

Busbridge Church of England (Aided) Junior School

Brighton Road, Godalming, GU7 1XA

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils enter and leave the school with high attainment. They make good progress from their starting points and in 2011 most Year 6 pupils made outstanding progress across Key Stage 2. Year 6 pupils' achievement in mathematics in 2013 improved, following a dip in 2012.
- Teachers create a positive climate for learning: almost all teachers set work at the right level for pupils of different abilities. Pupils are well guided with individual targets.
- The school is a happy, friendly community: pupils and staff interact well and pupils' work is celebrated. They feel safe and behave well.
- The school promotes pupils' spiritual, moral, social and cultural skills very effectively.
- Pupils lead healthy lives and enjoy good opportunities to participate in a range of sporting activities provided by outside agencies, staff and parents.
- Changes to the governing body and their additional training mean that governors give effective support to the school, and ask searching questions of it.
- The leadership team's checks on teaching are comprehensive and effective. Alongside relevant training for staff, this has ensured that the quality of teaching and achievement at the school continue to be good.
- The school website and virtual learning environment ensure that useful information is provided to parents and pupils.

It is not yet an outstanding school because:

- Teachers do not always provide pupils with precise guidance about how to improve, identify spelling errors or give pupils opportunities to act on comments in marked work.
- Guided reading sessions are not always well structured.
- Pupils' specific needs are not always identified early enough and support is not always put in place quickly enough to ensure some pupils with special educational needs and those supported through pupil premium funding always make good progress.

Information about this inspection

- Inspectors observed teaching in 22 lessons or part lessons over the two-day inspection in all of the school's classes. Some of these observations were conducted jointly with senior leaders.
- Meetings were held with pupils, leaders and managers, members of the governing body and a representative of the local authority.
- Inspectors held informal discussions with parents and carers. They also took account of 116 responses to the Parent View online survey, and 23 questionnaire responses from staff.
- They looked at pupils' work in lessons and also separately with senior staff. This included work from the previous academic year. Inspectors heard pupils reading and observed them in class and around the school.
- A wide range of school documentation was considered. This included information relating to the attainment and progress of pupils and groups of pupils across the school; the performance management of staff; evidence of checks on teaching by the school; external evaluations of the school; the school's website; the school's action plans; minutes from governing body meetings; the school's self-evaluation, and behaviour records and safeguarding information.

Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Philip Littlejohn

Additional Inspector

Full report

Information about this school

- Busbridge Church of England (Aided) Junior School is smaller than the average-sized primary school.
- The very large majority of pupils are White British, with other pupils coming from a range of minority ethnic backgrounds. There are very few pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average, and the proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- There are few pupils supported through the pupil premium, which is additional funding for pupils eligible for free school meals, in the care of the local authority or with a parent or carer in the armed services. In this school, it applies to pupils from all three of these groups.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of changes to the governing body, including a change to the Chair of the Governing Body, since the last inspection.
- In 2012, the school experienced a number of disruptions to staffing.
- The number of pupils supported through pupil premium funding has doubled in the last year.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by making sure that:
 - marking in pupils' books is refined so that it always includes precise guidance for pupils about how to improve and identifies spelling mistakes
 - best practice is shared so that pupils are always given an opportunity to act on comments in marked work
 - guided reading sessions are always well structured.
- Raise the effectiveness of leadership and management to outstanding by:
 - strengthening systems so that pupils' specific needs are always identified early and support is put in place quickly, so that progress accelerates for some pupils with special educational needs (those supported through school action, school action plus) and those eligible for pupil premium funding.

Inspection judgements

The achievement of pupils is good

- Attainment at the school is high. Pupils enter and leave the school with well above average attainment. Current school data indicate that attainment for pupils across different years in English and mathematics is also well above average.
- School assessment information indicates that the proportions of pupils making and exceeding expected progress across different classes in English and mathematics are close to or above national figures. Work in pupils' books also indicates that pupils make at least expected, and very often good or better, progress in subjects, including English and mathematics.
- Most Year 6 pupils, particularly White British pupils and boys, made outstanding progress across Key Stage 2, in 2011. Following a dip in achievement in 2012, more able pupils in Year 6 in 2013 made at least good progress in English and mathematics and middle-ability pupils made at least expected progress.
- In 2013, the percentage of Year 6 pupils who left with a Level 5 or 6 (a higher than expected level) in mathematics and English increased to above the national average.
- Pupils with special educational needs generally make similar progress to their peers: those with a statement of special educational needs make progress similar to, and sometimes better than that of their peers but a few pupils in particular years who are supported through school action and school action plus do not always make as much progress as others, particularly in mathematics and writing. This is because support has not always been put in place quickly enough to address pupils' needs and because occasionally teachers do not consider these pupils' needs as carefully as possible.
- The increasing number of pupils supported through pupil premium funding sometimes make good progress but occasionally they make less progress than their peers. Whilst gaps in attainment between these pupils and their peers have started to narrow, there remain gaps in attainment of up to two terms, particularly in writing, between some of these pupils and their peers. These pupils' attainment in mathematics is more often closer to that of their peers but very occasionally it lags behind for individual pupils by a term.
- Current school information indicates that the very few pupils who speak English as an additional language and the few who come from minority ethnic backgrounds make progress similar to, and sometimes better than, that of their peers.

The quality of teaching is good

- Staff are committed to the school and proud to be part of it. There is a positive climate for learning, which, together with productive working relationships between pupils and teachers, contributes positively to pupils' achievement.
- Good teaching over time ensures that pupils make good progress across the school. Pupils behave well in almost all lessons. They have positive attitudes to learning and as a result, they achieve well.
- Most teaching carefully considers pupils' needs and abilities and provide pupils with effective opportunities to work at the right level and to measure how successful they are. Teachers use effective questioning to build on pupils' learning and provide pupils with good opportunities to share their learning in pairs or groups. In almost all lessons, learning moved at a good pace.
- Teachers provide pupils with well-considered individual targets which help to guide them in their learning. Marking usually praises pupils' accomplishments and sometimes guides them in what to do to improve. Comments in marked work are not always as precise as possible and spelling mistakes are not always identified. Because of this and the fact that pupils do not always have an opportunity to respond to comments in marked work, their progress is not yet outstanding.
- Where teaching is best, teachers consider pupils' needs extremely well and match work precisely to pupils' needs. They give them time to respond to comments in marked work and challenge

them with tasks that get them thinking. This was seen in a well-planned Year 6 mathematics lesson, where pupils responded to comments in marked work, before working in carefully considered groups to prove or disprove statements about mathematics such as 'increasing a number by 10% then decreasing it by 10% will give you the original number'. The teacher offered high quality support to pupils and encouraged them to use their literacy skills as well as mathematical skills in preparing an argument in favour or against statements.

- Progress in most lessons is good, with teachers giving pupils structured activities that build on their learning well. Occasionally, where teachers do not consider individual pupils' needs carefully enough, or where activities are not well organised, some pupils make less progress. As a result, pupils supported through school action, school action plus and pupil premium funding do not always make good progress.
- Although pupils report that they enjoy reading, and progress in reading over time is good or better, some pupils are not well guided in their reading in lessons and therefore do not yet make outstanding progress.
- Teachers promote pupils' spiritual, moral, social and cultural development very well across different subjects. Pupils spoke about many opportunities to take part in a range of sporting, academic, musical and artistic activities, and good use was made of the outdoor environment, when Year 5 pupils made preliminary sketches of flowers, in preparation for work on tiles.

The behaviour and safety of pupils are good

- Pupils behave well in almost all lessons. They have positive attitudes to learning and say that they enjoy attending because of the opportunities they are given to learn in school.
- School records of behaviour and responses by pupils and parents and carers indicate that this good behaviour is usual for pupils.
- Behaviour around the school is very good. Pupils are friendly, polite and respectful to adults and to each other. Behaviour is not yet outstanding because in lessons where teaching is less strong, pupils do not always behave so well; they sometimes chat and lose focus on tasks.
- Pupils report that they feel safe at school because the site is secure and the school is a 'friendly environment', with caring staff. They know how to keep themselves safe when travelling to school and older pupils have a clear understanding of how to keep safe when using the internet.
- Pupils understand about different forms of bullying such as physical, verbal, cyber and racist bullying. Rare instances of bullying are well handled by the school. All parents and carers who responded to the Parent View online survey indicated that their child felt safe at school and almost all believed their child was well looked after.
- Individual parents/carers and pupils spoke very positively about how well pupils are helped to settle into school and the effective buddy system that is in place. One parent/carer summed up what many said when she described the school as a 'nurturing school' where her child's confidence had grown. Another talked about the inclusiveness of the school and her child's positive experiences at the school which were in contrast to experiences at his previous school.
- Attendance for almost all pupils is above average. The school has worked hard, with good impact, to improve the attendance of the very few pupils who attend less regularly.

The leadership and management are good

- Leaders and managers have been successful in improving the way that teachers use questioning, assessment information and targets to guide pupils. They have ensured that pupils' achievement has remained good and that for some, their achievement has been outstanding.
- Senior leaders' checks on the quality of teaching are comprehensive and rigorous. These include a wide range of effective activities, including lesson observations, work and planning scrutiny, as well as pupil discussions. Leaders identify key priorities for the school and have provided relevant training for teachers, relating to writing and mathematics. This has helped to improve individual teachers' practice.

- Leaders hold formal meetings with teachers to review pupils' progress, and this is helping them to close gaps in the learning and attainment of the vast majority of pupils. They ensure that pay progression is securely linked to performance.
- Light-touch support from the local authority has helped the school to improve the way in which leaders monitor pupils' achievement and develop the role of middle leaders.
- While there are good systems now in place to monitor pupils' progress, the speed with which pupils' specific needs are identified and support is put in place to boost the learning is not always as fast as it needs to be, especially for pupils supported through school action, school action plus and pupil premium funding. As a result, in 2011 these pupils did not make enough progress and current school information indicates that these pupils do not always make as much progress as their peers.
- The school's self-evaluation is accurate and its development plans identify relevant priorities which are helping to move the school forward, and which have helped the school to improve achievement in mathematics since 2012.
- Subjects are well planned, with a wide range of extra-curricular clubs, educational visits, acts of worship and exciting residential trips which pupils enjoy. These enhance pupils' experience and enjoyment and promote their spiritual, moral, social and cultural development exceptionally well.
- The school is a cohesive and friendly community, with leaders fostering good relations between pupils and promoting equal opportunities. While there are differences in the achievement of a small number of pupils and their peers, discrimination of any kind is not tolerated at the school and leaders and managers promote equality of opportunity well.
- Strong partnerships with, for example, schools from the Godalming Confederation and an artist in residence have enhanced provision and improved the accuracy of assessment.
- While some parents indicated that they did not think they were well informed about their child's progress, the inspection team found that the school engages very well with parents and carers, offering curriculum information and progress evenings, a highly informative website, regular newsletters, a virtual learning environment and good quality reports. The school is planning to provide additional information via the school website about pupils' progress, in order to address these parents' concerns.
- **The governance of the school:**
 - The governing body both supports and asks searching questions of the school. Governors are actively involved in the work of the school. As a result of effective training, they have a good understanding of the quality of teaching and how well the school is doing in comparison with others in the country. They challenge the school, for example, about the achievement of pupils with special educational needs and the way in which pupil premium funding is used. They have a clear oversight of how well teachers are doing and performance management procedures, making sure that pay and salary progression for staff are closely linked to the good achievement of their pupils. The governing body knows what is being done to tackle any underperformance. It oversees the school's finances well, so that, for example, sports funding is used effectively to promote pupils' health and well-being whilst providing teachers with time to plan for pupils' learning. The governing body sees that safeguarding meets requirements, with clear risk assessments for trips and other documentation and actions in place so that staff and pupils work in a safe environment.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125186
Local authority	Surrey
Inspection number	426620

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Mark Nelson
Headteacher	Carolyn Holmes
Date of previous school inspection	9 October 2008
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