

Inspection of a good school: Connaught Junior School

Manor Way, Bagshot, Surrey GU19 5JY

Inspection dates:

8 and 9 March 2022

Outcome

Connaught Junior School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspector were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils at this school are exceptionally well prepared for their future lives. They benefit from a broad and well-rounded education. Pupils develop the confidence and curiosity they need to become lifelong learners.

Behaviour at this school is exemplary. This is underpinned by the school's values of being 'caring, confident and committed'. Bullying is extremely uncommon. Kindness is highly valued and pupils look after each other. They talk maturely about the importance of equality and of treating everyone fairly. Pupils are polite and considerate. They hold doors open for each other and greet visitors warmly.

Pupils feel incredibly safe here. They know that their teachers care for them and expect them to do well. Parents are full of praise for how the school has helped their children to thrive both academically and personally. One parent told the inspector: 'Both of my children have experienced an education second to none. The teachers provide exciting lessons and experiences. There is a caring ethos, where every child feels valued.'

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

Leaders at this school often talk about developing 'the child who can' and they have made this aim a reality. Pupils achieve exceptionally well. Leaders have thought about what they want pupils to know and remember in each subject. Teachers design regular opportunities for pupils to practise what they have learned previously. This helps pupils to remember the key knowledge from each topic.

Leaders have ensured that teachers have expert knowledge. Teachers use their expertise to break challenging concepts into manageable steps for pupils. When introducing new learning, teachers check that pupils understand at each stage. This helps teachers and

teaching assistants to identify when pupils need extra help, and to put this in place quickly. This approach works well for all pupils, particularly those with special educational needs and/or disabilities (SEND).

There is a highly positive reading culture in the school. Pupils look forward to reading independently or sharing books as a class. Reading lessons are purposeful and equip pupils with the skills they need to think about challenging texts. Leaders recognise that an increasing number of pupils begin school in Year 3 unable to read fluently. These pupils make good progress at the school and catch up quickly. Leaders continually review their approach to supporting struggling readers to ensure it meets the needs of all pupils.

There are strong relationships between staff and pupils, built on mutual respect. This provides a solid foundation for learning because pupils are cooperative and keen to participate in lessons. Teachers create effective and engaging lesson routines to ensure all pupils are involved. They encourage all pupils to aim as high as possible, including those pupils with SEND. Teachers create a safe environment where pupils feel free to make mistakes and learn from them.

Leaders prioritise pupils' personal development and this is a strength of the school. This includes a wide range of after-school clubs to reflect pupils' interests. Participation in these activities is very high because leaders actively encourage all pupils to join in. Pupils feel proud to contribute to their school by taking on roles within the 'pupil parliament'. These roles include reading and kindness ambassadors. Leaders have carefully considered what pupils learn in personal, social and health education. They respond quickly to current issues so that teaching is up to date and relevant.

Leaders are determined to make this school the best it can be for the pupils. While they expect staff to share this drive, they carefully consider the impact on workload. Staff are extremely positive about the support and consideration they receive. Governors and trustees also understand this balance well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular, high-quality training. As a result, staff have very detailed safeguarding knowledge. They use this knowledge to identify concerns and help keep pupils safe. Leaders keep detailed records and act quickly where required.

Leaders are proactive in making sure that pupils know how to keep themselves safe. They are alert to current risks and know their pupils well. They work closely with parents on topics such as e-safety and mental health.

Leaders make sure that the necessary pre-employment checks are carried out on new staff. Records are detailed. Governors check regularly that safeguarding procedures are robust. Best practice is shared within the trust, which helps to ensure that those responsible for leading safeguarding are always up to date.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school of the same name to be good in November 2012.

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 information from Ofsted Parent View 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 the school and 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	140256
Local authority	Surrey
Inspection number	10207103
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	Board of trustees
Chair of trust	Keith Gardner
Headteacher	Siobhan McGann
Website	www.connaughtjuniorschool.co.uk/
Date of previous inspection	17 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke to leaders about the curriculum in some other subjects.
- The inspector judged the effectiveness of the school's safeguarding procedures. He scrutinised records, including the single central record, and spoke to staff, governors, parents and pupils about this aspect of the school's work.

- The inspector met with leaders regarding a range of other areas, including pupils' personal development and behaviour.
- The inspector met with governors, trustees and representatives of the multi-academy trust to discuss their leadership of the school.

Inspection team

Chris Ellison, lead inspector

Her Majesty's Inspector

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