

# Bagshot Infant School

## Inspection report

---

<b>Unique Reference Number</b>	124996
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315113
<b>Inspection date</b>	17 January 2008
<b>Reporting inspector</b>	Vanessa Ward

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Barker
<b>Headteacher</b>	Mrs Jane Jones
<b>Date of previous school inspection</b>	20 October 2003
<b>School address</b>	School Lane Bagshot GU19 5BP
<b>Telephone number</b>	01276 473385
<b>Fax number</b>	01276 451759

---

<b>Age group</b>	4-7
<b>Inspection date</b>	17 January 2008
<b>Inspection number</b>	315113

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how the school is trying to improve the achievement of more able pupils in writing and mathematics in order to reduce the variability in attainment between boys and girls; how effectively leadership, management and teaching are contributing to the achievement of the more able pupils; and how successfully the school enhances the pupils' personal development and well-being. Evidence was gathered from the school's records, planning and policies, from observing teaching and learning and from discussion with staff. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

## Description of the school

The school is smaller than average. Pupils enter the school in the September after their fourth birthday. A few attend part-time initially. Most pupils are of White British heritage, the remainder coming from a wide range of ethnic backgrounds. The school incorporates a special needs support unit with places for seven pupils and, therefore, the proportion of pupils with learning difficulties and/or disabilities in the school is higher than average. The pupils currently in the unit have either physical disabilities or autism and are fully integrated into the school. The percentage of pupils who qualify for free school meals is well below average. Privately-run before- and after-school clubs and a pre-school are held on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bagshot Infant school is a good school with some outstanding features. It is held in high regard by its parents, who typically comment that their children 'have a wonderful time and an excellent start to their formal education'. This enjoyment of learning is reflected in the pupils' enthusiasm for school. They speak animatedly about exciting science experiments and art activities. Their personal development and well-being are outstanding and stem from the dedication of the staff and the strong sense of teamwork among staff and governors. The school's work in partnership with parents and other agencies is excellent and makes a significant contribution to pupils' personal development and well-being. Parents greatly appreciate the 'very good home/school partnership', mentioning the approachable staff, curriculum evenings and newsletters in particular.

The headteacher has a very clear understanding of how to improve the school. She has put in place a rigorous system of self-evaluation and planning, which seeks and values the views of all staff, governors, parents and pupils. This has led to the introduction of successful initiatives, such as early identification and intervention for pupils who make less progress than expected in literacy.

Since the previous inspection, the roles of the subject leaders have been developed significantly and these staff now take far more responsibility for monitoring standards and influencing teaching and learning in their subjects. Their roles are well-established for English, mathematics and science and are now being extended to other subjects.

Pupils make good progress and attain standards that are well above average. Good teaching and a stimulating curriculum both contribute to this, and enable the pupils to meet challenging targets. Excellent relationships enhance the pupils' very positive attitudes to learning. Teaching assistants play a significant role in promoting the good learning. Educational visits, visitors to the school and after-school clubs all help to enrich the curriculum. The pupils with learning difficulties and/or disabilities are very well integrated into mainstream classes and make good progress because of the support they are given to cater for their wide-ranging individual needs.

Standards at the higher level 3 are well above average. In reading, both boys and girls attain similar results at level 3. In writing and mathematics, there are variations between the attainment of boys and girls. At level 3, boys outperform girls in mathematics and perform less well than them in writing. The headteacher and subject leaders have analysed these imbalances. They are currently introducing strategies to ensure that the work provided for more able pupils provides sufficient challenge so that they can achieve as well as possible in all subjects.

Pupils have an excellent understanding of healthy lifestyles, and participate enthusiastically in healthy eating and exercise. They speak with obvious enjoyment about playing football, skipping and the 'Huff and Puff' club. Pupils take their responsibility as playground friends very seriously. They are proud of their school council and feel that it gives them an opportunity to express their ideas. Their contribution to the school and wider community is outstanding and includes acting as hosts to visitors from the village, raising money for charities and taking part in recycling initiatives. They are enthusiastic about becoming an ECO school. Pupils feel very safe and secure in school, because of the good care, support and guidance they are given. Staff are very caring and pupils know that an adult will help them if they are upset or worried. They say that their teachers 'help us with hard work'. Pupils' spiritual, moral, social and cultural development is excellent. Pupils develop high levels of confidence and self-esteem, and their behaviour,

both in lessons and at playtimes, is excellent. Opportunities to work in pairs and teams, combined with the school's successful focus on basic skills, prepare them well for later life.

As the result of close cooperation between the headteacher and governors, several very successful changes have been made to the way in which the governing body carries out its responsibilities. The governing body has an excellent understanding of, and involvement in, school improvement. It fulfils its various roles very effectively and offers an excellent balance of support and challenge to the headteacher.

The school has made significant improvements since its previous inspection. This track record of well considered and effective improvements indicates that it has good capacity to continue improving.

Parents comment that 'there is always a very warm, happy atmosphere in the school', something that the staff work hard and successfully to maintain. Many parents mentioned 'the friendly/caring school'. One parent summed up the views of many by saying 'I feel my child is very lucky to attend Bagshot School'.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The Foundation Stage is well managed and the children are given a good start to their education. Parents express gratitude for the way their children are helped to settle quickly. When the children are first admitted, they have skills that are better than those generally found in four-year-olds. Good teaching and regular assessment of progress help the staff to cater for individual needs. This enables the children to make good progress, and most exceed the expected goals by the end of the Foundation Stage. The curriculum provides a broad range of activities that link to all areas of learning. There is a good balance between activities led by adults and those chosen by the children themselves.

### **What the school should do to improve further**

- Increase the challenge for more able pupils, particularly in writing and mathematics, to redress imbalances in the achievement of boys and girls.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	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

29 January 2008

Dear Pupils

Inspection of Bagshot Infant School, Bagshot, GU19 5BP

Thank you for making me feel welcome when I visited your school. It was interesting to talk to you and to hear what you think about your school. You and your parents and carers think that you go to a good school and I agree.

Here are the things I liked most about your school.

- You do well in your learning and, by the end of Year 2, you can read, write and do mathematics better than children in most schools.
- Your teachers make learning interesting and you told me how they help you to understand work that is harder.
- All of the grown-ups take good care of you and this helps you to feel safe and happy.
- You eat very healthily in school, take part in lots of exercise, behave very well and really enjoy learning, and all of these things will help you as you grow up.
- Your teachers work very well with your parents and with other people outside of school in order to help you and to make your learning more interesting.
- Your headteacher and school governors are working really well together to make your school even better.

In order to help your headteacher, teachers and governors to improve your school, I have asked them to think about making sure that work is hard enough for those of you who learn quickly. You can help by always trying your best.

I hope you carry on enjoying school and learning many interesting things.

Best wishes

Vanessa Ward

Lead Inspector