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Mr Richard Catchpole  
Headteacher  
Busbridge CofE Aided Junior School  
Brighton Road  
Godalming  
Surrey  
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Dear Mr Catchpole

### **Short inspection of Busbridge CofE Aided Junior School**

Following my visit to the school on 19 June 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

You have established a successful working partnership with governors and staff, following your appointment as headteacher in September 2017. You and your senior leadership team know the school well, demonstrate high expectations and show a strong resolve to help all pupils achieve their potential. Collectively, you have the trust of parents and carers and the wider community to develop the school further. Staff are proud to be part of an effective team and enjoy working at the school.

The previous inspection recognised strengths in leadership, teaching and pupils' progress, attitudes and behaviour. These strengths have been maintained. However, the early identification of the needs of disadvantaged pupils and of pupils who have special educational needs (SEN) and/or disabilities was raised as an aspect to be improved in the previous inspection. Consequently, the school's assessment procedures have been refined. Pupils who are falling behind, including those who have SEN and/or disabilities and disadvantaged pupils, are now identified quickly. Staff know pupils well and, as a result, those in need of extra help are supported effectively and their progress is stronger. Leaders have also reviewed the school's policy for providing guidance to pupils, helping pupils to make decisions about their learning. Accordingly, pupils are more involved in their learning, and this has resulted in better progress. However, as we discussed, there is still more work to be done, to ensure that the most able pupils, including the most able disadvantaged, achieve their potential in reading and mathematics.

School leaders have established robust procedures for school development planning and self-evaluation, identifying priorities to improve the school's provision. As a new headteacher, you recognised quickly, with governors, the need to focus on pupils' progress in mathematics and to strengthen the progress of disadvantaged pupils. You, your leadership team and governors monitor the implementation of the school improvement plan closely to ensure that staffing and resources are used to raise standards successfully.

You and senior leaders have created a broad curriculum with a range of rich learning experiences, which are welcomed by pupils. For example, pupils have visited Butser Ancient Farm when learning about the Celts, found out about Henri Rousseau when visiting Wisley Gardens and developed their musical skills through joining a community choir. As one parent commented, 'This school knows how to work hard and have fun.'

During visits to classrooms, we saw examples of enthusiastic teaching inspiring pupils to take part in a wide range of learning tasks. In mathematics, pupils enjoyed calculating missing numbers as they developed their algebra skills. In one class, pupils read a range of different weighing scales and measuring cylinders, and, in another, sorted triangles according to their geometric features. In an English lesson, pupils experimented with poetry to create their own phrases. Staff question pupils competently to help them think more deeply about their work. Pupils enjoy talking about their learning and working together. They identify the next steps in their learning thoughtfully and confidently. As a result of good teaching, most pupils are making good progress in reading, writing and mathematics. However, some of the most able, including disadvantaged pupils, do not attain the higher standards, which they are capable of, in reading and mathematics.

All staff work together as a team to make sure that each pupil gets the support they need. Pupils are known as individuals and cared for well. Pupils who have specific needs are encouraged and assisted to take part in the school's activities successfully. The vast majority of pupils behave well and enjoy their time in school. Pupils are happy to talk about their experience of school, are polite and express their views with confidence.

Leaders provide an impressive range of extra-curricular activities and encourage pupils to participate. Pupils enjoy activities such as growing and selling vegetables, playing the ukulele, learning street dance, performing magic tricks and taking part in a wide range of sporting activities. One parent noted that their child 'has tried a range of sports he would never have attempted because he wants to represent the school, rather than win'. These activities contribute very successfully to pupils' personal development and support their achievement in lessons. Pupils like being challenged, and some would like even harder work to make them think more deeply.

## **Safeguarding is effective.**

Leaders have ensured that safeguarding arrangements are fit for purpose. Staff have regular safeguarding training and know the school's procedures for reporting a concern about a pupil. All staff are fully aware of their responsibility to act in a timely manner to keep pupils safe. The designated safeguarding lead ensures that detailed, up-to-date records are kept. Leaders work with outside agencies, when needed, to provide effective support for pupils and their families, including those who have medical needs. This support is appreciated by the vast majority of parents.

The curriculum teaches pupils how to stay safe. Pupils know not to talk to strangers, the reasons for contacting ChildLine and how to stay safe online. Pupils are happy to talk to staff if they have a concern, and the vast majority of pupils are confident that their problems will be sorted out. Incidents of bullying and racism are rare but, when they do occur, leaders take matters very seriously and take appropriate action. Consequently, pupils are safe, and the vast majority of pupils feel safe.

The school's website contains useful information for parents, including advice about e-safety. All staff and the vast majority of parents who completed Ofsted's online questionnaire, Parent View, are confident that pupils are safe at school.

## **Inspection findings**

- During this inspection, we agreed to focus on: the progress of disadvantaged pupils in reading; how successfully leaders are raising the standards of boys in mathematics; and how effectively leaders are improving the attendance of boys, disadvantaged pupils and those who have SEN and/or disabilities.
- Leaders use pupil premium to meet the needs of disadvantaged pupils with increasing effectiveness. For example, the additional funding is used to help disadvantaged pupils take part in extra-curricular activities. Staff track pupils closely and arrange focused support in both English and mathematics to help pupils catch up, for example through the recently introduced 'fast-tracker' programme. Teaching assistants work successfully alongside pupils in class, working either with individuals or small groups. Staff break tasks down into small steps and work through examples to help support pupils' learning. Pupils are given opportunities to talk about their work with their classmates and practise skills together. Consequently, many disadvantaged pupils are now reaching higher standards than before. However, additional focus is needed to ensure that a larger proportion of the most able disadvantaged pupils achieve the higher standards in mathematics and reading.
- Leaders track pupils' progress closely and have correctly identified that pupils' progress in mathematics needs to improve. A range of new initiatives has been introduced recently to involve parents and motivate pupils. These include a mathematics workshop for parents and a whole-school mathematics 'double-day', when pupils from all year groups work together for two days, on a range of mathematical activities. Consequently, pupils enjoy mathematics and talk

animatedly and confidently about their work. Staff introduce new mathematical ideas in lessons carefully, providing pupils with effective support and challenge. There is a strong emphasis on organising opportunities for pupils to explain and justify their mathematical thinking. Staff have strong subject knowledge, and pupils are encouraged proactively to learn and use new vocabulary. As a result, pupils' progress in mathematics is strengthening. Some parents, however, are concerned that their children are not being sufficiently challenged. Currently, not enough of the most able pupils, including the most able disadvantaged, are attaining the higher standard in mathematics.

- Leaders track pupils who have low rates of attendance very carefully and work closely with families and outside agencies, when necessary. A range of support has been organised to promote better attendance, including breakfast and after-school clubs to help families with childcare. This is welcomed by the vast majority of parents. There are still individual pupils with high absence rates, but leaders know these pupils very well, take effective action to improve attendance and review the impact of these actions regularly. Staff set work to be completed at home, if needed. As a result, attendance both for boys and girls, and pupils overall, is now in line with the national averages.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the most able pupils, including the most able disadvantaged, are challenged consistently to achieve the higher standards in reading and mathematics.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Guildford, the regional schools' commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Rosemary Addison  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I met with you and the deputy headteacher, and five members of the governing body. I spoke on the telephone to the chair of governors, to a representative of the diocese and to a representative of the local authority. I also met a group of pupils from Years 3 to 6 and heard a number of pupils read. You and the deputy headteacher accompanied me on visits to all classrooms, where I observed learning, spoke to pupils and looked at their work. A range of mathematics and English books were reviewed with you and senior leaders. I observed pupils' behaviour in classrooms and around the school. I took account of 127 parental responses to Ofsted's online questionnaire, Parent View, including 80 free-text comments. I also spoke on the telephone to a parent and

considered two letters. I took account of 24 responses to Ofsted's staff questionnaire and 103 responses to the pupil questionnaire. A range of documentation was scrutinised, including: the school's self-evaluation and improvement plan; information on the school's website; safety records; minutes of meetings; various policies and information about pupils' progress.