

# Connaught Junior School

## Inspection report

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<b>Unique Reference Number</b>	125062
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293183
<b>Inspection dates</b>	17–18 May 2007
<b>Reporting inspector</b>	Bernice Magson

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	349
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Y McLeod
<b>Headteacher</b>	Mr BK Creamer
<b>Date of previous school inspection</b>	14 October 2002
<b>School address</b>	Manor Way Bagshot GU19 5JY
<b>Telephone number</b>	01276 472489
<b>Fax number</b>	01276 451316

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large community junior school is situated in Bagshot and admits pupils from within and outside its designated area. Pupil numbers are increasing over time. Almost all pupils are from White British backgrounds. The number of pupils identified with learning difficulties and disabilities is above average. A very few pupils speak English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This school is providing its pupils with a good education. The headteacher, staff and governors successfully promote good academic achievement as well as a strong emphasis on pupils' personal development. Parents are very positive about the good focus on the education of the whole child. Pupils are eager to attend and enthusiastic in expressing their views, confident that they will be heard.

The personal development of pupils is outstanding. Their behaviour is excellent and they care very well for each other. Through the annual charity week, all pupils have a very good awareness of wider world issues, as well as gaining rapidly in their economic awareness and well-being. Recently, through their own endeavours, pupils have raised a large sum of money for local and national charities. The spiritual, moral, social and cultural development of pupils is excellent. The good curriculum is enriched by many special events, visits and a very good range of out of school activities, which are effective in extending pupils' academic and personal development. Pupils have many opportunities to learn in depth. Themed weeks are used to concentrate on a particular subject, such as a design and technology week in Year 4. Activity afternoons are popular because pupils pursue a wide variety of interests. One parent expressed the views of many parents that 'this is a big place with big opportunities'.

Teaching and learning are good and pupils achieve well. Well above average tests results are maintained. Most pupils have a good understanding of what they are expected to learn and review their own progress effectively. Teachers have good subject knowledge and question pupils skilfully. Their enthusiasm motivates pupils to learn. However, in some lessons, teachers do not challenge sufficiently the most able and their progress is satisfactory. Specialist teaching adds a further good dimension to learning and pupils' enjoyment, such as in music and French. Also, a system of teacher exchange with a local secondary school is enabling pupils to have intensive programmes of support, such as in physical education and in information and communication technology. Good arrangements ensure a smooth transition for pupils to their next stage of education.

Leadership and management are good. The headteacher has been highly successful in ensuring the good standards and the outstanding personal and social development of pupils. He has ensured that pupils receive a broad and interesting curriculum. The newly structured management team are still developing their roles, but there are signs of good improvement. For example, the tracking and assessment of pupils' progress is now more thorough and senior managers have a better understanding of the school's strengths and weaknesses. Self-evaluation is satisfactory. This is because the monitoring by senior leaders is at an early stage of development and strategies are not yet fully effective. The improvement plan has limited arrangements for monitoring and evaluation of key priorities. The school has a good capacity to improve.

### What the school should do to improve further

- Increase the level of challenge for the most able pupils by making greater use of assessment.
- Devise a more focused school development plan and ensure that key priorities are monitored and evaluated more rigorously.

## **Achievement and standards**

### **Grade: 2**

Standards are high and pupils achieve well. Pupils' excellent personal development makes a significant contribution to their good progress. Across the school standards are well above average in English, mathematics and science. Speaking and listening skills are exceptionally high. In the national tests for eleven year olds, an above average number of pupils attain the higher Level 5 in English, mathematics and science. However, in some lessons and in a scrutiny of past work, the most able are not always challenged well enough and could do better. The school predicts that standards in 2007 will remain well above local and national averages by Year 6 and targets will be achieved. This judgement is supported by the school's good tracking systems and inspection findings. In Years 3 and 4, initiatives to raise standards of younger less able pupils in literacy and numeracy are proving effective. Small group teaching of basic skills is improving their learning rapidly. Pupils with learning difficulties and disabilities and those speaking English as an additional language achieve their individual targets, because of good adult support. In other subjects, such as physical education, modern languages and the arts, pupils are achieving well because of the good challenge to learning provided by specialist teachers.

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

### **Grade: 1**

The outstanding personal development and excellent spiritual, moral, social and cultural development of pupils contribute significantly to their academic achievements. Pupils greatly enjoy all aspects of school life and are enthusiastic learners. This is reflected in good attendance and in lively discussion and commitment to work. Behaviour is excellent and pupils work with others very well. Together with their very good basic skills, these attributes prepare them well for future economic well-being. Pupils know how to keep safe and say they would be confident to share any worries with staff. They have good knowledge of what constitutes a healthy diet and the importance of exercise. The many sports activities contribute well to this aspect of their development. Pupils have a very highly developed awareness of social and moral responsibility. They are ardent fund raisers and through their own enterprise have raised impressive sums of money for a broad range of charities. In most classes, pupils help to devise their own academic and personal targets and this helps them take responsibility for their own learning. Through the election and consultation process, all pupils have a say in how aspects of the school can be improved. For example, the school council have secured more litter bins on the playground and are planning the production of a school newspaper.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Coupled with the good teaching, pupils' excellent attitudes and commitment to learning are key features in the mostly good progress they make. Most lessons have good pace and meet the needs of pupils effectively. Relationships are excellent and pupils know that their ideas will be valued. Teachers share learning objectives very well and pupils have a good understanding of what they are expected to learn. Teachers have high expectations of behaviour and these enable pupils to work in an orderly learning environment.

A particularly strong feature of the teaching is the opportunity provided for them to share and discuss their ideas. This has resulted in very high standards of speaking and listening. Teaching assistants make a good contribution to the progress of pupils who have learning difficulties and disabilities. Assessment, tracking and monitoring of pupils' progress has improved since the previous inspection and is mostly good. However, in some lessons there is insufficient challenge in the work provided for the most able pupils. At these times the pupils do not achieve as well as they might. Marking of pupils' work contains developmental comments that help pupils see how they might improve.

## **Curriculum and other activities**

### **Grade: 2**

Pupils enjoy a broad and interesting curriculum. There is a good emphasis on literacy and numeracy that leads to high standards. There is a very good range of extra-curricular and enrichment activities that are supported well by the pupils. These include sport, French and the arts. Pupils speak with enthusiasm and excitement about the many clubs provided. While there are many good examples of cross curricular learning, the school is developing curriculum plans to include greater links between subjects. There has been marked improvement in the provision for information and communication technology and new assessment procedures are ensuring improved continuity of learning. The school recognizes the need to make more use of classroom computers to support learning across the curriculum. There is good provision for pupils with learning difficulties and those speaking English as an additional language and this enables these pupils to make similar progress to their peers.

## **Care, guidance and support**

### **Grade: 2**

Parents feel confident that their children are safe and well-cared for. Child protection and health and safety procedures are well understood by all. Any pupils at risk are quickly identified and supported effectively. Support is good for pupils with learning difficulties and disabilities and those at an early stage of learning English. A small number of parents have concerns about the lack of teaching assistants. The school has plans to improve its provision. Good procedures have been developed to track pupils' progress carefully. Overall, the information gained is now used effectively to provide pupils with academic and personal targets. However, the information on pupils' progress is not always used to challenge the most able pupils.

## **Leadership and management**

### **Grade: 2**

The headteacher has successfully maintained high standards over the past three years. Under his direction there is a shared vision about how the school can be improved. All staff are committed to pupils' personal and academic achievement within a stimulating learning environment. During the last school year, the headteacher has established a cohesive leadership team who share his vision and commitment. There is a clearer definition of their roles and responsibilities. However they have not yet had time to be fully effective in fulfilling their strategic role in school improvement planning. Self evaluation is satisfactory and improving. This is because there is better tracking and assessment of pupils' progress and more monitoring of teaching and learning. Some inconsistencies remain, for example, some of the work of the most able is not challenging enough. School improvement planning has lacked a sharp focus

on the monitoring and evaluation of key priorities and has insufficient detail about how priorities may be achieved for pupils of all abilities. The school is aware that more focused monitoring and evaluation is needed to ensure that outcomes are achieved. The governing body, led by a perceptive chairperson is developing its strategic role satisfactorily.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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?	2
The effectiveness of the school's self-evaluation	3
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	2
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	1

### 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>	2
<b>How well are learners cared for, guided and supported?</b>	2

<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	3
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	3
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

31 May 2007

Dear Pupils

Inspection of Connaught Junior School, Bagshot, GU19 5JY

On behalf of the inspectors, I am writing to thank you for making us so welcome when we visited your school recently. We enjoyed our visit and finding out about all the exciting things you do each day. We were pleased to hear of the success of your charity week. We hope that the Year 6 trip to France was enjoyable. We think that you have a good school.

The things we liked are:

- you achieve good standards by Year 6
- your behaviour is excellent and you care for each other very well
- you are enthusiastic learners and participate very well in all school activities
- teachers provide many exciting activities to help you learn
- your support of local and national charities is excellent.

To make your school even better we have asked your headteacher, staff and governors to make sure that activities are always challenging for the most able pupils. Also we think that the adults could make school plans clearer and sharper.

We hope that you continue to enjoy your time at Connaught Junior School.

Yours sincerely,

Bernice Magson Lead inspector