

Inspection of a good school: Bagshot Infant School

School Lane, Bagshot, Surrey GU19 5BP

Inspection dates:

4 and 5 October 2023

Outcome

Bagshot Infant School continues to be a good school.

What is it like to attend this school?

Bagshot Infant School is an inclusive school. Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils strive to meet these expectations. They work hard and enjoy their learning.

Relationships between staff and pupils are warm and nurturing. Pupils feel safe and know that they can share any concerns they may have with any adult in school. Staff deal with any worries quickly. Pupils behave very well. They know and understand the school's values of kindness, pride, collaboration, respect and motivation. They are guided by them.

Pupils have opportunities to participate in a range of interesting trips and visits. For example, pupils exhibited plants for a community allotment at the Royal Horticultural Society Hampton Court Festival and attended the Henley Literary Festival. They also enjoy the after-school activities run by staff such as football, choir and construction club.

Leaders have created a harmonious 'family feel' where everyone feels respected and supported. Parents are overwhelmingly positive about the school. Typical comments include, 'Bagshot Infant School is an amazing school that lives and breathes being kind, caring and compassionate to all of the children, regardless of background or ability.'

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

The school has a well-designed, ambitious curriculum. Leaders have carefully considered what pupils should learn from Reception to Year 2. It provides pupils with the knowledge and skills that they need to achieve well. Teachers have good subject knowledge. They are skilled in selecting the best ways to present new learning and make effective use of the high-quality resources available to promote pupils' learning. For example, in Reception, children are taught to move at different speeds to a range of music. In Year 2, pupils learn about fitness through circuit-training activities. Staff structure lessons well so low-level disruption is rare. As a result, pupils enjoy lessons and are motivated to learn.

In mathematics and English, the school has developed clear systems to check what pupils have learned and remembered. Staff use this information well to address any gaps in pupils' knowledge. However, in some foundation subjects, staff checks of pupils' learning are less effective. On occasion, teachers do not use information about pupils' learning as well as they should to inform future teaching. This slows pupils' progress in these subjects.

Pupils with SEND, including those who are part of the specially resourced provision for pupils with SEND, are well supported. Staff make careful adjustments to ensure that these pupils follow the same curriculum as their peers. Staff quickly identify pupils' needs and put in place appropriate support. At the heart of the provision is a commitment to get it right for every pupil. Staff work hard to ensure that pupils with complex needs are fully supported and included in school life.

Reading is of high importance in the school. The school has introduced a new scheme so phonics is taught consistently and with rigour. Children are introduced to the sounds that letters make in the Reception class. Teachers present new learning well and adapt their input when needed. They ensure the books that pupils read are well matched to the sounds and letters they know. Staff have regular high-quality training in phonics. This helps them to spot any pupils who fall behind and to provide appropriate support to help them catch up quickly. Pupils make good use of class reading corners and routinely visit the school's vibrant library. As a result, pupils enjoy reading and achieve well.

The school plans pupils' wider development thoughtfully. Pupils benefit from a broad range of experiences. This includes clubs, visits and elected leadership opportunities. Pupils learn to be respectful towards others and to celebrate differences. Outdoor learning is a high priority for the school. All pupils access this to learn about the environment and to develop their teamwork skills.

Governors know the school's strengths and areas of development and carry out their responsibilities well. Staff feel well supported and are proud to work at this school. They appreciate leaders' unwavering consideration of their workload and well-being. The continual high-quality training enables them to focus on refining their teaching. The school engages well with parents and so they are very supportive of the provision offered by the school and of the care given to their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school's work to establish an effective approach to assessment is in the early stages of implementation. In these subjects, teachers do not use assessment information as well as they should to inform the next steps in pupils' learning. This hinders pupils' progress. The school needs to develop effective ways of

using assessment information across the curriculum to help pupils learn and remember more.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124996
Local authority	Surrey
Inspection number	10296297
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair of governing body	Steven Barker
Headteacher	Katie Aldred
Website	www.bagshot.surrey.sch.uk
Date of previous inspection	10 July 2018, under section 8 of the Education Act 2005

Information about this school

- There is a specially resourced provision for pupils with SEND for pupils with autism. It currently has eight pupils on roll.
- There is a before-school club for pupils attending the school which is run by the governing body.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher, assistant headteacher, the inclusion leader, subject leaders, the designated lead for safeguarding and other members of staff. They met with chair of governors. They also held telephone conversations with representatives from the local authority.

- The inspector observed pupils' behaviour around the school, during lessons and at lunch and breaktimes. They also met with groups of pupils to hear their views.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, observed pupils reading to trusted adults, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum information for other subjects and reviewed samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The responses to Ofsted Parent View, including written responses, were also taken into account.
- The views of those pupils and staff who completed Ofsted's surveys were taken into account.

Inspection team

Felix Rayner, lead inspector

Ofsted Inspector

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