

Inspection of a good school: Badshot Lea Village Infant School

Badshot Lea Road, Badshot Lea, Farnham, Surrey GU9 9LE

Inspection dates:

23 October 2019

Outcome

Badshot Lea Village Infant School continues to be a good school.

What is it like to attend this school?

This school is at the heart of the community. Everyone is proud of their village school. The vast majority of parents and carers have nothing but praise for it. Leaders work tirelessly to promote high expectations for every child. Pupils achieve well and get a good start to their education.

Everyone is jolly at this school. Pupils are nurtured and staff know them well. Staff make sure that pupils' welfare is paramount. Pupils love coming to school, and feel happy and safe.

Pupils behave well. Staff welcome pupils into the school and make them all feel included. Pupils are kind to each other. They say that bullying is very rare. Pupils have every confidence that adults at the school sort out concerns quickly and effectively.

Pupils enjoy learning because teachers provide exciting and interesting activities for them. Pupils particularly enjoy 'Wow' days, for example using the outside space and going on visits.

The support for pupils with special educational needs and/or disabilities (SEND) has improved considerably since the last inspection. Parents of pupils with SEND are delighted with the progress their children make while at the school. Staff are trained well so that they support this group of pupils effectively.

What does the school do well and what does it need to do better?

Governors know the school well. They are highly skilled and committed to supporting leaders to move the school from strength to strength. Pupils' attainment and progress have improved since the last inspection. The headteacher makes sure that staff have a strong team spirit. Morale is high, staff feel valued and leaders protect them from excessive workload.

The headteacher makes sure that teaching is of high quality. Pupils take care with their work. Pupils' positive behaviour, respect for other pupils and diligence contribute greatly to their success in learning.

Reading is very important at Badshot Lea. Staff build their teaching around key books and texts that inspire pupils. The current text, 'The Disgusting Sandwich', has aroused much interest.

Pupils are keen to learn to read. Pupils learn phonics well. This is because staff deliver a well-planned phonics programme. Pupils move on quickly to reading books, practising their skills using texts that match their ability. They read often to adults and become confident so they can read by themselves.

Teachers support parents well to help their child read at home. Additionally, pupils enjoy visiting the well-stocked library. Teachers keep a close eye on pupils' reading skills and are quick to act should a pupil fall behind. Weaker readers are given intensive support to catch up. Reading is a key strength of this school.

The school develops pupils' reading, writing and mathematics well. Teachers plan learning so that pupils build well on what they already know and can do. For example, after learning key knowledge in mathematics, pupils solve problems and work out answers for themselves.

Pupils develop musical skills well. They enjoy making music and play a variety of musical instruments.

The headteacher has involved all the staff in developing a well-designed curriculum. Linked to the school's agreed approach, leaders and teachers weave wider subjects through half-termly overarching topics. The current topic helps pupils learn effectively about themselves and their environment. There is still work to do to refine the curriculum further. This is because leaders have not yet finished checking that pupils' knowledge and skills build as well as they possibly can in every subject.

Pupils' work in the community is commendable. They develop a strong sense of social and moral responsibility. For example, the school was involved in a local 'litter pick' that helped pupils to understand about the environment. Leaders also provide opportunities for pupils to take part in extra-curricular activities and trips. This develops pupils' spiritual and cultural understanding well.

Children in early years learn happily and safely. They participate confidently in an interesting range of activities inside and outside of the classroom. Children settle well and learn school routines effectively. For example, they wait patiently for their turn to collect their school lunch and enjoy talking to adults and peers while eating.

The school has a specially resourced provision which supports pupils with education, health and care plans (EHCPs). Expert staff provide effective support in this centre. Staff include pupils with SEND in the whole school at times, including during phonics and reading sessions. Leaders make sure that pupils with SEND are served well at this school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in this school. Leaders ensure that staff are vigilant and look after pupils, especially those that are vulnerable and may be at extra risk. Staff are trained well in safeguarding matters. Pupils feel safe in this school. They told an inspector, 'Staff watch out for us and keep us safe.'

Governors are knowledgeable about their duties in ensuring that leaders keep pupils safe. They check that leaders and staff have good knowledge about safeguarding matters.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Senior leaders have done much work to make sure that the curriculum develops pupils' knowledge and skills precisely and sequentially in most subjects across the school. Leaders should continue with their plans to refine the curriculum further so that teaching in all subjects develops pupils' skills fully.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Badshot Lea Village Infant School to be good on 28–29 March 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125051
Local authority	Surrey
Inspection number	10111351
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair of governing body	Louise Stanley
Headteacher	Gemma Ball
Website	www.badshot-lea.surrey.sch.uk
Date of previous inspection	22 March 2016

Information about this school

- Badshot Lea School operates a specially resourced provision for 13 pupils with SEND relating to speech and communication needs. Pupils also may have autistic spectrum disorder. All pupils have an education, health and care plan.
- The school runs pre- and after-school clubs.

Information about this inspection

- The lead inspector met with governors and leaders of the school.
- Inspectors found out about the school's curriculum, how it is implemented and its impact.
- We did deep dives in these subjects: reading, mathematics and music. After a meeting with subject leaders, lessons were visited and pupils' work was scrutinised. Meetings were held with pupils and their teachers to discuss pupils' learning.
- Inspectors considered the responses from Ofsted's online questionnaires completed by staff, parents and pupils.
- Staff recruitment records and safeguarding documents were checked. The inspectors conducted discussions with teachers and pupils about keeping safe. The lead inspector

held a meeting with the school's designated safeguarding lead.

- A range of school documents were scrutinised including curriculum plans. Inspectors reviewed the school website.

Inspection team

Sue Child, lead inspector

Ofsted Inspector

Kevin Parfoot

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019