

# Pirbright Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	125040
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293175
<b>Inspection dates</b>	30 April –1 May 2007
<b>Reporting inspector</b>	George Rayner

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Suzie Gortler
<b>Headteacher</b>	Mr Tim Hart
<b>Date of previous school inspection</b>	8 May 2001
<b>School address</b>	School Lane Pirbright Woking GU24 0JN
<b>Telephone number</b>	01483 473884
<b>Fax number</b>	01483 799632

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is larger than most primary schools. It is located in a village half-way between Guildford and Woking and takes pupils from a wide area, including several villages and the local towns. Pupils' socio-economic circumstances are generally average, although there is considerable variation in their home backgrounds. A third of pupils come from local army bases. This results in a much higher than usual instance of pupils arriving and leaving other than at the normal points. Pupils' standards are generally as expected when they enter the Foundation Stage, but they vary for those who arrive at other times. The proportion of pupils with learning difficulties and disabilities is below average. Almost all pupils have White British heritage and none is at an early stage of learning to speak English.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features. The happiness and security of every pupil are central to all that it does. This is shown by the high quality of pastoral care. The impact is seen in pupils' outstanding personal development. They show this through their high levels of enjoyment of school, their excellent behaviour and enthusiasm to be involved. Pupils have an excellent understanding of how to keep safe and care for each other. They know why it is important to eat and drink healthily and love being active.

Quality and standards are good in the Foundation Stage and teaching is very effective in helping children's social development. Therefore, children make good progress overall and excellent progress in their personal development. This provides a strong foundation for their learning in Years 1 to 6. Here, good teaching and learning, supported by a good curriculum, lead to pupils achieving well and reaching above average standards by Year 6. While satisfactory, the achievement of boys in writing is lower than that of girls. Improvements to their writing tasks are beginning to raise standards, although the full impact has not yet been felt. The needs of pupils with learning difficulties and disabilities are carefully identified. As a result they make as good progress as their classmates. The school is alert to the needs of pupils from army families, many of whom have already been to several schools when they arrive. Its analysis shows that, overall, the standards of those who join the school for shorter periods are lower than those who attend for all of their primary years. However, while in the school, they make good progress.

In the best, outstanding, lessons, the expectations are very clearly set for all pupils. This results in, for example, excellent challenge to bring out the very best from the most able pupils. In some of the other lessons teachers do not always use assessment sufficiently to ensure that challenge is appropriate for all pupils. This results in the most able pupils not always achieving as well as they could.

Parents hold the school's leadership in high regard. One reason is the school's effectiveness in helping them to discuss and contribute to their children's learning through very popular 'family lunches' and subject workshops. The school is committed to ensuring that all pupils benefit equally from what it offers. In pursuit of this, it is shortly to begin holding workshops on the army bases to help parents to meet their children's particular needs.

Leadership and management are good. The headteacher has a very clear vision for the school's direction. His high levels of enthusiasm and involvement are inspiring staff at all levels to support him in pursuing this. Since the last inspection, the school has succeeded in improving children's reading and numeracy skills in the Foundation Stage. It has also improved resources, for example for ICT (information and communication technology) and music and developed the outside areas into a stimulating and attractive place to explore, learn and play. Achievement has been maintained at a good level. This track record and the school's continued commitment show that it has a good capacity for further improvement.

### What the school should do to improve further

- Improve boys' standards in writing.
- Ensure that assessment information is always used effectively to provide for the needs of all pupils, particularly the most able.

## **Achievement and standards**

### **Grade: 2**

Children make good progress in the Foundation Stage and are working securely in all of their areas of learning by the time they leave the Reception class. They quickly learn to work harmoniously together and to enjoy finding things out. In Years 1 to 6 pupils' achieve well. In mathematics and science an above average proportion reach expected levels. Pupils use their good skills well to solve mathematical problems. Their weakest area has been in mental arithmetic, but they are improving in this, following recent improvements to teaching. In science, pupils develop good investigative skills. Overall, progress is not so brisk in English, mainly because it is slower in writing for boys than for girls. This had an impact on the 2006 end of Key Stage results, which were broadly average in English, showing that the boys had made satisfactory progress. Teachers are working together to find ways to make reading and writing more appealing to boys by giving them books and tasks that they enjoy. This is beginning to improve boys' standards, although the full impact has yet to be felt.

## **Personal development and well-being**

### **Grade: 1**

Pupils' outstanding behaviour and attitudes to work ensure that they take full advantage of all of their opportunities to learn. Pupils love joining in with all that the school has to offer. One said that she enjoys the wide range of clubs because 'teachers give up their time to work with us. They are kind'. Pupils greatly enjoy taking responsibility for jobs around the school and on the school council and say their ideas are listened to. Pupils know how to stay safe and often take the initiative. For example, they asked to accompany the health and safety governors when they inspect the school. Pupils' spiritual, moral, social and cultural development is outstanding. The way that they readily welcome the many newcomers to the school reflects this. Consequently, new pupils settle in very quickly. In addition to making an excellent contribution to the school community, pupils are actively involved in fundraising and a wide range of other activities in the village and the army bases. Pupils' good achievement in their key subjects prepares them well for their next steps in learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers clearly express their high expectations for pupils' behaviour and effort. This ensures that activities move on briskly and pupils are fully involved. Teachers question pupils effectively to make them think. They use marking well to encourage pupils and give them guidance on how to improve. Teachers and teaching assistants work together effectively to ensure that all pupils who need additional help quickly receive this. In the best lessons, very stimulating activities inspire pupils to be highly involved and expectation of what each pupil can do is high. In other lessons, most aspects of learning are good, including challenge for all pupils. In some lessons though, teachers do not always use assessment effectively to ensure that challenge is appropriate for all. This happens when for example, pupils who are capable of working independently are not given the opportunity. On these occasions the progress of the more able pupils slows. Teachers are aware that they have not always given pupils enough opportunities

to practise their mental arithmetic, or boys enough interesting writing tasks. In both cases, they are working together well to improve this, which is beginning to result in higher standards.

## **Curriculum and other activities**

### **Grade: 2**

In the Reception classes, resources and activities are very well geared to the way young children learn best by playing and exploring. In other years, pupils value the wide range of relevant and interesting subjects, including French, music and sport. Extensive use is made of the superb outdoor areas to enhance pupils' learning and enjoyment. The ICT programme effectively develops pupils' computer skills, but not all subjects provide enough opportunities for practising using these. The school is working effectively to improve these, although this is not yet complete. The well organised PSHCE (personal, social, health and citizenship education) programme contributes to pupils' outstanding personal development. Outstanding extra curricular activities, including a wide range of very well attended clubs, greatly enhance pupils' experience and stimulate their interest and imagination. Gifted and talented pupils have an increasing range of challenges to extend their skills and thinking, although some are still at an early stage of development. Through special activity days, pupils have good opportunities to learn about other cultures, as shown through the displays of Mehendi hand patterns.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good overall. Pastoral care is outstanding. All pupils are valued whatever their background or ability and their welfare has a high priority. All measures for ensuring pupils' safety are stringently carried out. The impact is seen in pupils' exceptional happiness and security. The breakfast club enables staff to help pupils who are feeling vulnerable before the school day starts. The school belongs to a cluster of schools that very effectively links with specialist agencies. As a result, expert help is provided for any pupils or parents who require this for their social or personal needs. The pupils with learning difficulties and disabilities speak highly of the support they receive. One said, 'we have lovely helpers who help us with our spellings'. The school has effective systems for tracking each pupil's academic progress and giving help to any who may be in danger of underachieving. However, pupils are not yet clear enough about their own learning targets and how to achieve them.

## **Leadership and management**

### **Grade: 2**

Several subject leaders have been quite recently appointed, but they are quickly blending into an effective team. They are well involved in monitoring teaching of their subjects, while still learning the skills involved. For example, their feedback does not always give clear guidance to teachers on how they could further improve their lessons. Staff speak highly of the support, guidance and encouragement that they receive from the regular visits that most governors make to the school. The school's procedures for self-evaluation are systematic and generally effective. The wealth of information gathered has given it a generally accurate awareness of its quality and performance. This is not clear enough in a few areas though, to provide a sharp indication of improvement priorities, so that for example, teachers have clear guidance on how they might ensure the best possible challenges for all pupils. The school conscientiously guides

all staff on their responsibilities for securing racial equality and effectively ensures that incidents are extremely rare.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

14 May 2007

Dear Pupils

Inspection of Pirbright Village Primary School, School Lane, Pirbright, Woking, GU24 0JN

Thank you for welcoming us to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and letting us look at your work. We were able to see that yours is a good school.

You make good progress in your work. This is because teachers plan interesting lessons and you work hard. In the Reception classes, you quickly learn how to work together and to enjoy finding things out. In the other years you are good at working out mathematics problems and finding things out in science. Although you work well in English, the boys have not always enjoyed reading and writing as much as the girls. This has stopped boys becoming quite as good at these. The teachers have decided that they could do more to help you by giving you more interesting tasks and things to read. Although the boys are not yet quite as good as the girls at writing, you are quickly catching them up. You are helping your teachers by being more willing to read lots of books and practise your writing.

Yours is a very happy school. The adults care for you very much and work hard to make sure that you are safe and happy. They give you lots of interesting activities outside of lessons and have made the school grounds a wonderful place to learn and play. Some of you told us how very grateful you are about this. We could see that one of the very best things about the school is the excellent way that you help the adults by coming to school regularly, caring for each other and behaving very well. You also make it very worthwhile for the teachers by being so willing to join in with the things they give you to do and also by caring for each other.

The headteacher, teachers and other adults know how to make the school even better and are working together well for this to happen. We have asked them to make sure that all lessons are as good as the very best ones at making the work just right for everybody.

Well done to you all and very best wishes for the future.

George Rayner

Lead Inspector