommodation and outside play areas have been improved since the previous inspection and are now used effectively to promote the development of play and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well and the quality of care provided by staff is good
- Behaviour is very good
- Teaching assistants and parent volunteers are used very well to support learning

Commentary

35. The personal, social and emotional development of the current group of children is above that usually found. Nearly all children will attain the expected early learning goals by the end of the reception year and the majority will exceed these. Children are very friendly, know the class routines well, settle to tasks quickly and behave sensibly. Their attitudes to learning are good and they show interest in what they are doing and work well even when they are not being directly supervised. They are expected to clear up at the end of each activity and do so without complaint. Nearly all are used to taking turns when speaking and they share resources well. They display respect for the needs of others and show concern when classmates are upset or hurt. During one lesson, when a boy tripped and fell the children near to him were genuinely concerned and moved quickly to console him. Nearly all express themselves effectively and many have already developed the confidence to discuss their feelings with adults and other children. They have a genuine curiosity about the world around them and are able to concentrate on activities for relatively long periods of time.

36. Adults work well together and provide good role models for the children. They are very effective in teaching children social skills throughout a range of activities and place a great deal of emphasis on this particular aspect of learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- This area is given a high priority
- Teaching and learning are consistently good or very good

- Children have good opportunities to talk

Commentary

37. Children make good progress in this area and they achieve well as a result of the continuous opportunities they are given to discuss, to listen and to develop their reading and writing skills. This results in children reaching above expected levels by the time they begin year 1.
38. Developing language skills is a teaching priority. The first session of the day is often planned to concentrate on developing communication skills, especially in speaking and listening. Adults frequently talk to children and give them regular opportunities to talk to each other. Some children possess a very wide vocabulary and enter into discussions or state reasons for their actions using quite complex sentences such as *“I have to help him with all these jigsaws at the moment”*. They take turns in conversations and a majority listens for quite long periods. Many speak clearly and audibly about things that interest them, such as what they did during the weekend or their favourite toys. In addition most link sounds to letters and have already developed a good understanding of the way letters and simple words are written. Many use their knowledge of sounds to write very simple words whilst more able children attempt to write more complex words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is consistently good
- Activities are interesting and matched very well to children’s needs
- Teaching assistants support learning very effectively

Commentary

39. Teaching and learning are good and sometimes very good and there is every indication that nearly all children will surpass expectations in this area of learning by the end of the reception year. This represents good achievement overall. Lessons contain a range of interesting activities to promote mathematical understanding. For example, during a lesson on recognising and naming two and three-dimensional shapes, children took part in a ‘shape trail’ and walked round the school grounds trying to find shapes such as circles, ovals, squares and triangles. They found this enjoyable and stimulating and achieved very well because of the way the activities were matched to their abilities and needs.
40. The whole atmosphere during mathematics lessons is stimulating and children are engrossed in the range of well-focused appropriate practical activities provided for them. Many work at levels above those expected for their age; nearly all count up to five and more able children count to ten and compare different objects for size and shape. Adults provide very good role models and encourage children to explore the world around them for evidence of mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Interesting lessons promote many aspects of learning in this area
- Children have good opportunities to use computers
- The school environment is used well to enhance learning

Commentary

41. The teaching of this area of learning is good. Children are provided with good opportunities to explore and extend their growing understanding of the world through well-planned and relevant activities. As a result, most children achieve well.
42. Many children develop, and have already developed the basic skills necessary to use computers without adult assistance. Most children use an increasing range of tools for their set purposes and use construction materials to build, for example, towers which are quite stable. In addition many children use scissors with some degree of accuracy when cutting out shapes and make comments on their work.
43. Adults encourage children to ask questions about why things happen and how things work and also to look closely at similarities and differences. Children bring interesting items to school to show and talk about to the rest of the class. They are encouraged to notice and comment on patterns and change.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers make the most of the good indoor and outdoor accommodation
- Teachers provide good opportunities to develop practical skills
- Children display good attitudes to learning

Commentary

44. The teaching in this area of learning is good. There is an emphasis on building up aspects of physical development in most lessons and in outdoor play. Children engage well in activities requiring hand/eye co-ordination when, for example, cutting and colouring shapes, which they do quite accurately. They develop their manipulative skills well by, for example, handling the computer mouse, scissors and construction equipment with increasing dexterity. Many children use a good grip when holding glue sticks and pencils.
45. There is every indication that most children will attain the early learning goals in physical development by the end of the reception year. During a session on making stars for Christmas decorations, many children confidently used tools and threaded ribbons through small holes. Similarly children moved freely and confidently in a dance lesson in the hall and many used movement to express feelings. Several sat, stood and balanced effectively and moved around the hall as 'swallows' whilst showing awareness of space, themselves and other children.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good overall and children enjoy aspects such as music
- Children use their imaginations well when engaging in creative activities
- Teaching assistants provide good support and aid the development of learning

Commentary

46. The quality of teaching in this area of learning is consistently good. Lessons include imaginatively structured activities enhanced through good support from teaching assistants and parent volunteers. Children use their imaginations to good effect when involved in, for example, art, music and dance. The majority is on course to exceed the early learning goals in creative development by the end of the reception year.
47. Children use their imaginations well when using play equipment such as the class 'shop' for role play activities or when using objects such as wooden blocks to create spaces in which to play games with invented rules. During a music lesson, which was suitably matched to the differing needs and abilities of children, a majority of the class made good progress. They quickly became fully involved in activities, for example exploring how to make a range of high and low notes with different percussion instruments or pretending to fly like a 'swallow' which stimulated their imaginations and suitably challenged them.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching in year 5 and 6 is good and sometimes very good but teaching overall is uneven
- Pupils' work is well marked
- The subject is well led
- Opportunities are lost to develop pupils' writing skills across the curriculum and standards of handwriting are below average
- Homework is used well
- Most pupils work hard in lessons

Commentary

48. Pupils enter year 1 with good language skills. By the end of year 2, standards are above average in reading and writing. By the end of year 6 pupils have maintained the above average standards. The standards in reading are higher than in writing. Achievement in the three areas of speaking and listening, reading and writing is satisfactory.
49. Good provision is made for pupils with special educational needs. Teachers plan appropriate work for them and they are supported well in the classroom by teachers and learning support assistants. As a result they achieve well.
50. Throughout the school pupils have opportunities to develop good speaking and listening skills. A strategy adopted by most teachers in lessons is to get pupils to discuss their ideas and opinions in pairs, in order to help them organise their thinking. This gives them the confidence to express views and opinions to the whole class. Teachers are patient listeners and this helps engender confidence in pupils so a significant number of them enjoy making verbal contributions in class.
51. Written work though often good in terms of content, is rarely well presented. The quality of handwriting throughout the school is not at the same standard as the other aspects of the subject. Although some examples of practice handwriting were seen in books there is little evidence of a sustained and systematic approach being adopted to teaching how to write well.

52. The overall quality of teaching is satisfactory. During the inspection no unsatisfactory teaching was observed. However, there are inconsistencies in its quality throughout the school. The teaching in years 5 and 6 classes is good and sometimes very good. Lessons are stimulating and consistently challenging and as a result pupils become engrossed in their work. Many make particularly good progress in their writing. Teaching in other parts of the school is satisfactory. Some lessons do not have the same pace and urgency as those in years 5 and 6 with the result that pupils do not get as much done as they should and only make satisfactory progress.
53. There are some consistent strengths in the teaching. Homework is used well throughout the school and it complements work in lessons. It is set on a regular basis, completed conscientiously by pupils and marked well and valued by teachers. This makes a significant contribution to the standards attained. The overall quality of teachers' marking of pupils' work is at least good and sometimes very good. A feature of the marking is the positive way pupils are given help and encouragement to improve their work.
54. Pupils behave well in classrooms and display good working attitudes. Where teaching is stimulating they become engrossed, working extremely hard and often producing imaginative work. Even when lessons are not quite as gripping, pupils still behave and apply themselves to tasks well.
55. The subject is well led by a knowledgeable and enthusiastic co-ordinator who through her own teaching sets a very good example for others to follow. She effectively monitors many aspects of the subject and has put in place good assessment procedures which help her check the progress pupils make. She has begun to get into classrooms to observe teaching and indicates to teachers ways in which they can improve the quality of their teaching. However, this has yet to impact on the overall quality of teaching and raise its level of consistency. She supports teachers well by leading training and discussions on aspects of teaching. As a result teachers have good knowledge of the requirements of the national literacy strategy and how to apply them.

Language and literacy across the curriculum

56. Pupils' good writing skills are not always used effectively in other subjects. Pupils are given opportunities to retrieve information from books and other written material, for example, year 3 and 4 pupils find out about life in an Indian village in a geography lesson. However, they then copied out what they had discovered instead of writing independently. Again in geography, year 1 and 2 pupils are given too few opportunities to write at length expressing their own views and ideas. However, pupils' good speaking and listening skills are used frequently as they are given good opportunities to express their own views and ideas in history, geography and science by responding to teachers' questions and in discussion.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is consistently good in years 5 and 6
- The subject is effectively led and managed but the monitoring of teaching is not resulting in enough improvement
- There is too much unsatisfactory teaching in years 1 and 2

Commentary

57. Standards are above average. At year 2 the standards are not as high as the results would indicate. Standards in year 6 are better than the results suggest. By the time pupils leave the school they have a good understanding of how numbers work, they confidently use the four operations and can use what they know to solve problems.

58. Against the background of overall good standards, there is some variation in how well pupils achieve as they move through the school. In too many lessons in years 1 and 2 pupils do not make as much progress as they should. This is often due to weaknesses in teaching. In years 3 to 6 the rate of progress improves because the teaching is consistently better. This enables some of the higher attaining pupils to make good progress, achieve well and attain high standards.
59. In years 3 to 6 lessons are well planned and generally well matched to the needs of all pupils. Work challenges the higher attaining pupils as well as making sure that those who struggle with mathematics are helped to make progress. In the latter case, the work done by the teaching assistants is often very effective in supporting pupils in small groups or as individuals. The teaching assistants reinforce the key teaching messages and often back up what the teacher has said in practical situations. Just occasionally, the higher attaining pupils 'tread water' for short periods while the teaching is aimed more at the average pupils.
60. There are a number of other very effective features to the mathematics lessons in years 3 to 6. At the start of lessons, teachers always explain very clearly to pupils what they are going to learn and, at the end of the lesson, make sure that children think carefully about how far they have been successful. There is a good level of talk about mathematics with teachers regularly challenging pupils to explain their answers. Through having to explain what they have done, children often clarify their own understanding and also help other pupils to learn. Simple, but effective, strategies are used to illustrate mathematical ideas. For instance, in a good year 3/4 lesson, dividing groups of tangerines to demonstrate fractions was very effective. Pupils could see immediately what the teacher was talking about and the practical nature of the demonstration helped many to come to terms with a difficult idea.
61. The pace of lessons in years 1 and 2 is too slow and the good lesson plans do not always guide what the teacher does. For example, too long was spent making shapes in a lesson that was about sorting shapes according to their particular features. In these lessons, children were doing things that they could already do and so made limited progress. Occasionally, the way pupils are managed is not helpful to learning. They are expected to sit for too long and they are not sufficiently engaged in the lesson, become distracted and disturb the learning of others.
62. Mathematics is generally well managed. There are good procedures for assessing how well pupils are doing and this information is used to set targets for all pupils. Older pupils in particular take these targets very seriously and feel they are helping them to do better. The results of national curriculum tests are analysed to identify which areas of mathematics appear to be causing difficulties. This is helping teachers to plan their work to take account of the difficulties. Teaching is monitored and feedback is given to teachers. However, the monitoring needs to be more effective in bringing about improvements, particularly in years 1 and 2.

Mathematics across the curriculum

63. There is some mathematics used across other subjects although this is limited. Measuring and data handling skills are used in science to conduct and report on experiments. Mathematics is also used to extend skills in ICT through using spreadsheets, exploring shapes and entering instructions when using control technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Older pupils achieve well as a result of good teaching

- Pupils' attitudes to science are good but ineffective pupil management affects learning in years 1 and 2
- Teaching assistants are used well to help include all pupils in lessons.
- Informative marking helps pupils to understand how they can improve.

Commentary

64. Standards in science are similar to those reported by the previous inspection. They are comparable to the national average in year 2 and are above average in year 6. Pupils in years 1 and 2 achieve satisfactorily and in years 3 to 6 they achieve well. The difference is in many ways due to the better quality of teaching in years 5 and 6.
65. Whilst the quality of teaching of science is satisfactory overall, there is some variation throughout the school. The teaching is better in years 3 to 6 than in years 1 and 2. Pupils' attitudes to science are good overall but they are not consistent throughout the school and some younger pupils have poor attitudes to the subject. This was evident in years 1 and 2 when the pace of the lesson was often affected by constant interruptions and noisy unsettled behaviour that was not well managed. Even though teaching assistants and parent helpers assisted in managing potentially disruptive pupils, the achievement of the majority was affected by the behaviour of a minority.
66. When teaching is more successful lessons are well-structured and practical activities well matched to what pupils already know. Lessons are well planned and pupils show interest and enthusiasm for the subject and display good levels of concentration. As a result they work to their capabilities and achieve well. All these qualities were evident in a well-taught year 5 and 6 lesson on soil investigations. Pupils were given opportunities to plan their own experiments and eagerly discussed their work with others. They displayed a good level of scientific reasoning and most used the correct terminology and vocabulary to explain the reasons behind their choices of experiments. Attitudes were good and the teacher put her secure subject knowledge to effective use to help pupils to refine their work. She used good questioning techniques at the end of the lesson to both reinforce and assess learning.
67. The subject is well managed. This has helped to ensure that there have been several improvements since the last inspection. Assessments now effectively track pupils' progress. Teachers' planning is monitored and there are checks on the quality of teaching. This, however, is not resulting in more consistency in quality. Marking of work is of a consistently high standard and is informative and helpful. In addition, the curriculum is enhanced through activities such as 'science weeks' and the school's recent successful involvement in scientific competitions. Resources are good and make a contribution to the standards. Although science is used effectively to support learning in other subject areas, especially literacy and numeracy, links to ICT are still in need of further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Resources have improved significantly since the last inspection
- Some teaching is good but not all teachers are fully confident in using the new resources
- ICT is well used in other subjects

Commentary

68. The fact that most pupils attain the standards expected represents a satisfactory level of achievement given that the school has, up until very recently, had very limited resources. The

regular residential visit for year 6 pupils, where they have a good opportunity to use ICT, has also helped to ensure that the oldest pupils have access to good opportunities to supplement their ICT work in school. This has ensured that pupils leave the school with the expected level of ICT skills. They use word processing to present their work; they are confident in manipulating text and graphics and combining these to present information in a coherent manner. They understand how to use ICT to control movements and have also used ICT to monitor things such as temperature.

69. The recently opened ICT suite is a big advance in terms of resources and some teachers are already taking advantage of the new facilities. A successful year 5 and 6 lesson helped the older pupils to refine how they researched information from the internet and learn to be more precise in their research, how they could use the information and organise it in a way that was manageable. The teacher was assiduous in explaining the need to acknowledge sources. Similarly, a lesson with years 1 and 2 pupils, who were using the ICT suite for the very first time, gave them very worthwhile opportunities to explore an art program. The lesson was sensibly linked to art and encouraged children to create a picture following a particular style.
70. Although teachers have all had training in using ICT, there is some variation in the use they are making of the new suite. Not all teachers are sufficiently confident in using the suite and some timetabled lessons did not take place during the inspection.

Information and communication technology across the curriculum

71. This is a strong feature of the subject. Year 6 pupils spoke confidently about the opportunities they have had in a range of subjects. ICT is used in numeracy lessons to help with data handling and to reinforce work on shapes. Pupils have used digital photography to record visits that have been part of history and they have also researched information from CD-Roms in history lessons. ICT has also been used a little in music where pupils have composed pieces on the computer and also in science to record results, although there is scope to extend the use in the latter.

HUMANITIES

Work was sampled in both history and geography. Religious education was not inspected. Because the school is a voluntary aided school the inspection of religious education is carried out separately.

72. In **history** only lessons in years 1 and 2 were seen so it is not possible to judge overall provision. However, there are indications from pupils' work that standards and progress are broadly average in years 5 and 6.
73. The lessons in years 1 and 2 were satisfactory. Pupils' attitudes to the subject were good because of the way in which work in history had been made interesting and relevant. Pupils compared toys of the past to those of the present day and work was well linked to a previous visit to the school by a toy museum curator. Pupils showed a growing awareness of the reasons for differences between past and present. They understood, for example, how the game of marbles had originated from old bottles and why plastic had not been used to make toys in the past because it had only been invented fairly recently. From discussions it was evident that many pupils have already developed an understanding of *then* and *now*.
74. Two **geography** lessons were observed in years 3 and 4. Completed work of pupils in years 1, 2, 3 and 4 was also seen. With such limited evidence it is not possible to make a judgement on overall provision.
75. The work seen indicates that standards of year 2 pupils are average and achievement is satisfactory. These pupils have worked on a study of the local environment and have developed satisfactory mapping skills enabling them to locate their own house and the school on a map. They have successfully carried out a survey of how land is being used round Bisley.

76. In the two observed lessons year 4 pupils were generally attaining average standards. These pupils apply their geographical knowledge of their own locality to make comparisons with a rural location in India. They deduce facts and make inferences from a range of sources including photographs. The quality of teaching was satisfactory.
77. In year 3 and 4, in their study of India, pupils, particularly those who are higher attainers, sometimes copy out notes into their exercise books instead of writing independently. Year 1 and 2 pupils have too few opportunities to write at length expressing their own views and ideas in their geography books.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

No lessons were observed in **art and design** and it is not therefore possible to make a firm judgement about provision. However, displays of work around the school are colourful and interesting and cross-curricular links between art and design and other subjects, such as history, are evident in teachers' planning. Whilst resources for teaching art and design are satisfactory overall, resources do not reflect a range of cultural traditions.

Only one **design and technology** lesson was observed and it is not possible to make a judgement on provision. The lesson involved a year 1 and 2 class. Pupils were making models of playground equipment. They displayed good skills, for example in sawing wood, and they used tools safely. These pupils were well taught.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Teaching is consistently good and teaching assistants are used effectively to support learning
- There are limited resources to link music to other cultural traditions

Commentary

78. Pupils enjoy music and have good attitudes to the subject. Pupils learn a good range of skills and attain standards comparable to those expected nationally in both years 2 and 6. The quality of singing in a year 1 and 2 hymn practice was higher than that expected for this age group; standards in years 5 and 6 are broadly average. The quality of teaching has improved since the last inspection in years 1 and 2. However, standards attained by older pupils have declined.
79. The subject manager has responsibility for teaching music throughout the school. She is not a music specialist but has a good knowledge of the subject and has the ability to make lessons exciting and interesting. She is very enthusiastic and packs a lot into lessons! As a result the quality of teaching is consistently good and pupils' performances visibly improve as lessons progress. For example, a year 1 and 2 lesson began with pupils constructing sequences of long and short sounds. The activities were demanding and motivating and pupils acquired new skills and understanding as the lesson progressed. By the end of the session nearly all could perform a musical sequence using percussion instruments.
80. The subject is led and managed satisfactorily and the curriculum is broad and balanced. It is enhanced through the involvement of pupils in the popular school choir and regular school musical productions.

81. Resources for teaching music are satisfactory and are used well to enhance learning. However, the school possesses only limited resources for learning about the music of other cultures and countries.

Physical education

The provision for physical education is **satisfactory**.

Strengths and weaknesses

- Opportunities for pupils to swim in year 5 mean that most reach the expected standard expected when they leave the school
- Lack of space and resources impacts on some lessons
- A sound range of additional activities broadens the curriculum

Commentary

82. In the three lessons seen, one involving a class of year 1 and 2 pupils and two involving year 3 and 4 pupils, pupils were attaining satisfactory standards in movement and gymnastics. Most pupils showed sound physical control of their bodies, balancing and moving with satisfactory control from one position to another. Teaching overall was satisfactory. The curriculum covers all expected areas including swimming for all pupils when they are in year 5. The school provides a satisfactory range of opportunity for pupils to participate in sports clubs and opportunities are available for older pupils to participate in competitive sports against pupils from other schools, for example in netball, football and cross-country running.

83. Outdoor facilities for the subject are good. There is a field and adequate hard surfaced play space for games activities. Indoor facilities are adequate but there are some weaknesses. The hall used for physical education is also used for other purposes. Some of the dining furniture is stored around the outside of the hall and this encroaches on the space available for physical activity and does inhibit pupils from really vigorous activity. Resources are satisfactory overall but there are not sufficient mats available to enable a whole class to work on floor exercises. Pupils sometimes have to line up in large groups and have to wait too long for their turn to practise on the mat.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education (PHSE) is **good**.

Strengths and weaknesses

- The programme for PHSE is very thorough.
- Pupils have some good opportunities to work together in lessons

Commentary

84. The programme for PHSE covers all aspects very well. The programme helps to develop pupils' social skills by covering topics such as 'friends and friendships', 'being kind to others' and 'resolving conflict'. In one lesson, pupils in years 3 and 4 were discussing 'co-operation' and clearly identifying times when it is essential in the classroom and the benefits it can bring.

85. The programme also includes the teaching of citizenship and health related matters. As a result, relationships amongst pupils and between adults and pupils are very good. Most pupils are confident and willing helpers in classrooms and around the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

