

Bagshot Infant School

School Lane, Bagshot, Surrey, GU19 5BP

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children have a good start to school. They make good progress in the Reception class.
- Their good progress continues in Years 1 and 2 and standards by the end of Year 2 are consistently above average in reading and mathematics.
- Disabled pupils and those with special educational needs, including those who attend the special needs support centre, make good progress.
- Pupils benefit from good teaching throughout the school.
- Leaders and staff have created a stimulating environment where pupils learn and develop well. Pupils participate enthusiastically in the activities provided.
- The pupils' behaviour is good both in lessons and at other times.
- The procedures to keep pupils safe are outstanding. Pupils and parents and carers say they are safe and very well looked after by staff.
- The level of care and support for disabled pupils is exemplary.
- Very good relationships across the school contribute to pupils' good spiritual, moral, social and cultural development.
- Governors provide a good level of challenge and support to the school's leaders.
- School leaders have ensured that, since the previous inspection, the quality of teaching has remained good. As a result, pupils' achievement in the school and in the special educational needs support centre have improved.

It is not yet an outstanding school because:

- A small proportion of boys do not attain standards as high as those of girls in writing by the end of Year 2.
- Occasionally, teaching does not challenge the pupils sufficiently, particularly the most able. As a result, some pupils do not attain the highest standards, particularly in writing.
- School leaders do not always respond well enough to any concerns that parents and carers may have.

Information about this inspection

- Inspectors observed learning in all classes. They visited 14 full or part lessons and observed pupils' behaviour in the playground and around school. Five observations were made jointly with senior leaders.
- The inspection team talked with pupils about their learning experiences at school and listened to pupils read. They examined work in pupils' exercise books in a range of subjects and on classroom and corridor wall displays.
- The inspection team held meetings with senior leaders, the Chair of the Governing Body and a representative of the local authority.
- Inspectors observed many aspects of the school's work, including plans for its future development, the school's arrangements for keeping pupils safe and pupils' attendance records. They reviewed minutes from governing body meetings, records of how the quality of teaching is checked and records of how pupils' learning is checked and tracked.
- The views of parents and carers were taken into account in the 53 responses to the online survey, Parent View, as well as in discussions with parents and carers during the inspection.

Inspection team

Gianni Bianchi, Lead inspector

Additional Inspector

Veronica Young

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized infant school.
- It has provision for two classes in each of Reception, Year 1 and Year 2.
- The proportion of pupils who speak English as an additional language or come from minority ethnic backgrounds is well below that seen nationally.
- The proportion of pupils supported at school action is above that found nationally. The proportion of pupils supported at school action plus or with a statement of special educational needs is above that found nationally.
- There is a below average proportion of pupils for whom the school receives the pupil premium, additional funding for pupils known to be eligible for free school meals and those who are looked after.
- In the absence of the headteacher, the newly appointed deputy headteacher is currently leading the school.
- There is a special educational needs centre at the school, which provides for disabled pupils and those on the autistic spectrum who attend the school. This centre, which is run by the local authority, currently has seven pupils on roll although there are seven places for pupils aged between four and seven.
- Pupils from the centre are fully integrated into mainstream classes but attend the unit for specialist teaching.

What does the school need to do to improve further?

- Improve teaching by making sure that:
 - teachers use information on how well boys are progressing in writing to plan specific support to raise their achievement further
 - the most able pupils are regularly given work in all subjects, and especially in writing, which challenges them consistently to attain higher standards.
- Ensure that leaders and managers develop robust procedures to enable them to communicate effectively with parents and carers and respond quickly to any concerns which they may raise.

Inspection judgements

The leadership and management are good

- The headteacher and governing body have worked well together to maintain consistently high standards. They have strengthened the senior team to include a newly appointed deputy headteacher and middle leaders who are effectively improving standards of teaching and the pupils' achievement including in the Early Years Foundation Stage. This, together with improvements in attendance, shows that the school has the capacity to improve further.
- In the absence of the headteacher, the deputy headteacher has quickly gained an accurate picture of the school's strengths and what the school needs to do to improve further. Leaders are aware for instance of the need to improve the level of challenge for more-able pupils. She has maintained a culture of learning, making sure that teaching further improves and pupils continue to make good progress. Staff feel well supported by her and morale is high.
- The leadership of the specialist centre has been good over a sustained period and parents and carers agree with this. Leaders ensure pupils are fully included in the life of the school, including sports days and trips. As a result they can access many of the learning opportunities on offer and make good progress.
- Leaders effectively identify how well different groups of pupils or individuals are achieving. Regular meetings between teachers and leaders focus on any underachievement by pupils including those pupils who have special educational needs and those eligible for additional funding. This ensures the school promotes equality of opportunity effectively. There is no discrimination.
- There are effective procedures to manage the performance of teachers. The targets set for teachers are related directly to the impact of teaching on pupils' achievement. Staff are proactive in reflecting on and improving learning for pupils, and this is reflected in good standards. There are appropriate strategies to reward good teaching and to tackle any weaker practice quickly.
- The curriculum is effective. As a result pupils make good progress in the basic skills of literacy and numeracy. Pupils find activities interesting and this contributes strongly to their positive attitudes and good achievement. Their learning is enriched with trips and out-of-school clubs and activities that widen their experience. Through assemblies and a good range of opportunities in religious education and history, pupils learn about cultures other than their own and how to reflect on spiritual and moral viewpoints of the world around them. The curriculum promotes tolerance and respect and pupils develop strong social skills through the many opportunities to share learning. As a result their development of spiritual, moral, social and cultural understanding is good and prepares the pupils well for life in modern Britain.
- The additional government sports funding is used primarily to employ coaches who lead and promote active engagement in sports. Pupils' participation in physical activity has increased and leaders are beginning to see an improvement in the self-esteem of some pupils who sometimes find it more difficult to join in.
- The additional funding for disadvantaged pupils is used effectively to provide those eligible with well-targeted support. Speech and language support, small-group work and other initiatives are having a positive impact on their progress.
- A high proportion of parents and carers who spoke with inspectors said that they are very satisfied with the school's work. They are pleased with the teaching, their child's progress and how the school promotes good behaviour. However, a minority of parents and carers feel that the school does not respond well enough to the concerns they raise. School leaders have accepted this and made it a priority to improve communication with parents and carers so that they can alleviate these concerns.
- The local authority has provided a light touch support for the school. The school is part of a collaborative group of local schools that works together on improving the quality of teaching.

The governance of the school:

- Governors make a considerable contribution to the school and its wider community. They rigorously analyse the school's performance information and hold staff to account for the quality of their work. Governors know about the school's strengths and areas for further improvement and how the school performs in relation to other schools nationally. They are kept informed about the quality of teaching and pupils' performance and see for themselves what happens in classrooms. They have a good understanding of the performance of different groups of pupils including those eligible for the additional funding. Consequently, they are able to challenge senior leaders to bring about further improvement. They ensure that the school links pay progression for staff to good teaching and pupils' achievement and set the headteacher challenging targets. The budget is managed well. Governors make sure that additional funding is used for the intended purposes and that spending has a positive impact on pupils' experiences and achievement. The governing body ensures that the procedures for safeguarding pupils

meet current statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are eager to learn and listen attentively to teachers' instructions. Pupils' behaviour in class and around school is very good and pupils are courteous and considerate to each other. Pupils, including those who attend the specialist unit, have high expectations of their own behaviour and this contributes to their good achievement.
- Relationships between pupils and adults and among pupils themselves are very good. The school has a warm and welcoming atmosphere. The school's core values, including kindness and collaboration, are promoted well throughout the school.
- The school's management of pupils' behaviour is effective because staff set a good example in lessons and in their supervision of pupils at playtimes. Disruption to learning or the harmony of the school is rare. The school's records show few incidents since the previous inspection.
- There are occasional lessons, however, where pupils are not challenged sufficiently. At these times they can lose interest and rates of progress slow.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils know how to keep themselves safe and feel very safe at school. They feel confident in lessons to offer ideas and share their learning with each other in an atmosphere free from discrimination and without fear of making a mistake.
- They understand the different forms of bullying, including how to stay safe on the internet. Pupils told inspectors that bullying is rare and feel confident that if it occurs their teachers will help them resolve matters.
- The majority of parents and carers agree that their children are safe and very well looked after.
- Pupils enjoy coming to school. Their attendance is rising and is currently above average. There are clear systems for checking and promoting good attendance.

The quality of teaching is good

- Teaching is consistently good and standards have continued to rise as a result of regular checks by senior leaders. Teachers have high expectations of what pupils can achieve and pupils respond well. Teachers use effective questioning to check and develop pupils' understanding and adapt activities skilfully to improve pupils' learning. For example, in a Year 2 history lesson, the teacher and teaching assistant quickly picked up and addressed pupils' confusion when comparing schools in Victorian times to the present day. This allowed pupils to successfully get on with their task and make good progress.
- On occasion, however, pupils, especially the most able, are not challenged sufficiently and this can slow learning.
- Classrooms and corridors are bright and well organised with high-quality displays which support pupils' learning. For example, in a Year 1 mathematics lesson, some able pupils were using a large number line which was on display to help them order numbers up to 30. They were able to work on this problem on their own and eventually achieve the learning.
- The school's marking policy is used to good effect. Written and verbal feedback is used effectively and pupils listen carefully and respond to their teacher's comments. This enables them to improve their work and make faster rates of progress.
- Work in pupils' books shows that literacy and numeracy skills are developed systematically through a variety of carefully planned, well-resourced activities. Teachers explain tasks clearly and make sure pupils know what they must do to complete them successfully. This contributes to the good progress pupils make.
- Teachers make appropriate use of information about pupils' learning to plan activities that build on what they already know. The quality of checks on pupils' progress is generally good. However, teachers do not always use this information effectively enough to plan specific writing work for boys and thus enhance their achievement.
- The presentation of pupils' work in their books is of a high standard and pupils take an obvious pride in their work.
- The majority of parents and carers agree that their children, including those who attend the specialist

speech and language centre, are taught well. This is because they receive effective support from teaching assistants and work is well adapted in line with their needs.

The achievement of pupils is good

- As a result of good teaching, the progress made by pupils, including disabled pupils and those who have special educational needs, in every year group in reading, writing and mathematics is good in relation to their starting points.
- The good achievement of pupils, including those who come from minority ethnic backgrounds and those whose first language is not English, prepares them well for junior school.
- End of Year 2 assessments show that pupils consistently attain standards above those expected in reading and mathematics. However, in writing, too few pupils attain the highest standards and boys lag behind girls. This is why achievement is not yet outstanding.
- The most able pupils make consistently good progress in the Early Years Foundation Stage and through Key Stage 1. The 2014 end of Year 2 assessments show that a high proportion of the most able pupils attained the highest standards in reading and mathematics, but fewer did so in writing.
- The teaching of phonics (letters and the sounds they represent) is good. The proportion of pupils who achieved the expected standard in the Year 1 phonics screening check was above average in 2013 and 2014. Pupils enjoy reading and read regularly at home and school. Pupils apply their reading skills well to find useful information about different topics.
- Pupils from the specialist resource centre are part of everyday classroom routines and receive planned support from trained adults, health professionals and other pupils in the school. For example, inspectors observed children reading to pupils who attend the centre. The work of pupils who attend the centre is carefully monitored by dedicated staff and they make good rates of progress. Parents and carers agree that the level of support their children receive is exemplary.
- In 2014, pupils in Year 2 eligible for the additional funding attained standards in line with those of their classmates and with similar pupils nationally in reading and mathematics. There is a gap of about four months in writing when compared to other pupils in the school and similar pupils nationally, but effective steps are being taken to narrow this gap. Overall, eligible pupils make good progress from their starting points.
- Pupils' writing books show that on occasion, the work set for the most able pupils is too easy and does not motivate or challenge them enough. In a Year 1 poetry lesson, for instance, the most able pupils became quickly disengaged and told inspectors that the work was too easy. This slowed their progress and some pupils did not achieve as well as they could.
- Pupils are developing healthy lifestyles and physical fitness well through the school's physical education programme and the additional sports opportunities provided.

The early years provision is good

- Children join Reception with a range of knowledge, understanding and skills broadly as expected for their age. Children make good progress because of effective teaching and many reach above expected levels by the time they reach Year 1.
- Teaching is good. Teachers plan topics which capture children's imagination and nurture curiosity. A vibrant indoor and outdoor environment and consistently strong teaching ensure children are excited about their learning. For example, as pupils collected dinosaur eggs that were laid in the garden, the teacher's skilful questioning allowed pupils to express their understanding of how to care for them and be successful in their learning. As children proudly showed their hatching eggs, one told the inspector to be very quiet so that he did not frighten the baby.
- Teachers use the checks they make on children's progress accurately to plan the next steps in learning and this contributes to the good progress that children make. Learning journals showed a good knowledge and understanding of numbers and children's writing is developing well.
- Behaviour is good and pupils are encouraged to make safe choices. Pupils know what is expected of them and routines are well established. Pupils enjoy being able to choose their own activities during 'plan and do' time and this helps them develop into confident learners.
- Partnerships with parents and carers are good and those who expressed an opinion said that their children were taught well.
- The early years leader is new to the role but already she has a good understanding of what works well

and what needs developing. Her understanding of progress data has enabled her to make the necessary checks on all pupils including those whose circumstances make them vulnerable.

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	124996
Local authority	Surrey
Inspection number	443758

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Steve Barker
Headteacher	Jo Evans
Date of previous school inspection	13–14 September 2010
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