Inspection of Busbridge Infant School

Hambledon Road, Busbridge, Godalming, Surrey GU7 1PJ

Inspection dates:	24 and 25 June 2025
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Anna Chalk. This school is part of the South Farnham Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the acting chief executive officer (CEO), Claire Harnden MBE, and overseen by a board of trustees, chaired by Alexandra Chester.

What is it like to attend this school?

Pupils flourish at this school, showing eagerness to learn in a safe and nurturing place. They benefit from a rich curriculum taught in a vibrant environment. Pupils listen intently and respond confidently when speaking to adults, building deep knowledge and self-assurance. They are courteous and respectful to adults, visitors and peers. Pupils' behaviour is exemplary, meeting the school's high expectations. They are enthusiastic learners and achieve highly.

The school provides numerous opportunities to help pupils become well-rounded individuals and citizens. Besides academic learning, pupils gain life skills such as visiting a farm and learning how to care for animals. The well-considered school events extend and enrich the school's curriculum, for example experiencing live theatre, celebrating VE Day and learning in a science week project.

Pupils value the variety of clubs available, which develop their talents and interests. During breaktimes, pupils engage in play joyfully, eagerly participating in activities such as playing tennis, parachute games, reading, using the climbing wall and skipping. They take turns and are considerate of each other. Pupils know that if they have a concern or worry, adults will listen to them and provide support.

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

The school offers a well-structured and ambitious curriculum which defines the essential knowledge and skills pupils should learn. Pupils apply their knowledge in various contexts. This helps pupils to make connections and deepen their learning through the curriculum. For example, in subjects such as geography and history, pupils develop their understanding of significant people linked to aviation in the local area. This provides pupils with a sense of the world around them and their place in it.

From the youngest age, children thrive, benefiting from nurturing relationships and consistent routines. They are engaged and inquisitive learners who build confidence and independence. Staff teach the curriculum in such a way that allows pupils to learn exceptionally well. They model learning effectively. For example, in subjects such as physical education, teachers demonstrate correct techniques and enable pupils to develop essential skills.

Teachers skilfully use questioning to check understanding and deepen pupils' thinking. They identify pupils' misconceptions in lessons and address them swiftly. Teachers adjust learning activities to close knowledge gaps, ensuring pupils meet the curriculum expectations. Pupils confidently recall and apply key knowledge, building on their learning effectively.

In the early years, children's communication and language skills are a key focus. Phonics and early language are developed through quality interactions as pupils learn through play. Adults enhance children's language skills by modelling speech, reading stories and

singing songs. Staff use ambitious language, encouraging children to do the same. Children are prepared well for key stage 1.

Reading is a priority. The school provides a wealth of opportunities for pupils to hear adults read to them, which helps develop their love of reading. For example, pupils value the experience when 'mystery readers' come to read to the class. Well-trained staff deliver the phonics programme expertly. Any pupil who falls behind in their reading is identified quickly and receives support straight away. As a result, pupils learn to read with fluency and accuracy. Pupils build a strong understanding of mathematics from the early years. They use mathematical knowledge confidently to explain their reasoning. During problem-solving activities, they enthusiastically discuss their estimations, such as the amount of water needed to fill containers to different levels.

The school swiftly and accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). Teachers provide tailored support by expertly adapting lessons to personalise pupils' learning. Pupils with SEND have access to the same ambitious curriculum as their peers. As a result, pupils with SEND achieve highly.

The wider curriculum is commendable and designed to enhance and enrich pupils' development. Pupils appreciate the opportunity to take on leadership responsibilities such as school councillors, eco-leaders and 'VIPs' who help to keep the classrooms organised. These responsibilities support pupils to make a valuable contribution to school life. Pupils learn about nature and the environment in the woodland school area. They confidently discuss fundamental British values, giving examples such as using democratic rules for voting and choosing storybooks. They understand the importance of healthy relationships, tolerance and respect. Pupils understand the significance of maintaining both physical and mental health. They enjoy participating in the invigorating 'daily dash' activity around the school field.

Leaders at all levels are committed to excellence. Trustees and governors challenge and support school leaders effectively. Staff feel well supported and proud to be part of the school. They value the professional development opportunities in the trust to develop and refine their expertise.

Safeguarding

The arrangements for safeguarding are effective.

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	149037
Local authority	Surrey
Inspection number	10341920
Type of school	Infant
School category	Academy sponsor-led
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	Board of trustees
Chair of trust	Alexandra Chester
CEO of the trust	Claire Harnden MBE (Acting CEO)
Headteacher	Anna Chalk
Website	www.busbridge-infants.org
Date of previous inspection	Not previously inspected

Information about this school

- Busbridge Infant School joined South Farnham Educational Trust in April 2022. When its predecessor school, Busbridge Infant School, was last inspected by Ofsted, in October 2021, it was judged to be inadequate for overall effectiveness.
- The headteacher joined the school in April 2025.
- In September 2024, the school opened a pre-school for three-year-olds.
- The school does not currently use alternative provision.
- The school runs its own breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors met with the headteacher, the deputy headteacher, staff and pupils.
- The lead inspector met with representatives of the board of trustees, the local governing body, the acting CEO and representatives of the trust.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors also considered the responses to Ofsted's online surveys for staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspectors 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.

Inspection team

Darren Aisthorpe, lead inspector	Ofsted Inspector
Jody Murphy	Ofsted Inspector

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