

Boxgrove Primary School

Inspection report

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| Unique Reference Number | 125033 |
| Local Authority | Surrey |
| Inspection number | 340702 |
| Inspection dates | 4–5 February 2010 |
| Reporting inspector | Sarah McDermott |

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

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|--|---------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 420 |
| Appropriate authority | The governing body |
| Chair | Anne Rouse |
| Headteacher | Paul Bull |
| Date of previous school inspection | 5 February 2010 |
| School address | Boxgrove Lane Guildford GU1 2TD |
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Introduction

This inspection was carried out by four additional inspectors. The team spent 60% of the time looking at learning and observed 15 teachers teaching 19 lessons. The inspectors observed the school's work, and held meetings with the headteacher, governors, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed pupil, staff and 95 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils were making sufficient learning and progress in mathematics and science at Key Stage 2
- the progress of pupils with special educational needs and/or disabilities to investigate if they were making the excellent progress indicated by the school
- whether more able pupils were making sufficient progress in lessons and were having opportunities to extend their learning outside lessons
- the effectiveness of all senior managers in driving improvement in teaching and learning.

Information about the school

Boxgrove Primary is located on the outskirts of Guildford and is larger than most primary schools. Very few pupils are eligible for free school meals. A very large majority of pupils are of White British heritage and few pupils speak a language other than English at home. The proportion of pupils who need extra help, mostly because of speech and language needs or mild autism, is similar to most primary schools. Children in the Early Years Foundation Stage enter the Reception class from a wide range of feeder nursery and pre-school settings. The school runs a breakfast and an after-school club. The attached Children's Centre is managed by the governing body and is to be inspected on a different occasion. The school has gained the International School Award and Activemark among other awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Boxgrove Primary is a good school where pupils are healthy, happy and attain high standards. One pupil exclaimed, 'It's a brilliant school and I always come to school happy because I love the school dinners and everything else about this school!' Attendance rates are well above most other primary schools and pupils are extremely well prepared for the next stage of education and eventually the world of work. The school has a real sense of community where pupils willingly help each other and play an active role in running the school. Their impressive involvement in shaping the school development plan via 'Your Boxgrove, Your Say' is on display for all to see in the school entrance. One parent commented, 'the school has a wonderful community atmosphere where all children feel a part of that community.'

Pupils make good progress in their learning. In 2009 pupils made good progress in their English, but achievement was not good enough in mathematics and science in Key Stage 2. Since then the new headteacher has successfully spurred on his staff to find ways to tackle underachievement. The school has devised a clear mathematics action plan, including introducing workshops for parents and carers and providing specific training for staff in mathematics teaching, that has resulted in improved mathematics learning across all classes. The school has made excellent use of its partnerships with other schools to learn from best practice in teaching methods for the benefit of its own pupils. The improvement in mathematics progress is positive evidence that the school has good capacity for sustained improvement in other areas. Leaders and managers are now starting to improve learning in science. Although in many lessons pupils have plenty of chances to participate actively in learning through 'hands-on' investigations, the school is aware that sometimes this is lacking in science lessons. Scrutiny of pupils' exercise books indicates that pupils are more productive in English and mathematics than in science.

Teachers are always very clear in explaining to pupils what they are going to learn in lessons. Pupils learn well because they are particularly adept at evaluating the progress they are making and setting themselves challenges to make learning even better next time. However, a few lessons are not up to the high standards of many. Marking is always upbeat and encouraging, but does not consistently explain what the pupil could do to progress even faster. The best examples of marking give pupils extra little problems to consolidate learning.

What does the school need to do to improve further?

- Improve achievement in science to similar levels as mathematics and English by:

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- increasing the opportunities for pupils to use their investigative skills
- ensuring leaders and managers regularly monitor the amount of work covered.
- Raise the quality of teaching so it is consistently good or better by:
 - ensuring marking always points to the next steps the pupils can take in their learning
 - matching work more closely to the particular needs of individual pupils.

Outcomes for individuals and groups of pupils**2**

Pupils arrive with a lively step in the morning and enjoy taking part in lessons and meeting their friends. Pupils learn well in lessons because they understand the very clear routines, meaning little time is lost in moving from one activity to another. They work very well together, gaining much from helping or challenging each other. In an excellent mathematics lesson, pupils collaborated exceptionally well to devise boxes for a variety of three-dimensional shapes. The lesson hummed with lively chatter as pupils checked each other's work and suggested how boxes could be made even better. Pupils are self-motivated and invariably get down to work with independence and maturity. They keep a close eye on the success criteria for their learning and are able to stretch themselves to do better. The outstanding learning in an English lesson on myths was boosted by pupils being able to reply honestly to the question, 'What could I do to improve my myth next time' Pupils are proud of their achievements, but some presentation is scrappy and does not do their good progress in lessons justice. All pupils achieve well, whatever their ability. They make good progress in English and mathematics and satisfactory progress in science. Pupils with special educational needs and/or disabilities and the few who do not speak fluent English make good progress in their learning, as do pupils who are more able.

The spiritual, moral, social and cultural development of the pupils is good. Most pupils behave impeccably in lessons and around the school. However, pupils in some classes in Key Stage 1 find it more difficult to settle to learning because of their particular special educational need. Incidents of bullying are very rare. If pupils are at all worried, they know who to turn to and are confident that the problem will be sorted out. Pupils have an excellent knowledge of how to lead healthy lives. They particularly enjoy their sport and many mention their love of swimming. Pupils take on a wide variety of responsible jobs, including school councillors, house captains and running the Eco-club. During the inspection pupils were particularly proud to be helping to organise the 'Boxgrove's Got Talent' competition. Pupils have a good knowledge of a range of different faiths and how people live in other parts of the world. However, a significant number mention that they would like to know more about citizens who have different ways of life within the United Kingdom.

These are the grades for pupils' outcomes

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Please turn to the glossary for a description of the grades and inspection terms

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 1 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Lessons get off to a prompt start because teachers are clear about what they want pupils to learn and have all the necessary resources to hand. Learning continues at a good pace as a result of frequent interjections from teachers, such as 'you have five minutes left', to keep the pupils on their toes. Staff build up good relationships with their class, so pupils look up to their teachers and teaching assistants and want to do the best for them. Teaching assistants are particularly professional. They not only give good support to pupils who need specific help but also move in to help any other pupil they notice to be struggling. The introduction of 'sets' in English and mathematics allows teachers to plan work more appropriately for a given range of ability. Some teachers match work exceptionally well to the needs of individual pupils, using information from previous lessons to ensure the level of support or challenge differs in the next lesson. However, in a few lessons pupils are all given the same work to complete so some do not make as much progress as they should.

Teachers plan activities and outings that enthuse the pupils to find out more. One parent wrote, 'We are really pleased with the opportunities the school offers ' focus weeks, workshops, trips ' really memorable ways of bringing learning to life for the children.' In addition, the extra-curricular clubs and the extensive residential visits are excellent and contribute very well to the pupils' learning and personal development. In lessons, when pupils have a chance to choose their own equipment or to organise their

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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learning, progress is invariably positive. In a good science lesson pupils took their pulse rates and compared them with their classmates, but often a lack of confidence in teaching science means pupils are not given sufficient scope to investigate and find out more themselves.

Pupils are well looked after at school. The breakfast club and after-school club provide a safe and well-organised start or finish to the school day. Excellent links with outside agencies benefit the pupils with special educational needs and/or disabilities. In particular, visitors during the Disability Week successfully raised the awareness of disabilities and helped pupils to empathise with those less fortunate.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher is held in high esteem by parents, staff and pupils alike. He ensures parents and carers are well involved in their children's progress by ensuring teachers send home pupils' learning targets and publishing a weekly newsletter. The headteacher and his immediate senior leadership team have taken bold decisions in redeploying teaching staff to ensure pupils make the best progress they can. The innovative introduction of 'areas of learning' teams is extending opportunities for leadership to a wide range of teachers. The new leaders are enthusiastic but several are still inexperienced. Already a positive impact is evident on pupils' learning in English and mathematics, but is not yet consistent in science, where there is not enough effective monitoring of the quality of teaching and learning.

The headteacher and governors consult staff, parents, carers and pupils widely to find out what is going well and what needs improving. Consequently the school development plan is a good working document owned by the whole school community. Governors are very knowledgeable about the workings of the school and growing in their ability to question and challenge the school's performance. The school is highly committed to taking a leading role in sharing good practice within the local confederation. Excellent partnerships with a wide range of local schools boost the pupils sporting and musical prowess and extend opportunities for the more able pupils.

The school ensures all pupils have equally good opportunities to achieve well in their learning and personal development, and tackles any potential discrimination effectively. It strives to ensure that no pupil is left out of any activity in which they want to participate. The school knows its own community well and works effectively to extend

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the pupils' knowledge of other communities. The school has excellent international links with a wide range of countries and is rightly proud of its strong presence in the local neighbourhood. It is now working to develop pupil's familiarity with different ways of life in other parts of the United Kingdom. All safeguarding requirements are properly met. Training in child protection is comprehensive and policies linked to care and safety are regularly reviewed to ensure they satisfy the latest guidance.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Parents and carers are very pleased with the way their children are welcomed into the Early Years Foundation Stage. One mother wrote, 'The staff have been superb in their approach to settling children into the Reception class and they have done everything to make the school day exciting and filled the curriculum with interesting topics very appropriately suited to the children.' Inspectors agree that the staff plan inspiring activities so children progress well in all areas of learning. In one excellent session children made great strides in their mathematical learning because they were captivated by pretending to be scales. They stretched their arms and learnt to tip one way or the other depending on the weight of fruit added to different sides.

Children behave extremely well and play together very positively. Not surprisingly their progress in personal and social development is very strong. Staff are now working to ensure that children's progress in the early stages of reading and writing is equally good. The staff include parents well in understanding the teaching of letters and the sounds they represent. Already writing activities are popular pastimes and children enjoy choosing samples of their writing to go in their 'learning journey' folders. The leadership

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of the Early Years Foundation Stage is good. An obvious focus on raising expectations is communicated clearly to the wide range of staff. The leadership team is aware that the outside area is not sufficiently enticing and is beginning to develop the Reception playground so that it provides a rich and stimulating place that matches the learning opportunities provided inside.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The overwhelming majority of parents who returned questionnaires agree that their children are happy, safe and healthy when at school. This is confirmed by the inspection team. A few parents are concerned that the particular needs of their children are not met. The inspectors judge that all pupils, whatever their ability or need, make good progress because they are well supported. A few parents also do not feel that school deals effectively with unacceptable behaviour. The school manages behaviour well, but is aware that they could keep parents better informed on behaviour management systems. Despite a few parents reporting that the school does not take heed of their suggestions and concerns, the inspectors judge that communication with parents is good.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 421 pupils registered at the school. Ofsted invited all the registered parents and carers of pupils registered at Boxgrove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 58 | 61 | 33 | 35 | 3 | 3 | 0 | 0 |
| The school keeps my child safe | 68 | 72 | 25 | 26 | 2 | 2 | 0 | 0 |
| The school informs me about my child's progress | 41 | 43 | 46 | 48 | 5 | 5 | 2 | 2 |
| My child is making enough progress at this school | 42 | 44 | 41 | 43 | 8 | 8 | 1 | 1 |
| The teaching is good at this school | 49 | 52 | 41 | 43 | 4 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 46 | 48 | 41 | 43 | 5 | 5 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 54 | 57 | 36 | 38 | 3 | 3 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 50 | 53 | 31 | 33 | 6 | 6 | 1 | 1 |
| The school meets my child's particular needs | 43 | 45 | 38 | 40 | 9 | 10 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 45 | 47 | 35 | 37 | 9 | 10 | 1 | 1 |
| The school takes account of my suggestions and concerns | 41 | 43 | 40 | 42 | 11 | 12 | 1 | 1 |
| The school is led and managed effectively | 50 | 53 | 39 | 41 | 4 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 59 | 62 | 28 | 30 | 4 | 4 | 1 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 February 2010

Dear Pupils

Inspection of Boxgrove Primary School, Guildford GU1 2TD

We thoroughly enjoyed our visit to your school. Thank you very much for helping with the inspection by talking to us and showing us what you can do. We agree with your parents and carers that you are in safe hands and we know you enjoy school.

You get on very well with your teachers and friends. Your attendance is higher than most other primary schools. Most of you behave very well but a few of you find it difficult to settle down to learning quickly enough. We are impressed with your knowledge of leading healthy lives through your sport and sensible eating. You look after your school community extremely well, whether by taking on responsibilities or giving your views in 'Your Boxgrove, Your Say'.

You make good progress in English and mathematics, but less so in science. Your teachers agree with us that you could do more experiments in science lessons. Teaching is good because lessons are well organised and you know what you should learn. However, we have asked all teachers to provide helpful comments when marking so you can learn to check how you are progressing and to make sure that work is always at just the right level for you. Your headteacher and his team of senior teachers lead the school well. They know what needs improving, have already improved your mathematics learning and now are concentrating on improving science.

To make your education better, I have asked your school to do two things:

- improve your learning in science by checking you are covering enough work each term and ensuring you have enough chances for experiments
- make sure all teaching is at least good by adding helpful comments in marking and checking the work for each of you is at just the right level of challenge.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the lovely community feel at Boxgrove Primary.

Yours sincerely

Sarah McDermott

Lead inspector

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