

# Boxgrove Primary School

## Inspection report

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<b>Unique Reference Number</b>	125033
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293171
<b>Inspection dates</b>	10–11 May 2007
<b>Reporting inspector</b>	George Rayner

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	422
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs A Rouse
<b>Headteacher</b>	Mrs P Bridge
<b>Date of previous school inspection</b>	27 February 2001
<b>School address</b>	Boxgrove Lane Merrow Guildford GU1 2TD
<b>Telephone number</b>	01483 563701
<b>Fax number</b>	01483 454167

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is larger than most primary schools. Located on the outskirts of Guildford, it serves a relatively advantaged area. Pupils' entry standards to the Foundation Stage are generally above those expected nationally, although in recent years increasing numbers have arrived with lower standards. The proportion of pupils with learning difficulties and disabilities is below average. The great majority of pupils have White British heritage and very few are at an early stage of learning to speak English. The school provides registered childcare and this was inspected at the same time as the rest of the school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features. The security and happiness of its pupils are at the heart of all that it does. This commitment is demonstrated by the school's outstanding care, guidance and support. Consequently, pupils' personal development and well-being are excellent. This is recognised by parents. As one said, 'My son goes into school with a smile and comes home with a smile.' Pupils love coming to school and say that it is 'really welcoming'. This is reflected in their above average attendance and exemplary behaviour. Pupils thoroughly enjoy the interesting and stimulating opportunities provided and are keen to learn. They have an excellent awareness of healthy lifestyles and talk very knowledgeably about what foods are required for a balanced diet. Pupils know about the need for exercise and keenly participate in the wide range of physical activities provided. They are well aware of the dangers and risks outside school and understand how to stay safe.

The school's outstanding curriculum makes a very strong contribution to pupils' personal development. The rich range of stimulating and enjoyable activities generates high enthusiasm and involvement and very successfully helps pupils to grow up as well-rounded young people. Provision is good overall in the Foundation Stage, with some outstanding features including highly stimulating activities. As a result, children make good progress there. Teaching and learning are good. In the best lessons, challenge, pace and highly stimulating activities provide outstanding learning. Lessons are not of this quality consistently enough for teaching and learning to be outstanding overall, however. Although pace is good in most lessons, teachers do not always ensure that all pupils are keeping up with the work, so that the learning of a few is sometimes not fully secure.

Pupils achieve well to reach well above average standards in all areas except mathematics. For instance, in the 2006 national tests at the end of Year 6 pupils achieved well in English and science but achievement in mathematics was only satisfactory given the pupils' starting points. Improvements to mathematics teaching are beginning to have an impact. Because their needs are very effectively identified and provided for, pupils with learning difficulties and disabilities make as good progress as their classmates.

Leadership and management are good overall and the headteacher's leadership is outstanding. Her clarity of vision and ability to motivate colleagues, which many describe as inspirational, has been recognised by a regional award for the best primary headteacher in 2006. The school has successfully addressed the small number of key issues from the last inspection and maintained the good achievement reported then. It has also secured excellent improvement in the quality of its accommodation and resources. This has had a strong impact upon pupils' well-being, self-image and their standards in areas such as information and communication technology (ICT). The school's track record shows that it has a good capacity for continued improvement.

### What the school should do to improve further

- Raise pupils' achievement in mathematics.
- Improve teaching and learning so that they are more consistently at the highest level to be found in the school.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and reach well above average standards. Following good progress in the Foundation Stage children are working securely in all of their areas of learning by the time they enter Year 1. They quickly become confident in working and playing together and communicating their ideas. Pupils continue to make good progress in Years 1 to 6. Standards in English and science are well above average in Year 6, following very good progress. The significant improvement in English, compared to previous years, reflects the school's successful strategies to improve pupils' writing skills. This has resulted in pupils having considerable ability to write imaginatively in a range of styles. Most pupils have above average basic skills in mathematics, but are more limited in the creative ability to choose their own strategies for solving mathematical problems that characterises work at the highest levels. Strategies to improve this are beginning to have an impact, but this has yet to be fully established.

## **Personal development and well-being**

### **Grade: 1**

Pupils are prepared to listen to each other and are polite and friendly. As one said, 'everyone gets on well together here.' They are keen to contribute to the life of the school and, through the school council, have made many suggestions for improvements, for example, for playground equipment. Pupils raise considerable amounts of money for charity and enthusiastically participate in schemes such as the 'Revoltin' Rubbish Recycling Competition'. Pupils' spiritual, moral, social and cultural development is excellent. They understand what it is to be a good citizen and demonstrate a high level of responsibility. They have a keen interest in different cultures and are proud of their links with pupils from other countries. Entries in the school's 'Thinking Book' such as, 'I would like everyone to think about all the different religions and cultures in the world because we are all the same underneath' demonstrate pupils' ability to understand others' points of view. By the time they are in Year 6 pupils' good progress in their key subjects and their willingness to be involved have prepared them well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have very good relationships with their pupils and high expectations of their work and behaviour. They use a good range of techniques to make lessons enjoyable. As a result, pupils have very positive attitudes to learning and always try to do their best. Teachers often use good questions to probe pupils' thinking and deepen their understanding. Learning support assistants work in close partnership with teachers to provide effective extra help for those who need it. Teachers use marking well to encourage pupils and guide them on improving their work. While the pace of learning generally provides good challenge and matches pupils' abilities well, in a few classes teachers do not always ensure that all pupils have fully mastered one task before moving on to the next. Teachers are aware that lessons have not always provided enough opportunities for pupils to learn to independently use their skills to solve mathematical problems. They are working together well to improve this. This is beginning to have an impact on standards.

## **Curriculum and other activities**

### **Grade: 1**

Much of the curriculum is based on imaginative integrated projects, which make learning relevant and purposeful for pupils. Provision for the arts and music is outstanding. A large number of pupils are involved and they have the opportunity to perform at the Albert Hall and Barbican Centre. As one parent wrote, 'There is a wonderful balance of arts and sport activities'. Focus weeks on themes such as Europe further enhance pupils' skills and enjoyment. Work in the Foundation Stage is very well planned to provide a range of imaginative opportunities for children to learn by playing and exploring. ICT resources and planning give pupils very good opportunities to develop their computer skills and use these in all subjects. The comprehensive programme of personal and social development provides extremely useful life skills that will serve pupils well in becoming productive members of society and responsible citizens. Extra-curricular provision is outstanding with several visits, including residential ones, to broaden pupils' experiences and an excellent range of well-attended clubs.

## **Care, guidance and support**

### **Grade: 1**

Pupils thrive in a secure and happy environment. Each one is valued as an individual and given the confidence to succeed. Pupils know that they always have someone to talk to and that any concerns will be listened to. Robust procedures are in place for child protection and health and safety and pupils are also involved in identifying potential risks. Provision for pupils with learning difficulties and disabilities is very effective in identifying their needs and ensuring that they have the support that they need to achieve well. Excellent links with outside agencies ensure high quality provision for all who need this. Very effective assessment procedures result in quick identification of pupils who may not be doing as well as they should and provision of the necessary support. Because this is due to recent improvements the full impact on achievement is still to be seen, but teachers are developing their skills in using the information very well.

## **Leadership and management**

### **Grade: 2**

The headteacher's leadership is founded upon high aspirations for the school and the setting of clear expectations for her colleagues, while encouraging them to be creatively responsible for their areas. The senior leadership team is very well organised, capable and efficient. Middle leaders are well involved and effective in developing their areas, although not all are yet fully involved in all aspects of monitoring the work of their colleagues. The governors provide committed support for the school and are willing to challenge it when necessary. Those who are recently appointed are developing their skills and confidence well. The school's systematic procedures for self-evaluation have given it a generally accurate understanding of its quality and performance, although some evaluations are less sharp than they should be. This means that, while improvement strategies have been very well focused and effective in some areas, they are less so in others. This has resulted for example, in teaching and learning, while being outstanding in some areas, not yet being consistently so. This remains the greatest challenge for the school in securing its ambition to be outstanding in all areas of its provision and performance. The school conscientiously guides staff on their responsibilities for securing racial equality and ensures that incidents are extremely rare.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

21 May 2007

Dear Pupils

Inspection of Boxgrove Primary School, Guildford, GU1 2TD

Thank you for welcoming us to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and letting us look at your work. We were able to see that yours is a good school. Some things are outstanding.

You make good progress in your work. This is because teachers plan interesting lessons and you work hard. Some of the lessons that we saw were as good as the best that we see anywhere. We have asked the teachers to try to make sure that all lessons are as good as the very best ones.

In the Reception classes, you quickly learn how to work together and to enjoy finding things out. By the time you reach Year 6 your English standards are higher than we usually see. We really enjoyed reading your very interesting stories and other pieces of writing. The teachers told us that they have worked very hard to help you to become very good writers and we could see that this has worked very well. You are less strong in mathematics. You develop good skills, but do not always use these well to solve problems. We have asked the teachers to give you more chances to practise this.

Yours is a very happy school. The adults care for you very much and work hard to make sure that you are safe and happy. You help a lot by being kind and considerate and looking after each other. The adults give you lots of interesting activities outside of lessons and you make this very worthwhile for them by joining in so well and showing how much you enjoy them.

The headteacher, teachers and other adults know how to make the school even better and are working together well for this to happen. Well done to you all and very best wishes for the future.

George Rayner

Lead Inspector