

# Badshot Lea Village Infant School

## Inspection report

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<b>Unique Reference Number</b>	125051
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359829
<b>Inspection dates</b>	28–29 March 2011
<b>Reporting inspector</b>	Mike Capper

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cathy Green
<b>Headteacher</b>	Jan Weir
<b>Date of previous school inspection</b>	1 May 2008
<b>School address</b>	Badshot Lea Road Badshot Lea Surrey GU9 9LE
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 10 lessons taught by seven teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 76 questionnaires from parents and carers and 27 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of pupils with special educational needs and/or disabilities.
- The use of writing skills across the curriculum and how well it promotes good progress, especially for boys.
- The use of the outdoor area to support learning in the Early Years Foundation Stage.
- The quality of development planning and the role of middle managers in school self-evaluation.
- Pupils' responsibility taking and their understanding of how to improve their work.

## Information about the school

Most pupils come to this smaller-than-average-sized infant school from the local village. The proportion of pupils known to be eligible for free school meals is below average. Nearly all pupils are from White British families. The 45 children in the Early Years Foundation Stage are taught in a Reception class which has two teachers.

The proportion of pupils identified as having special educational needs and/or disabilities is high. This is because the school includes a special educational needs support centre for 15 pupils from across the county. Most of these pupils have a statement of special educational needs for a range of complex needs including physical difficulties, autistic spectrum disorders and speech, language and communication difficulties.

The school has several awards including International School accreditation and Eco-School status.

**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

One parent accurately captured the essence of this good school when commenting that 'Parents and children alike feel welcome and there is a warm, kind, caring environment in which every child is happy and secure.' The school very successfully teaches pupils important values such as respect and good manners, as well as giving them many opportunities to learn about the diversity of the world around them.

Pupils' achievement is good because they are taught well. Children get off to a good start in the Early Years Foundation Stage and then continue to make good progress in the rest of the school. Consequently, pupils learn quickly in lessons and their attainment is above average by the end of Year 2. Teachers have successfully closed the gap between boys' and girls' attainment in writing by giving pupils many opportunities to write purposefully in different subjects. This means that pupils make good progress and develop very positive attitudes towards writing. However, pupils have too few opportunities to practise and improve information and communication technology (ICT) skills by using them in different subjects and this slows the rate at which skills can improve.

Pupils in the special educational needs support centre are given good-quality support and they make good progress. Provision for these pupils is well managed and there are excellent partnerships with outside agencies to provide specialist support in response to individual needs. Pupils' learning is assessed carefully and this then feeds well into individual programmes which effectively respond to differing needs. Resources such as the soft play area are used well to support learning. There are good plans in place to develop the outdoor area so that it can be used whatever the weather.

Adults provide very high-quality care for the pupils and ensure that they feel very safe. Pupils behave well and try hard although not all teachers expect pupils to work neatly in their numeracy books. Consequently some numeracy work is poorly presented. Pupils especially like the clubs and visits that greatly enrich the curriculum and contribute strongly to their outstanding spiritual, social, moral and cultural development. Pupils take responsibility keenly through the school council. They make an excellent contribution to the community by taking part in local events such as the Farnham Festival and by working very closely with other schools. Pupils are very clear about the importance of adopting healthy lifestyles. The uptake of the nutritious school dinners is good and pupils learn about healthy diets by growing and cooking their own food.

The reflective and purposeful leadership of the headteacher has ensured that the school has continued to move forward quickly since the last inspection. Development planning is thorough and is based on good self-evaluation procedures. However, too much

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responsibility for this falls on the headteacher and there is not enough systematic monitoring of teaching and learning by middle managers and subject leaders for them to get a full picture of provision in their areas of expertise. The governing body provides good support and challenge to the school. They share the headteacher's ambitions and have helped her to build on strengths from the last inspection. Significant achievements such as the success of recent work to improve pupils' writing demonstrate the school's good capacity for further improvement.

The school engages extremely well with parents and carers. They are regularly consulted and are kept well informed about how they can help their children. This helps them to make a very positive contribution to their children's learning.

### **What does the school need to do to improve further?**

- Give pupils more opportunities to improve skills in information and communication technology by using them in different subjects.
- Ensure that teachers have consistently high expectations of how pupils should present their work in numeracy lessons.
- Formalise systems for monitoring of the work of the school by middle managers and subject leaders so that they get a clearer picture of where improvements are needed.

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

**2**

Pupils achieve well and they thoroughly enjoy school. When they start school in the Reception class, the majority of children are working at the levels expected for their age. Pupils' enthusiasm and positive attitudes to learning contribute significantly to their good progress in lessons. In a good literacy lesson, pupils were fully engaged and made good progress as they began to retell in their own words a story about 'Frog and Toad'. They worked enthusiastically and responded well to the high expectations of the teacher. In a good numeracy lesson, pupils worked hard and cooperated sensibly as they used number lines and other resources to explore addition and subtraction. Pupils were fully engaged and supported each other well, with the most able being challenged effectively as they began to look at more complex calculations.

Pupils with special educational needs and/or disabilities, including those in the special educational needs support centre, make good progress in improving basic skills. In a good lesson in the centre, a theme of growing was developed well by staff, with individual needs being met successfully as pupils looked at plants outside and sequenced the life cycle of a flower in the classroom.

Pupils develop very good confidence and self-esteem, ensuring that they are well prepared for the next stage of their education. They show very good concern for the needs of others and their behaviour is good, although just occasionally they become inattentive when moving between tasks. Activities such as a visit from a local Chinese chef and links with a school in Nepal help pupils develop an excellent awareness of different cultures. The school's excellent work in this area is reflected in its International

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School award. Pupils are very aware of the importance of looking after the environment as can be seen by the school's Eco award. Pupils are very proud of their beautiful school grounds and 'The Little Green Team' helps to keep them clean and tidy.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

The school provides very high-quality care and support to all pupils. Adults know every pupil and treat them all as part of the 'school family'. Adults willingly go the extra mile, for example by accompanying a parent and child on a hospital visit so that they could offer the needed support. Pupils who are finding work difficult are quickly given extra help to get them back on track. There is very effective liaison with outside agencies when it is needed, with specialist services used very effectively to support pupils in the special educational needs support centre. There are good transition arrangements and older pupils feel that they are being very well prepared for their move to junior school. Teachers prepare very thoroughly for lessons and they use assessment information carefully to plan what to teach next. Skilled teaching assistants support learning well, especially when working with small groups of pupils. There is generally a fast pace to

<sup>1</sup> 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 in lessons, although this sometimes slips when pupils sit for too long at the start of lessons. Teachers give pupils regular feedback in lessons about how well they are doing. Marking and the use of targets are most effective in English, where pupils are particularly clear about how they can improve. This is less well established in other subjects, and in numeracy books there are occasions when some teachers too readily accept untidy work.

The curriculum successfully promotes basic skills in literacy and numeracy. Links between subjects are especially strong in English and pupils are given many opportunities to write purposefully in science, history and geography. This ensures that pupils make good progress in writing. However, basic ICT skills improve more slowly because there are too few opportunities for pupils to apply their skills across the curriculum. Visits provide pupils with many exciting experiences and they speak very positively about 'WOW' days where they work together on themes such as 'Stars and Space'. Partnerships with other schools support pupils' learning extremely well and give them opportunities to try different activities such as hockey and dance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

This is a school that is not resting on its laurels. The headteacher's good ambitions and drive for improvement are firmly embedded among staff because teamwork is very strong. There is a good understanding of remaining priorities, including the need to share monitoring responsibilities more systematically so that middle managers and subject leaders can take a greater part in leading and managing teaching and learning. The governing body takes a good part in planning for school improvement and has thorough systems for checking the school's effectiveness. □

The school promotes equality and tackles discrimination successfully. Senior leaders make good use of data to check the progress of different groups. There is no discrimination, because pupils learn to respect and understand different beliefs. This helps the school to make a good contribution to community cohesion. Leaders are very responsive to local needs and work very closely with parents and carers. The school has strong links with an establishment in Nepal and these help pupils to develop a very strong awareness of life in other parts of the world. Leaders are now trying to establish links within the United Kingdom to strengthen further this aspect of the school's work. The school has good safeguarding procedures. The vetting of staff is very thorough and

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record keeping in this area is exemplary. Staff training on child protection is comprehensive and underpins the good safe practice seen in school.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

A parent summed up some of the key strengths of provision for children in the Early Years Foundation Stage when writing, 'The teachers are kind and caring and foster a love of learning.' Children are taught well in the Reception Year and this means that they make good progress. Consequently, their attainment is above average by the start of Year 1. Adults take good account of children's different starting points, including the needs of those who have special educational needs and/or disabilities. They plan exciting activities, making very good use of the excellent outdoor area to support learning. This more than compensates for a relative lack of space in the classroom. Children are very well cared for and they have excellent opportunities to explore their own ideas. When they do this, adults intervene at just the right time to move learning on. For example, children's understanding of patterns was significantly enhanced by astute questioning as they explored patterns in the environment and by painting and using small models. Children were challenged to think for themselves and this meant that they began to identify and make more complicated patterns. Large group activities are well organised, especially when letter sounds are being taught, but teachers do not always give children enough opportunities to talk about their work at the end of sessions so that they can review learning and move it on.

Leaders work very closely with parents and carers and they are particularly positive about the information that they are given when their children first start school. Leaders

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have a good picture of where further improvements are needed and they monitor children's progress carefully. However, this information is not always recorded systematically enough. This means that assessment records do not always give a clear enough picture of every child's progress over time in every area of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Almost all parents and carers are very pleased with all aspects of the school's work. The many positive comments included, 'Badshot Lea gives pupils a wonderful start to their education' and 'Our children love coming to school.' A few parents and carers expressed concern about arrangements at the start of the day when there is only one adult on duty as children arrive at school. The school acknowledges that this could be improved and by the end of the inspection plans had already been made to tackle this concern.

### Responses from parents and carers to Ofsted's questionnaire

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	76	18	24	0	0	0	0
The school keeps my child safe	60	79	14	18	2	3	0	0
The school informs me about my child's progress	39	51	34	45	3	4	0	0
My child is making enough progress at this school	48	63	25	33	3	4	0	0
The teaching is good at this school	59	78	16	21	1	1	0	0
The school helps me to support my child's learning	48	63	28	37	0	0	0	0
The school helps my child to have a healthy lifestyle	57	75	19	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)	48	63	21	28	0	0	0	0
The school meets my child's particular needs	48	63	27	36	1	1	0	0
The school deals effectively with unacceptable behaviour	42	55	26	34	3	4	0	0
The school takes account of my suggestions and concerns	38	50	34	45	3	4	0	0
The school is led and managed effectively	55	72	20	26	1	1	0	0
Overall, I am happy with my child's experience at this school	60	79	16	21	0	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 March 2011

Dear Children

Inspection of Badshot Lea Village Infant School, Farnham GU9 9LE

Thank you for welcoming us to your school. You were very polite and we enjoyed talking to you. We agree with you that this is a good school where you do well.

Here are some of the things we found out about your school.

- You do very well in the Reception class. You are happy, make good progress and nearly always have smiling faces when you come to school! □
- Good teaching means that you make good progress in the rest of the school.
- In Rainbow class you all work hard and quickly learn lots of new things.
- Your behaviour is good and you take responsibility well. The Little Green Team is doing a super job in looking after your delightful school grounds. □
- You know who to turn to if you have a worry and rightly feel that you are kept very safe.
- All adults in school are very kind and caring and they give very good help when you have problems with your work.
- You are very clear about the importance of staying healthy. Well done to the school council for keeping a watchful eye at lunchtimes!
- The headteacher, teachers and governors are leading the school well and they know what still needs improving.

This is what we have asked your school to do now.

- Give you more opportunities to use the computers and to learn ICT skills.
- Make sure that teachers always expect you to be neat in your numeracy books.
- Give teachers who are in charge of subjects more chances to check how well things are going.

You can play an important part in improving the school by doing your best to be neat when you are using your numeracy books. We wish you all well for the future.

Yours sincerely

Mike Capper

Lead inspector

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