

# Send CofE Primary School

Send Barns Lane, Send, Woking, Surrey GU23 7BS

## Inspection dates

18–19 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The executive headteacher and her leadership team have overcome many challenges to build a school that reflects the needs of the community. As a result, they have created an environment that allows everyone in the school to grow, learn and develop.
- Leaders at all levels are excited by their roles and are eager to make a difference. They have an accurate picture of the strengths and weaknesses of the school and use this knowledge well to make improvements.
- Many members of the governing body have been recently appointed and are developing in their roles. However, they are committed to their work and determined to ensure continued school improvement.
- Early years provision is outstanding. Leaders responsible for early years are extremely knowledgeable and have a strong understanding of early childhood development. Their ambition for children is highly aspirational. As a result, children in the early years make very strong progress and attain extremely well.
- Progress and attainment at the expected standard have improved in recent years. However, the proportion of pupils attaining the higher standards in reading, writing and mathematics is not improving at the same rate.
- The school's Christian values underpin the work of the school and are embraced by the whole community. The values help guide and modify pupils' behaviour effectively and make a positive contribution to pupils' spiritual, moral, social and cultural education.
- Staff welcome the opportunities to develop professionally and the school's model for professional development is a strength. As a result, teaching is good.
- Leaders ensure that pupils experience a wide range of subjects across the curriculum. However, some subjects are not taught to the same standard as English and mathematics. As a result, the depth of pupils' knowledge and understanding in these areas is not as strong.
- Safeguarding is effective, as a result of the robust procedures that are in place across the school.

## **Full report**

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

- Ensure that the most able pupils are challenged to achieve the higher standards.
- Build upon the work already started to develop the wider curriculum so that pupils develop their knowledge and skills well in all subjects.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Following the amalgamation of the two schools, the executive headteacher quickly recognised the work that was required in order to build for a successful future. This included the development of a highly effective early years provision to ensure a strong foundation for pupils' learning and development.
- Leaders are aware of the strengths and weaknesses across the school and carry out detailed analysis of emerging trends. This work ensures that appropriate support and resources are provided to improve outcomes for pupils. As a result, progress and attainment are improving over time.
- Leaders have a strong understanding of the quality of teaching and learning. They use this knowledge well to hold teachers to account for their work and to provide appropriate support and training. Leaders' investment in the coaching and development of staff is contributing to ongoing improvements in the quality of teaching and learning.
- Leaders use additional funding effectively to provide emotional and academic support for disadvantaged pupils. Leaders' strategic approach in providing tailored support for individuals is ensuring that disadvantaged pupils are making improved progress.
- Effective professional development has enabled middle leaders to develop their teams and improve teachers' subject knowledge. In science, this has ensured that scientific skills are taught well, with continuity and progression evident across the school. More work is now needed to develop provision to the same extent across the whole curriculum.
- Leaders ensure that pupils have many opportunities to develop an understanding of different cultures through the school's international studies. This work has gained a recognised international award.
- Leaders ensure that a wide range of extra-curricular activities are available, and these are valued by pupils. In addition, older pupils are also encouraged to run clubs for others. Pupils spoken to were particularly proud of creating games for a club for key stage 1 pupils who would not normally engage in sport.

### Governance of the school

- Governors play a full and active part in the life of the school. They are fully involved in the production of the school development plan and work closely with leaders to understand the strengths and weaknesses of the school. They hold leaders to account through rigorous and challenging questioning, ensuring that issues are followed up as necessary.
- Governors monitor the use of pupil premium funding well to ensure that the work of leaders has maximum impact.
- Governors are ambitious for the school and have high expectations for the future. They are forward looking in deciding a strategic vision for the future and are determined to ensure the best outcomes for pupils.

## Safeguarding

- The arrangements for safeguarding are effective.
- All staff undergo thorough checks and training before they commence employment and governors maintain a good oversight of the school's safeguarding arrangements.
- Clear processes are in place for dealing with concerns. These are understood and followed by all staff. Referrals to outside agencies are made in a timely manner and leaders are not afraid to challenge agencies when they believe action should be taken.
- Pupils could talk confidently about the ways in which the school keeps them safe. Pupils have a good knowledge of internet safety and know what to do in an emergency.
- All members of the community felt that pupils were safe in school.

## Quality of teaching, learning and assessment

**Good**

- Teaching, learning and assessment are good overall because teachers and teaching assistants have embraced the professional development offered by leaders. Where teaching does not meet the expected standard, leaders take prompt and appropriate action to ensure that standards are raised.
- Teaching assistants are deployed well and make a valuable contribution to the school. Their use of questioning is strong, and this ensures that the pupils they support make good progress.
- Typically, teaching is characterised by teachers who have strong subject knowledge. This knowledge is used well to plan activities and to teach pupils the knowledge and skills necessary to deepen their understanding. However, not all pupils are challenged sufficiently and, consequently, not enough pupils attain the higher standards.
- The school's drive to improve mathematics provision is clearly visible across the school. Pupils demonstrate increasing confidence in applying their skills across a wide range of activities. For example, in Year 1, pupils were observed working with money to find the different ways in which they could make 20 pence. Pupils could articulate their learning with confidence. Their explanations demonstrated that their skills in mathematical reasoning were developing well. For example, one pupil explained that he needed to start with a 20 pence coin rather than two 10 pence coins because it was the largest value coin. He then proceeded to work through the coins methodically. This ensured that he was able to establish a greater number of options.
- Pupils are keen to write and share their writing with visitors. They enjoy crafting their work and editing it to make improvements. In Year 6, for example, pupils were addressing stereotypes, using pictures as a stimulus to write in the style of Roald Dahl. They worked together effectively to enhance the quality of their writing and they welcomed each other's contributions. Following improvement to his initial attempt, one pupil wrote, 'Firstly, there are the "show off" eyes. One eyebrow raised, confident, sneering almost.'
- The teaching of reading is good and pupils report that they enjoy reading. The teaching of phonics in the early years is strong, providing pupils with a solid foundation for reading at key stage 1. Good teaching in key stage 2 ensures that pupils make good progress in

reading. Pupils in Year 6 were able to talk about the texts that they were reading in great depth and demonstrated empathy.

- The teaching of science is good, as a result of focused training professional training and effective leadership. The progression of skills is now evident across the school and the development of scientific enquiry is improving.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The parents and carers who responded to Ofsted's online survey, Parent View, expressed high levels of satisfaction with the school. The majority of parents agree that their children are cared for well, feel safe and are happy at school. As one parent commented: 'This school has a brilliant balance between nurturing children and pushing them to their potential. Excellent school, excellent leadership and happy fulfilled children, who are confident of what they can bring to their community and what they can achieve in life.'
- Pupils welcome the opportunity to take on extra responsibility and are keen to play their part in the school. They undertake a variety of roles, including school ambassadors, faith council members, peer mediators and play leaders, with all year groups represented. Pupils feel that these opportunities prepare them well for the next stage in their life.
- Pupils demonstrate a strong understanding of equality. They recognise that people are different in many ways and say that their school celebrates these differences while treating everyone equally. One pupil expressed the views of the group when he said: 'We are all different and work in different ways but come together as interconnecting cogs to solve problems.'
- Pupils who have emotional difficulties are well supported. Pupils spoke of the support and guidance provided from the home-school link worker and how this had helped their emotional well-being.

### Behaviour

- The behaviour of pupils is good.
- In the vast majority of classes, pupils' behaviour is extremely positive. However, where teaching is weaker or tasks are not as well planned, behaviour for learning is less secure. In these cases, there is occasionally low-level disruption.
- Behaviour in and around the school is positive. Transitions are managed well, and pupils generally move quickly and quietly without fuss. The playground provides a range of resources for pupils, who play well together and say they are happy. The dining hall is a calm, orderly environment, where pupils enjoy the sociable experience.
- Attendance for all groups of pupils is strong and persistent absence is extremely low. This is because the attendance lead works diligently to identify trends in attendance and to ensure that appropriate support is put in place.

- Pupils have a good understanding of what constitutes bullying and say that such incidents are rare. They are confident that if they had a concern, it would be dealt with quickly and effectively, a view that is shared by parents and staff.

### Outcomes for pupils

**Good**

- Pupils typically enter Year 1 ready, having reached a good level of development at the end of Reception.
- The proportion of Year 1 pupils reaching the expected standard in the national phonics screening check has been at or above the national average for the past two years. However, some pupils in Year 2, who did not attain the standard, still need support to apply their phonics knowledge effectively.
- In key stage 2, progress in the national tests for reading, writing and mathematics has improved markedly over the past three years. Progress in writing is particularly strong, moving from well below average in 2016 to above average in 2018. Nonetheless, more pupils need to reach the higher standards in reading, writing and mathematics.
- Attainment in mathematics at the end of key stage 2 dipped in 2018. Leaders were swift in acting to make improvements. Work in current pupils' books shows that current pupils make good progress in the majority of classes. Pupils are able to tackle mathematical problems with increasing confidence, applying and developing their reasoning skills.
- Pupils with special educational needs and/or disabilities (SEND) make good progress in their learning. This is because leaders monitor their provision carefully and ensure that their learning matches their needs precisely.
- A comprehensive programme of additional support is in place to ensure that disadvantaged pupils develop their knowledge, skills and confidence. This includes the provision of tailored additional teaching, relevant social and emotional support and access to experiences that they might not otherwise enjoy. As a result, disadvantaged pupils make strong progress.
- Leaders work hard to support pupils who join the school at times other than the usual starting points. As a result, these pupils make similarly strong progress to their peers, irrespective of when they join the school.

### Early years provision

**Outstanding**

- Leaders provide children with an inspiring and stimulating environment in which they are challenged to reach their full potential. As a result, progress across the early years is exceptionally strong.
- The highly effective use of assessment ensures that all children work at the level of their need. As a result, all children make substantial and sustained progress across the curriculum in both Nursery and Reception.
- The provision for children with SEND is very strong. Observations of children and the work in their books demonstrate that children with SEND are making strong progress from their starting points as a result of specific, precisely targeted work.

- Information provided by the school and 'my book of lovely learning' demonstrate that the broad foundation stage curriculum is covered in full in Nursery and Reception. In addition, the range of highly engaging activities offered to children motivates their learning.
- Highly skilled questioning by all adults ensures that children's learning constantly moves forward. For example, in Reception, children had to ask questions other than 'Is it a worm?' The teacher skilfully got one child to rephrase the question to 'Does it wriggle to move?' The teacher deepened the learning by ensuring that the children justified their answers by adding 'because'.
- Relationships in the early years are extremely strong. As a result, children are very independent. They cooperate well together and understand the importance of sharing. Consequently, children are embedding their learning in the majority of activities.
- Personal, social and emotional development is well developed and a strength within the setting due to the high expectations of all adults. Children were observed collaborating well in the music area, making sure that everyone had a musical instrument. This ensured that everyone was able to take part in beating in time to the music. In the 'carwash' area, children used timers effectively to regulate turn-taking. Children were observed waiting patiently for their turn in this very popular activity.
- Leaders conduct home visits and organise welcome meetings prior to children starting in the early years. Parents regularly attend events such as parents' meetings and are encouraged to attend the weekly 'stay and play' sessions. Staff work closely with parents and value the contributions they make to the school's online learning journal. These are used to inform the children's future learning and have a positive impact on progress.
- Leaders provide children with an inspiring and stimulating environment in which they are challenged to achieve their potential. Staff develop highly effective working relationships with children, ensuring that children feel safe and want to succeed.
- Safeguarding is highly effective and reflects the robust procedures that are in place across the school. Staff are appropriately trained and vigilant. All appropriate policies and procedures are in place.

## School details

Unique reference number	125218
Local authority	Surrey
Inspection number	10088083

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair	Chris Williamson
Executive Headteacher	Susan Sayers
Telephone number	01483 223464
Website	<a href="http://www.sendcofe.co.uk">www.sendcofe.co.uk</a>
Email address	<a href="mailto:info@sendcofe.co.uk">info@sendcofe.co.uk</a>
Date of previous inspection	7–8 June 2016

## Information about this school

- In September 2016, Send First School and St Bede’s Junior School amalgamated to form Send Primary School. The school is designated as a Church of England primary school. The school’s last section 48 inspection took place in May 2019.
- Send CofE Primary School is larger than the average-sized primary school. The roll increased from 363 pupils to 413 pupils in 2018.
- The proportion of pupils with SEND is well below the national average.
- The proportion of disadvantaged pupils is well below the national average.
- The majority of pupils are White British.



## Information about this inspection

- The inspectors observed teaching and learning across the school. The majority of sessions were observed jointly with school leaders.
- Inspectors held meetings with senior leaders, middle leaders, subject leaders and a group of staff and pupils. Five representatives from the governing body, including the chair of governors, also met with the lead inspector.
- Inspectors talked to pupils, both formally and informally, in order to gain their views. They also considered the 70 responses to the Ofsted pupil survey. Inspectors heard a number of pupils read and reviewed a sample of their work.
- Inspectors looked at a wide range of documents, including the school's plans for improvement and self-evaluation, a number of key policies, minutes from the governing body Meetings, and information available on the school's website. They also considered a range of documentation, including that relating to child protection, safeguarding, behaviour and attendance.
- The inspection team considered the views of 69 parents who responded to Parent View (Ofsted's online survey) and held informal discussions with parents at the beginning of the school day. They considered the 59 responses to the staff survey.

## Inspection team

Stephanie Scutter, lead inspector	Ofsted Inspector
Matt Batchelor	Ofsted Inspector
Becky Greenhalgh	Ofsted Inspector

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