

Bisley CofE Primary School

Inspection report

Unique Reference Number	125153
Local Authority	Surrey
Inspection number	315170
Inspection dates	2–3 July 2008
Reporting inspector	Andrew Saunders

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	264
Appropriate authority	The governing body
Chair	Dr Rebecca Claesen
Headteacher	Mrs Joanna Hastings
Date of previous school inspection	1 December 2003
School address	Hawthorn Way Bisley Woking GU24 9DF
Telephone number	01483 473341
Fax number	01483 799097

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized school with most of the pupils coming from the local village. The school has low numbers of pupils eligible for free school meals, from ethnic minorities and with English as an additional language. The number of pupils with statements of specific educational needs or moderate learning difficulties is broadly average; there are a few pupils with communication or hearing difficulties. There are an increasing number of pupils who join or leave the school other than at expected times. Almost all pupils speak English as their first language or are fluent. Classes in Key Stage 1 and 2 are grouped vertically, with three Year 1 and 2 classes, three Year 3 and 4 classes and three Year 5 and 6 classes. The school has the National Healthy Schools award and the Activemark.

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 a particular strength in the care, guidance and support that pupils receive. Consequently, the personal development and well-being of the pupils are outstanding. From average starting points, pupils make good progress across the school to reach standards that are above average. This comes about because the excellent leadership of the headteacher has ensured that staff focus on nurturing the learning of all pupils and have a clear focus on the impact their lessons have on the pupils.

This creates an environment in which pupils thoroughly enjoy their learning and relish coming to school. As pupils said, 'The best thing about school is in the car in the morning - then you have the whole day to look forward to!' Similarly, the majority of parents are highly supportive of the school. A typical comment was, 'The respect the children have for the staff is well earned. Bisley has a great team of dedicated teachers'. Some parents expressed concerns over the management of behaviour, but pupils themselves told us that they help each other to improve and to be the best they can. Inspectors found the behaviour to be exemplary.

Teachers deliver stimulating, often outstanding, lessons that help to promote good learning. While teachers make good use of targets to help pupils know what they need to do next and ensure that pupils get clear verbal advice, there are missed opportunities for them to respond to marking. The well-planned curriculum also helps to make learning enjoyable and ensure pupils make good progress. In Key Stage 1, pupils are not always encouraged to write enough independently in the wider curriculum.

The emphasis on recognising emotional aspects of learning helps pupils to feel valued; they feel confident that they can chat to someone if they are worried. They feel very safe around the school. Pupils said bullying is very rare and any incidents dealt with quickly and effectively. They are well aware of what they need to do to stay healthy and many consciously choose to walk or ride to school. Opportunities to get exercise at break or after school are taken up enthusiastically. During one break, pupils themselves organised a practice for their relay races, and this is typical.

The school plays an important role in their community in many ways. For example, the pupils set up and run an event for older members of the community. They display quite remarkable understanding of the needs this group and show great maturity in making this a terrific occasion. The one thing the pupils say they would improve about their school is to make disabled access easier, so that the visitors to the event would find it easier to get in. This is typical of their caring attitude.

The school values the views of all pupils and staff in establishing the progress made and identifying areas for further development. Pupils have a good range of opportunities to take on responsibilities and roles around the school. The school ensures there is good provision for basic skills including information and communication technology (ICT). This means they are well prepared for the next stage of their learning and the world beyond school.

Effectiveness of the Foundation Stage

Grade: 1

The overall effectiveness of the Foundation Stage is outstanding. Children thoroughly enjoy school and delight in the many stimulating activities. Meetings with parents and careful assessment demonstrate that on entry children's skills are typical of those of children of the

same age. Strengths and needs vary between cohorts. Across the curriculum, children achieve very well and detailed records indicate that most make rapid progress. The standard of work done by children also reflects this. Leadership and management of the Foundation Stage are very strong. Good understanding of the curriculum and excellent teamwork ensure that children of all levels of ability thrive and often exceed the goals set for them, by the end of Reception. The school have taken the strategic decision to encourage all pupils to join at the start of the year to help those with summer birthdays to succeed as well as others and this is proving effective. The pupils have warm, caring relationships with each other, are confident and show great independence and marvellous personal development.

What the school should do to improve further

- Ensure that all marking helps pupils to learn how to improve further.
- Develop opportunities for pupils to work independently in all areas of the curriculum at Key Stage 1.

Achievement and standards

Grade: 2

From broadly average starting points, pupils make good progress throughout the school. At the end of Key Stage 1, they consistently reach standards that are above average in national tests. Standards reached at the end of Key Stage 2 have improved and are now above average, particularly in English. The school set ambitious targets for this year and exceeded them. Pupils with moderate learning difficulties receive very good support and are given work that is appropriate to their ability so that they make good progress. Those with communication difficulties make similar progress because of similar high-quality support. Challenging tasks and high expectations ensure more able pupils also make good progress. There has been some variation in the standards that boys and girls reach in national tests, but this is specific to particular cohorts.

Personal development and well-being

Grade: 1

Pupils' exuberant enthusiasm for school underpins all aspects of their outstanding personal development. They value the strong relationships they have with their teachers and with each other. Their spiritual, moral, social and cultural development is good; pupils are reflective and thoughtful. They show a well-developed sense of responsibility towards others in their own school and more widely. Pupils appreciate the range of opportunities to understand other cultures and traditions. They say that behaviour has improved and they encourage each other to consider their actions. The impact was reflected in the comment 'I think, why did I even do that when it's so easy to behave well?' They are unfailingly polite and considerate. Attendance has improved and is now good. Pupils have mature and well-informed attitudes to keeping safe. With admirable understanding of the benefits of a healthy lifestyle, they appreciate that they were able to influence the provision of a healthy and appetising diet for school meals. The school community benefits from their participation, for example as peer mentors, who are rigorously interviewed and selected. Pupils are confident, articulate and good team workers.

Quality of provision

Teaching and learning

Grade: 2

Teachers have created a strong learning culture in which pupils are encouraged to engage actively in purposeful activities. Lessons are well planned and work is matched to the needs and interests of pupils. Teachers make learning fun and pupils are seen as part of the teaching team. Teachers ensure activities help explore pupils thinking and deepen their understanding. They use a very good range of questioning and provide thinking time for pupils to reflect on their responses. In most lessons, teachers make very good use of assessment to identify pupils' strengths and areas for improvement. Marking in many classes is well used, but in some, it does not always help pupils improve because they are not encouraged to respond to it. In Key Stage 1, pupils do not have enough opportunities to record their work independently because teachers give them too many photocopied worksheets. The pace in most lessons is good so that pupils keep on task and work productively throughout the lesson.

Curriculum and other activities

Grade: 2

The school is developing the curriculum to provide a wide range of learning experiences for all pupils. The curriculum is organised on a two-year rota to ensure that the national curriculum is covered and that there is a planned progression in the knowledge and skills that pupils acquire. Teachers are developing their confidence to respond to broader identified needs; they developed shorter tasks, colourful resources and use of ICT, alongside interesting topics, to engage boys. Themed days or weeks help to put learning into relevant context for pupils. A wide range of visits and visitors help to extend the curriculum beyond the ordinary, such as the visit to Kew Gardens, residential trips and visit of the helicopter. These provide a useful focus in lessons. Extra-curricular opportunities are popular; pupils particularly appreciate the high quality sports coaching and opportunities to take part in competitions. Skills in ICT are well developed across the curriculum. Pupils are given good opportunities to take on responsibilities, including taking assemblies.

Care, guidance and support

Grade: 1

The school works extremely hard to offer pupils the outstanding quality of care, guidance and support which lies at the heart of the school's work. The school knows its pupils very well and quickly identifies those who are experiencing academic, emotional or personal difficulties. To offer support to pupils and their families with diverse needs the school has developed strong working relationships with a wide range of outside agencies and organisations. The steps taken to improve attendance have proved successful, emphasising the importance of regular attendance. The schools arrangements to ease the transition of pupils from one stage of their education to another are exemplary. Where it has identified pupils who are anxious, they have arranged specialist support. There are robust and effective arrangements for safeguarding pupils. Helpful targets are shared with pupils in language they understand, and their progress is regularly reviewed so that they know how well they are doing.

Leadership and management

Grade: 1

Inspirational leadership from the headteacher is widely recognised and provides an exciting vision for the school. Together with the senior leaders, she has accurately identified key priorities. The curriculum leaders are enthusiastic and knowledgeable, working effectively as a team. They reflect accurately on how to improve attainment and have put in place successful strategies, which are having an impact in the classroom. Through peer observations and sharing of ideas, best practice is actively encouraged. This is driven by the ethos that every child should have the best possible opportunities to succeed. The school's judgements about its success have been modest in some areas.

Governors have received appropriate training and are supportive, well informed and are consequently able to work effectively with the school. Finances are well managed to give good value for money. The staff and governors work as a team with pupils' best interests at heart. The school is very well placed to improve further, and there is a strong determination to do so.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
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

15 July 2008

Dear Pupils

Inspection of Bisley CofE Primary School, Woking, GU24 9DF

Thank you for welcoming the inspectors to your school last week. We thoroughly enjoyed meeting so many of you and hearing what you think about your school. You told us you think it is a good school and we agree with you.

Many of you said you feel so well looked after and we think your teachers are doing a great job of caring and supporting you. This means that you develop into mature, thoughtful young people; this showed in the way you chatted to us so confidently. We were also impressed with the many things you do as part of your community, and how you show your care for one another and others. Your behaviour is excellent.

You do well in your lessons and reach good standards in the tests you do. Those of you who find learning more difficult also make the progress you should because you get good support. The teachers make sure that they know who needs some extra help, and they find ways of providing this. They also make sure lessons challenge you and many of you said that lessons are fun. Those who lead the school have worked hard to make sure all this happens.

Even though you are doing so well, there are some things your school can do to make sure things get even better.

- They need to make sure that marking in your books helps you to do even better work; you need to make sure you take these chances to improve.
- Younger pupils need more opportunities to do your own written work in all your lessons, so that you learn to work independently.

Most importantly of all, continue to enjoy learning and make sure your school is a great place for everyone to be.

Yours sincerely

Andrew Saunders

Lead Inspector