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11 December 2013

Mrs Jo Evans  
The Headteacher  
Bagshot Infant School  
School Lane  
Bagshot  
Surrey  
GU19 5BP

Dear Mrs Evans

### **No formal designation monitoring inspection of Bagshot Infant School**

Following my visit to your school on 10 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about the leadership and management at the school.

*The school was judged to be outstanding when it was last subject to a full section 5 inspection in 2010; as such, it is exempt from routine inspection. However, Ofsted monitor the performance of such schools and may inspect them under section 5 if available information indicates that their performance has declined. The findings of this monitoring inspection will be considered as part of that information.*

### **Evidence**

I scrutinised the single central record and other documents relating to the leadership and management of the school. I met with you, the special educational needs coordinator, the Chair and Vice Chair of the Governing Body and a representative from the local authority. I also carried out, with you, some brief lesson observations of all classes and a scrutiny of a small sample of pupils' books.

Having considered all the evidence I am of the opinion that at this time:

the quality of leadership and management is good.

### **Context**

There are 177 pupils on roll. The proportion of pupils from minority ethnic groups and those who speak English as an additional language is below average. A higher than average proportion of pupils is supported at school action. A lower than average proportion of pupils has a statement of special educational needs or is supported at school action plus. The school has a special educational needs support centre for seven pupils who have very complex needs, including physical disability and those with a diagnosis of autism. Most children who are admitted in the Reception class stay for the duration of their Key Stage 1 education.

There have been several staff changes since the last inspection, including your appointment as headteacher. There is a new leadership team and several other new teaching appointments have been made.

### **Behaviour and safety of pupils**

Pupils behave well around the school and in lessons. They conduct themselves safely and play sensibly, but energetically, with their friends at break times. Attendance is broadly average and improving. In the best lessons pupils remain very focused and work hard on their tasks.

### **The quality of leadership in and management of the school**

Since your appointment, you have re-evaluated the quality of the school's provision and now have an accurate picture of its strengths and weaknesses. Staff roles and responsibilities have been reorganised and strengthened to meet the needs of the school in raising its performance.

Provision for children in the Early Years Foundation Stage has been improved. The range of subjects offered now accurately reflects the national requirements for this age group. Children have a wide range of experiences to help them learn effectively. There is an appropriate balance between activities that children initiate for themselves and those that are led by the teacher.

You have improved the rigour of the assessment of pupils' progress and taken appropriate steps to have this moderated across a number of schools to ensure that teachers are accurate in their judgements. This is particularly true in the Early Years Foundation Stage. Teachers in all parts of the school are using a broader range of evidence to make their judgements, which are now more secure. Regular meetings with class teachers to discuss the progress of their pupils are ensuring that all staff are held accountable for their work. Performance management targets are suitably

linked to improvements in pupils' progress. Parents have responded positively to the information sessions that you have run.

The quality of teaching is improving, but there is still some inconsistency. Teaching is not yet consistently good or outstanding. Teaching is monitored regularly and you have taken effective action where teaching was weak. You have a good understanding of the characteristics of a good lesson, although the recorded notes from lesson observations and the scrutiny of pupils' books do not always have enough information about how teaching and curriculum are affecting pupils' progress.

The recently published unvalidated national test results for 2013 show that there was a dip in the school's performance in the last school year. You are fully aware of why this happened and have acted appropriately on the outcomes of your analysis and know what needs to be done to improve the school. A range of effective interventions has been put in place to help those pupils who are more likely to fall behind with their learning. This is having a positive impact, for example pupils who were struggling with their reading have made significant gains in recent months.

Your most recent monitoring shows that pupils' progress is improving; although a sample scrutiny of pupils' written work showed that some pupils in Year 2 are not spelling accurately enough. The early signs, however, are that the overall performance by the end of the school year will be close to the school's previous high performance.

The school continues to successfully include, in all its activities, a number of pupils in the support centre who have very significant needs. They make good progress.

Governors are very knowledgeable and know the school well. They have undertaken a range of training and are well placed to challenge and support the leadership of the school. They systematically check the information about pupils' progress and keep a close eye on the outcomes of school leaders' monitoring of the quality of teaching. The governing body fulfils its statutory duties which include the policies and procedures to safeguard pupils.

### **External support**

The school receives light touch support from the local authority. The attached officer knows the school well and provides support and challenge, as needed, through a programme of visits each term. You have made good links with other schools to share expertise as part of your school improvement strategy.

### **Priorities for further improvement**

- Ensure that notes from lesson observations and scrutiny of pupils' work are more strongly focused on the impact of teaching on learning and progress to aid the creation of clear and sharp targets for improvement.

I am copying this letter to the Secretary of State for Education, the Chair of the Governing Body and the Director of Children's Services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Daniel Towl

**Her Majesty's Inspector**