

Bagshot Infant School

Inspection report

Unique Reference Number	124996
Local Authority	Surrey
Inspection number	359812
Inspection dates	13–14 September 2010
Reporting inspector	Derek Watts

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Mr Steve Barker
Headteacher	Jane Jones
Date of previous school inspection	17 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons or part lessons were observed and six teachers were seen. The inspection team examined the school's policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents. The inspectors analysed 71 questionnaires completed by parents and carers and others by staff.

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

- The effectiveness of strategies to improve the performance of boys in literacy.
- Progress of pupils with special educational needs and/or disabilities.
- The impact of community cohesion on pupils' contribution to the wider community and to their cultural development.

Information about the school

Most pupils in this smaller than average school are from a White British background. Other pupils are from a wide range of ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion of pupils with a statement of special educational needs is much higher than in most schools. The school includes a Special Needs Support Centre which provides for seven pupils with a statement of special educational needs. The nature of these disabilities/difficulties includes autism and physical difficulties. A below average proportion of pupils are eligible for free school meals. An on-site pre-school and before- and after-school clubs are managed by private companies. These organisations are inspected separately. The school holds a number of awards including Active Mark and Investors in People.

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?

1

The school's capacity for sustained improvement

1

Main findings

Bagshot Infant school has successfully built on the positive aspects identified in previous inspection report. It is now an outstanding school. Pupils achieve exceptionally well because of good quality teaching and an extremely well planned curriculum. By the end of Year 2, attainment is high in reading, writing and mathematics. Care, guidance and support and the school's extremely inclusive and positive ethos make a valuable contribution to pupils' personal outcomes. Excellent partnerships have been established with parents and carers. Parents are supportive and are rightly delighted with the care and education provided. Some parents wrote, 'Extremely happy with all aspects of education', 'Wonderful school with extremely dedicated team of staff' and 'Fantastic school'.

Children enter the Early Years Foundation Stage with knowledge and skills above those expected for their age. They make good progress in most areas of learning and outstanding progress in their personal and social development. Pupils continue to make good progress in Years 1 and 2. Until recently, the girls were performing better than the boys, particularly in reading and writing. A range of strategies has been implemented successfully to redress this gender difference. Teachers establish high expectations and very good relationships with their pupils. Instructions and demonstrations promote learning effectively. Assessment is used well to plan teaching and match tasks to pupils' different abilities. As a result, pupils, including the more able, are challenged well and make good progress. Pupils with special educational needs and/or disabilities are extremely well included in all activities and benefit from specialist support. Some of these pupils make outstanding progress.

Pupils are courteous, friendly and supportive of others. They relate extremely well to adults and to their peers. Behaviour is often exemplary in lessons and around the school. Pupils feel extremely safe and show an excellent understanding of how to lead a healthy lifestyle. Attendance levels are above average. Community cohesion is promoted well on a local level and pupils make good contributions to the school and to the local events. The school is less effective in promoting pupils' knowledge and understanding of different cultures and life in the wider world but has plans to address this.

An experienced headteacher provides extremely good educational direction. She is well supported by other key leaders. Teamwork among the staff is strong and, with her staff, the headteacher has created a very positive climate for pupils to learn in. Self-evaluation is accurate and the findings are used well to inform improvement planning. Highly effective action is taken to bring about improvements where needed such as improving the performance of boys. Since the last inspection, pupils' achievement, the curriculum and care, guidance and support have improved from good to outstanding. The school

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demonstrates an outstanding capacity for further development.

What does the school need to do to improve further?

- Extend the good work on local community cohesion in order to broaden pupils' knowledge and understanding of different cultures and the wider world.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy their experiences at school and show very positive attitudes to learning. As one pupil said: 'We love to learn new things'. School assessments, a range of pupils' work and the lessons seen indicate that attainment is high by the end of Year 2.

Most groups of pupils make good progress. A number of pupils' with special educational needs and/or disabilities make outstanding progress from their starting points.

More-able pupils are extended and make good progress. This is reflected by the well above average proportion of pupils who attain the higher than expected levels in reading, writing and mathematics. Boys are now doing at least as well as the girls in reading and writing because of action taken by the school. They are motivated by the topics and materials provided.

Pupils make good progress in speaking and listening because of the regular opportunities they have to discuss their learning in pairs and small groups. In a Year 2 lesson seen, pupils were fully involved in drama and role-play activity as they acted out the characters of a story. They spoke articulately and confidently. They were eager to express ideas and opinions about the story. Pupils enjoy reading the wide range of books available and benefit from the focused approach to the teaching of reading. In writing, pupils write for a range of purposes. They produce clear and imaginative stories. Spelling and punctuation is usually accurate and correct. By Year 2, most pupils' handwriting is legibly formed and joined. Pupils apply and develop their writing skills well in other areas. For example, in an electricity topic, Year 2 pupils wrote clear descriptions on how to create a complete circuit and how to make a lighthouse. Good teaching and interesting practical activities that are well matched to their needs lead to pupils' good progress in mathematics. They use and apply numeracy skills successfully to solve a range of problems.

Pupils' good spiritual, moral, social and cultural development is reflected in their consideration and support for others. Their skills in working with others are very well developed. Pupils' knowledge and understanding of non-Western cultures and different faiths is less well developed than other elements of their personal development.

Pupils choose healthy foods and participate enthusiastically in a range of physical exercise. They feel extremely safe and well cared for at school and are confident that there is always a trusted grown up they can turn to if they are upset, worried or need help. Pupils take on additional responsibilities such as serving on the school council and acting as playground friends. They support those less well off by raising funds for different charities and participate well in local community events. Pupils are extremely

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well prepared for the future and their economic well-being. Their personal and social skills are exceptionally well developed. By the time they leave, they have high levels of literacy and numeracy skills and apply these well to new situations. Their information, communication and technology skills are also well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching successfully promotes good progress and enjoyment for pupils. Teachers create attractive and stimulating classrooms to inspire and motivate pupils. The purpose of the lesson is effectively shared with the class so pupils know what they are expected to learn. Teachers are particularly effective in modelling and demonstrating to pupils. For example they show pupils how to carry out mathematical operations. Questioning is used effectively to check pupils' knowledge and understanding. These promote learning well. There are good opportunities for pupils to discuss their work. Careful assessment and good planning mean that teachers provide challenging tasks that are well suited to pupils' needs. More-able pupils are extended and those who need additional support receive good guidance from teaching assistants. Teachers are currently implementing

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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new methods of involving the pupils in their own assessment and learning.

The curriculum promotes good progress and high attainment for pupils. It contributes extremely well to their personal development. Provision for literacy and numeracy is highly effective. Initiatives to improve boys' interest and performance in reading and writing have had a positive impact. Good links between subjects add meaning and relevance to learning. Pupils' learning and enjoyment is further enriched by a wide range of clubs and visits. Popular clubs include dancing, football, little golfers, French and Club Energy.

Care, guidance and support underpins the school's inclusive and welcoming ethos. The well-organised, very safe and secure environment provided is recognised by pupils, parents and carers. Staff know the pupils well and relationships are of a high calibre. As a parent commented: 'All staff are very supportive and always make themselves available'. Pupils with special educational needs and or disabilities are carefully assessed and their well-planned programmes and support help to ensure that they thrive. A delighted parent wrote: 'Inclusion and support is outstanding'. High expectations by all staff and consistently implemented procedures lead to outstanding behaviour. In partnership with other agencies, the school is successful in supporting pupils and their families who need extra help.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Educate, enable and enrich' is at the heart of the school's vision and drive for improvement. The headteacher and key leaders successfully promote high-quality provision and outstanding outcomes for pupils. Roles and responsibilities are distributed effectively among the staff and all leaders play a full part in monitoring and improving the school's performance. New leaders are developing well in this role.

The monitoring and development of teaching is effective and this has helped to promote consistency in practice. Well-targeted training and the sharing of good practice with staff from other schools has contributed to the considerable success in improving boys' performance in literacy.

Governors make a valuable contribution to the school's effectiveness and improvements. They have a very clear understanding of the school's performance and are fully involved in monitoring and planning for improvement. Governors are supportive and provide constructive challenge in order to hold the school to account. Considerable emphasis is

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placed on safeguarding. Policies and practice to protect and safeguard children are of a high quality. All staff are well trained in this area and safe practices are promoted through the school's curriculum.

Equality of opportunity is promoted exceptionally well and the headteacher, staff and governors strive to ensure that all groups of pupils achieve as well as they can. The school community is rightly very proud of the way that pupils from the Special Needs Support Centre are so successfully included and integrated into all lessons and activities. The school has a good understanding of the community it serves and promotes community cohesion well. Partnerships with the local community are strong. It is less effective in promoting different cultures and pupils' knowledge and understanding of the wider global community. School leaders have plans to tackle this.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children settle into school very quickly because of the good induction arrangements and the very positive partnership with parents and carers. Very good relationships between adults and children and the exceptional attention given to care and welfare enable children to make first-rate progress in personal and social development. They learn and play very well together. Children feel extremely safe and secure in a positive learning environment. Since the last inspection, accommodation and facilities for the Early Years Foundation Stage have improved considerably and this has extended the range and scope for learning. Staff provide an interesting range of learning activities both in and out of the classroom. Children are motivated and thoroughly enjoy their learning. They

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are taught well and there is an effective blend of adult-led activities and those chosen by the children. Role play areas are currently limited but there are plans to improve these. The new Early Years Foundation Stage leader has already carried out a review of provision and has well thought out plans for further improving areas such as creative and cultural development.

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

Over a third of parents and carers returned the questionnaire. Nearly all parents and carers who returned them are extremely happy with their child's experience at the school. They are particularly pleased with the sense of enjoyment, safety in school, the quality of teaching, leadership and management, preparation for the future and the promotion of healthy lifestyles. The inspection team fully supports these very positive views. A small minority of parents and carers expressed concern about the management of unacceptable behaviour. Most pupils are extremely well behaved because of high expectations and the strong relationships within the school. There are one or two pupils with challenging behaviour but these are well managed and supported.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bagshot Infant 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	55	77	16	23	0	0	0	0
The school keeps my child safe	56	79	14	20	1	1	1	1
The school informs me about my child's progress	46	65	23	32	1	1	1	1
My child is making enough progress at this school	46	65	22	31	1	1	1	1
The teaching is good at this school	52	73	16	23	0	0	0	0
The school helps me to support my child's learning	44	62	24	34	1	1	1	1
The school helps my child to have a healthy lifestyle	52	73	18	25	0	0	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)	57	80	12	17	0	0	0	0
The school meets my child's particular needs	50	70	19	27	2	3	2	3
The school deals effectively with unacceptable behaviour	33	46	29	41	3	4	3	4
The school takes account of my suggestions and concerns	43	61	25	35	1	1	1	1
The school is led and managed effectively	53	75	17	24	0	0	0	0
Overall, I am happy with my child's experience at this school	56	79	13	18	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



15 September 2010

Dear Pupils

Inspection of Bagshot Infant School, Bagshot, GU19 5BP

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we have found. Bagshot is an outstanding school and one you can be proud of.

These are the school's main strengths.

- Children get off to a good start in the Early Years Foundation Stage.
- The school is a very pleasant place to learn in where all of you have equal chances to do as well as you can.
- You thoroughly enjoy school and your attendance is good.
- You are making good progress because of the good teaching
- By the end of Year 2, you reach high levels in reading, writing and mathematics.
- An outstanding range of learning activities is provided including clubs and visits.
- You get on extremely well with each other and behaviour is often outstanding
- You have an excellent understanding of how to keep healthy and fit.
- You feel extremely safe at school because teachers and other adults take excellent care of you and provide very good guidance and support.
- You make positive contributions to the school and to the local community.
- The school is exceptionally well led and managed by your headteacher and she receives strong support from other senior staff.

We have asked the headteacher and teachers to do one thing to improve the school

- More topics should be included to increase your knowledge and understanding of different cultures, faiths and how people live in the wider world.

We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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