

# St Bede's CofE Aided Junior School

## Inspection report

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<b>Unique Reference Number</b>	125218
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315199
<b>Inspection dates</b>	24–25 November 2008
<b>Reporting inspector</b>	Andrew Saunders

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>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Kennedy
<b>Headteacher</b>	Mrs Julia Catherine Lowry
<b>Date of previous school inspection</b>	25 April 2005
<b>School address</b>	Bush Lane Send Woking GU23 7HP
<b>Telephone number</b>	01483 222143
<b>Fax number</b>	01483 224176

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized school located in the village of Send. The proportion of pupils eligible for free school meals is lower than national figures. The number of pupils with learning difficulties and/or disabilities is higher than average in some year groups. This mainly includes pupils with moderate learning difficulties. The number of pupils who speak English as an additional language is very low, as is the number of pupils from minority ethnic groups.

The school has achieved the Healthy Schools award (2006), The Primary Quality Mark for Basic Skills (2008) and the Eco award bronze level (2008).

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory quality of education. Staff care a great deal about the pupils and most are helped to make the progress they should, although more able pupils could make more rapid progress in some areas. The curriculum is effectively enriched to help pupils enjoy their learning and there are a wide variety of opportunities for pupils to broaden their experience. Teaching and learning are satisfactory. Pupils, particularly those who find learning easier, are not challenged often enough in lessons. They are also not given frequent opportunities to respond to marking so that they can consolidate their progress.

The pupils make satisfactory progress. Although the school is introducing strategies to raise standards and accelerate progress these are not as effective as they should be because they are not evaluated rigorously. Pupils join the school in Year 3 having reached similar standards to those nationally. Standards in national tests, at the end of Year 6, have been above the national figures in the past, particularly in English. However, in the provisional results for 2008 they are broadly average. Standards in science remain above average.

The school uses targets to help pupils manage their own learning better, particularly in mathematics. Targets have been recently introduced in English as well. However, the implementation of these targets is inconsistent and has not had sufficient time to raise standards. Many pupils know what their targets are, but they are not challenging enough for some.

The majority of parents are supportive of the school. As one parent said, 'The atmosphere at St Bede's is one that I feel encourages enthusiasm in learning and has a happy feel to it.' They also appreciate the music lessons offered in Year 4. Some have concerns about the leadership and management, particularly communication with parents and how behaviour is dealt with. Inspectors found that communication has improved recently, although more could be done to ensure parents are made aware of updated policies more quickly. Most pupils behave well, but some do let themselves down. This is usually dealt with appropriately, although not as effectively on the playground. The particularly challenging behaviour of a few pupils is well managed and these pupils are well supported. Pupils said that any bullying that occurs is usually dealt with, although they do not necessarily feel this stops it. Pupils said that they often found work too easy, which made some lessons boring. They know that there is someone to talk to if they are worried.

Pupils are given good guidance about how to keep safe and how to live a healthy life, but not all pupils choose to do so. They have some opportunities to contribute to the school community, although this is more focused on older pupils. They contribute to many local community events and enjoy raising money for a range of their own choice of charities. Broadly average standards and opportunities to develop enterprise skills provide satisfactory preparation for the next stage of their education and for their future life at work.

Senior leaders have put in place systems to track pupils' progress. However, the information collected by the school is not always used as effectively as it might be, to plan the next challenging step for pupils. Leaders have also not provided a clear focus on how teaching and learning can be improved in order to raise standards. Middle leaders provide appropriate direction within their areas. Governors are becoming more confident in using the data to identify issues and challenge the school. This means that the school has a satisfactory capacity to improve further.

## What the school should do to improve further

- Ensure pupils are provided with opportunities to respond to marking so that they maximise their learning.
- Improve teaching by ensuring that lessons provide more challenging work, particularly to help pupils reach the higher levels.
- Develop more incisive evaluation of the impact of strategies used to raise standards.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but with areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Standards are broadly average at the end of Year 6, although unvalidated results in national tests in 2008 show they may not be as high as they have been in recent years, particularly in English. Standards in mathematics have been variable, although the preliminary results show that the school has successfully raised standards for many pupils. Standards in science have generally been above average and remain so. When pupils join the school, the majority have reached standards which are broadly in line with those expected for their age. Most pupils make the progress that might be expected, although not enough of those who find learning easier reach the highest levels in English and mathematics. Those with learning difficulties and/or disabilities, particularly moderate learning difficulties, make similar progress to their peers. The effective use of information and communication technology means pupils make good progress in this subject.

## Personal development and well-being

### Grade: 3

Pupils are friendly, open and freely express their views about their work and school life. They attend school regularly, although some pupils say they do not always enjoy their lessons because work is too easy and some parents also commented on this. They participate actively in the school council, which enables them to make a difference such as being involved in improving the provision of playground equipment, and changes to the school uniform. Other pupils run lunch time clubs with enthusiasm. They contribute to the wider community through fund raising and participation in events within locally. Council elections mean pupils gain an understanding of civic duties and responsibilities of adult life.

Spiritual, moral, social and cultural education are satisfactory with spiritual and cultural aspects being stronger. However, missed opportunities to reflect and develop awe and wonder means that pupils are not always helped to understand their feelings. Pupils are given opportunities to exercise regularly; they have access to a healthy snack shop at break time and are encouraged to eat healthily, although not all pupils choose to do this.

Pupils are encouraged to adopt safe practices but a few pupils play roughly during breaks and lunchtimes, which means some others feel intimidated. Behaviour in class is normally good although there is sometimes low level disruption, which disturbs pupils' concentration. Pupils from a range of backgrounds get along and pupils felt that they respected each others' differences.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory but pupils do not have sufficient opportunities to develop the skills for independent learning. In some good lessons, the pace of learning is brisk and pupils are given work that is well matched to their abilities. However, this does not happen consistently, and in many lessons, pupils find the work too easy. Marking is consistently positive across the school, including helpful comments. However, it is not being used to help pupils to reflect on how they can improve and they miss out on many opportunities to learn from correcting their work. Teaching assistants support groups effectively although the challenge for the higher attaining pupils is not as well planned as that for pupils with learning difficulties and/or disabilities.

### Curriculum and other activities

#### Grade: 2

There is a great variety of clubs, both after school and during lunch time, such as the popular cooking, philosophy and quiet clubs. Trips are a highlight pupils look forward to, particularly the residential trip to Sayers Croft, which helps extend pupils' experience of the wider world. Creative skills are well developed, such as in the African and Indian music and dance sessions, and a large range of musical opportunities is provided.

The curriculum meets the needs of most pupils but more able pupils are not challenged to reach higher levels frequently enough. Gifted and talented pupils have very good access to demanding extra-curricular activities, such as the county mathematics competition and instrumental lessons. Opportunities to learn modern foreign languages are also an important part of extending the views of pupils. The school has forged effective links with partner schools, the local community and external agencies, such as the music workshops.

### Care, guidance and support

#### Grade: 3

Teachers and staff care a great deal about the pupils and many parents appreciate the care provided for their children. Each pupil is valued and the school is very supportive of pupils and families who may be experiencing difficulties at home. There is good support for vulnerable pupils. This is enhanced by strong links with outside agencies and other schools, so that these pupils progress at the same rate as their peers. The school ensures that pupils are kept safe, and systems meet current statutory requirements. There are satisfactory systems for assessing and tracking pupils' progress, although these are not always used as effectively as they might be, to set challenging targets for improvement. Consequently, academic guidance is satisfactory rather than good. Support for pupils who find learning more difficult or have disabilities is satisfactory.

## Leadership and management

### Grade: 3

Leaders and managers at all levels ensure that pupils receive a satisfactory education. This has been maintained particularly by the work of the middle managers who are extending their skills and playing a greater role in monitoring and improving teaching and learning. However, efforts to raise standards and improve the school are hampered because self evaluation concentrates very largely on the provision the school makes for learning to take place, and lacks incisive evaluation of the impact of this on the pupils. Some evaluation has been too optimistic and targets have not been reached. Senior leaders have also been slow to provide direction about how to improve teaching and learning. Nevertheless, middle leaders have successfully concentrated on raising standards for many pupils in mathematics, although there are still too few who reach the highest level. Following analysis of data, the school has developed some strategies to raise standards in writing, but it is too early to be certain of the impact of these. The governing body fulfils its statutory requirements and governance is satisfactory. Governors appreciate being informed by the headteacher and they are starting to provide more challenge alongside their loyal support, with a clear intention of raising standards further. The school provides satisfactory value for money. The impact of provision to promote community cohesion is satisfactory overall, although stronger within the local communities.

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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?	3
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?	2
The capacity to make any necessary improvements	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

08 December 2008

Dear Pupils

Inspection of St Bede's CofE Aided Junior School, Woking, GU23 7HP

Thank you for the warm welcome you gave the inspectors when we visited your school. We enjoyed chatting to so many of you and looking at the work you are doing.

Your school provides you with a satisfactory standard of education. This means that it does some things well but that there are also some things it could do better. In particular the teachers care about you and provide you with an interesting curriculum. You told us you particularly enjoy the many clubs, activities and visits available. Some of you also said you would like harder work to do, and we agree with you.

Most of you work well in lessons and enjoy the work you are given. Your teachers are helping many of you to make the progress you should. Your behaviour is usually good in lessons, although not quite as good during breaks and lunchtimes; you can help to change this. The few of you who find it more difficult to behave well are supported to improve. However, to help all of you do even better, we have asked the school to:

- give you chances to respond to the marking and comments the teachers give you, so that you can improve your work
- make sure that you get harder work in lessons, particularly those of you who find learning easier, so that you can do even better in your tests
- look carefully at the new things they try, to make sure that these are effective in helping you do even better.

Most of all you should continue to enjoy learning, as you said you do, and keep working together to help make your school the best it can be.

Yours sincerely

Andrew Saunders

Lead Inspector