



Busbridge Infant School

Inspection Report

Unique Reference Number 125099
Local Authority Surrey
Inspection number 293191
Inspection dates 12–13 March 2007
Reporting inspector Lily Evans

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

Type of school	Infant	School address	Hambledon Road
School category	Community		Busbridge
Age range of pupils	4–7		Godalming GU7 1PJ
Gender of pupils	Mixed	Telephone number	01483 417898
Number on roll (school)	146	Fax number	01483 418724
Appropriate authority	The governing body	Chair	Mr David Mace
		Headteacher	Mrs Alurie Dutton
Date of previous school inspection	11 November 2002		

Age group 4–7	Inspection dates 12–13 March 2007	Inspection number 293191
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a popular school of smaller-than-average size. Pupils enter the Reception class from 15 different Nursery schools. Socio-economic circumstances are above average. Most pupils are White British. There are fewer than usual pupils with learning difficulties and disabilities. The school has achieved a number of nationally accredited awards including Healthy Schools and Foundation Level of International Schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where standards have been exceptionally high for the last four years. Pupils' behaviour is excellent. Parents have very positive views of this welcoming school and one summarises its work very well, 'Busbridge Infant school is a very special place. The whole experience is designed to help children to make the vital transition from a play-oriented environment to an academic curriculum. This is done with immense passion and care.'

Pupils make exceptionally good progress. Standards in reading, writing and mathematics are well above average. This is because the quality of teaching and learning is overall outstanding. Teachers' planning is exemplary because they use accurate assessment information to plan learning for individuals. They brief teaching assistants exceptionally well and they consequently provide good quality support to pupils. They plan enjoyable lessons which create positive attitudes and thoughtful and creative learners, in this stimulating environment. In a few lessons introductions are too long and pupils become restless. Pupils' personal development is exceptionally good. They learn to be responsible for their own actions, develop confidence, independence and an excellent awareness of the world.

Provision in the Foundation Stage is outstanding and pupils are well prepared to move on to more formal lessons. The curriculum provides fun activities, often directed usefully at several areas of learning in which pupils are carefully assessed. Pupils' progress is excellent overall and is particularly strong in several areas, including personal and social skills and spoken communication. The youngest pupils in Year 1 who need more time in a less formal environment have their needs met very well.

The schools' curriculum is very well constructed in topics within which are planned skills in English, mathematics and computing. There are many enrichment opportunities and this ensures all pupils make at least good, and most make outstanding, progress. This helps pupils to grow in confidence.

The school has fully addressed the recommendations in the last report and moved forward in all areas, including redesigning the curriculum, introducing the 'Golden Rules' for behaviour and improving teaching resources to a high standard.

What the school should do to improve further

- Ensure lesson introductions are well paced and not overlong.

Achievement and standards

Grade: 1

Pupils' standards and achievement are outstanding by the end of Year 2. When they start in the Reception class, pupils' attainment is average overall. A well-planned balance of adult-directed and independent activities helps children make good progress in the Reception class. Although they have a good grasp of letters and the sounds

they make and recognise and write numbers, they are less confident in applying these skills. However, overall standards are above average on entry to Year 1.

Pupils continue to make excellent progress in Years 1 and 2. In pupils' work in reading, writing and mathematics fast progress is evident and pupils talk about achieving their targets. Since 2003, standards in all core subjects have been significantly higher than average, on an upward trend or sustaining the high standards. Through careful support, the school enables summer-born pupils and pupils with learning difficulties and disabilities to progress very well. They attain above average standards. Boys and girls progress equally well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils are happy in their work and play. They feel very safe in school and they attend well which reflects their positive attitudes. The nurturing nature of the school encourages pupils to be personally responsible for their own actions. Through the 'Golden Rules' they have a clear understanding of right and wrong and a good awareness of safety. They work hard to gain rewards such as Golden Time and achievement certificates and these are valued. Pupils have opportunities to make a difference to their school through participating in the school council and teachers act on their practical suggestions. They experience the world of work as playground buddies and compost monitors. They are very active fund raisers for several charities and support financially their link school in Uganda. Pupils experience planning playground projects, gathering ideas, voting, writing reports of meetings, and talking about their plans. Pupils have an excellent understanding of how to eat healthily and the importance of exercise. They participate very well in games and sport. Their spiritual, moral, social and cultural understanding is exceptionally good. They have strong cultural awareness through art, dance and music. They celebrate festivals of other cultures and religions and enjoy real and 'virtual' visits to places of worship. Their outstanding experiences and skills mean that they are exceptionally well prepared for moving on to junior schools.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding because there are features which enable pupils to make outstanding progress over time. Planning is based appropriately on assessment of pupils' previous learning. Consequently, work is provided at the right level of difficulty for pupils in their mixed-age class groups. The high quality of support in each classroom enables pupils to have good guidance and be confident in their learning. Teachers' question pupils very effectively and they respond enthusiastically to 'fun' challenges. Good use of resources such as interactive whiteboards stimulates pupils' interest, especially as they can use them too. Classrooms are rich learning environments

and there are areas of special interest which foster natural curiosity. One classroom has frog spawn which children study with magnifying glasses. In a few lessons, the pace of the introduction is a little slow and pupils have to sit on the floor too long which makes them restless.

Curriculum and other activities

Grade: 1

The curriculum is very well planned on a topic basis ensuring that English, mathematics and computing skills are, as far as possible, included within all subjects. The topics are enhanced by a programme of visits and visitors, and high quality resources such as puppets and bags of objects to illustrate stories and themes. The curriculum is well-adapted to meet pupils' individual needs. The youngest pupils in Year 1 are grouped with Reception but have planned literacy and numeracy in their own group so that, by Year 2, they have caught up with others. There are many opportunities for enrichment of language, such as small group work to develop speaking and listening confidence. Circle time is well planned to provide a forum for discussion of personal, social and emotional issues. There are themed weeks for many subjects such as the recent science week. Pupils with learning disabilities and difficulties have work that is appropriately matched to their learning needs. The curriculum is further enriched by a very good range of well-attended clubs and after-school activities. The beautifully kept school grounds provide interesting opportunities for explorative, imaginative and creative play.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are excellent. Staff and governors are keenly aware of health and safety issues in this caring school. There are robust procedures for child protection and for assessing and dealing with risks which ensures all pupils feel safe and secure. The school works hard to involve all parents in their children's education providing regular weekly newsletters and workshops. They provide resource kits for all to have at home to assist parents support their children. Every pupil's progress is thoroughly analysed and tracked. The information is used to gauge progress, adjust targets and identify those who may need additional support. Pupils have personal literacy and numeracy targets, know what they are, how to achieve them, and how far they have progressed towards them. The school works very well with outside agencies to ensure that they have appropriate advice for pupils with learning difficulties and disabilities.

Leadership and management

Grade: 1

The leadership and management of the headteacher and her managers are outstanding. The headteacher 'shares her vision with everyone in the school and expects everyone to be focused on achieving the aims of the school'. She and her very able leadership

team monitor teaching and learning, the planning of the curriculum and the care and guidance of all pupils with rigour ensuring that individuals achieve those aims. The well- conceived school development plan results from effective team working involving the whole staff. Performance management places an important emphasis on professional development which has helped the school to move forward successfully. The school evaluates its own work accurately and is very well placed to continue to make improvements. Governors' support is excellent. They challenge the school with vigour, whilst showing understanding and admiration for the team work of the whole staff, ably supported by parent volunteers. They make themselves as accessible as possible through, for example, attending parent interview evenings. Parents hold the school in very high regard and are kept fully informed of their children's development.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	1

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Thank you for helping me when I visited your school a little while ago. I enjoyed my time with you, and I promised to let you know what was decided after my visit. When I asked you to say what you thought about your school you said and;quot;Fantastic!and;quot; and and;quot;Brilliant!and;quot;. I agree!

Yours is an excellent school. These are some of the best things about it.

- Your behaviour is excellent.
- You work hard and enjoy your lessons.
- You make very good progress in reading, writing and mathematics.
- Your teachers work hard to make your lessons interesting and fun.
- They help you to be responsible for things you do.
- They check your learning carefully and make sure you know how to improve your work.
- The school looks after you very well to keep you safe.
- The governors are excellent: they know what is going on in the school and work hard to make sure it is doing a good job.
- Your playground is fun to be in.

I have asked the teachers to try to make sure that you do not have to sit on the carpet too long because that makes you wriggly.

Good wishes for the future,

Lily Evans (Mrs) Lead inspector