

# Connaught Junior School

Manor Way, Bagshot, Surrey, GU19 5JY

**Inspection dates** 14–15 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress. This results in reading, writing and mathematics standards that are well above the national average at the end of Year 6.
- Most of the teaching is typically good, with an increasing proportion of outstanding lessons.
- Pupils' behaviour is exemplary. Pupils are happy, courteous and welcoming.
- The headteacher has made a significant difference to the direction of the school. It is improving rapidly. He has forged positive and productive relationships with parents and the local community.
- The governing body and other leaders and managers have a very clear understanding of what the school does well and what it needs to do to improve.
- Pupils are given opportunities to take part in a wide range of interesting subjects, clubs and educational activities.

### It is not yet an outstanding school because

- There are still a small number of lessons that are not as good as the majority in the school. As a result, those pupils whose attainment is average or slightly below are not yet making the good progress they are capable of.
- The school does not have a fully secure system to identify and support the few pupils who have difficulty in learning to read.

## Information about this inspection

- Eighteen lessons were observed by inspectors, most of them with senior leaders.
- A series of short visits was made to six lessons to observe the range of subjects and specialist subject teaching.
- Inspectors looked at pupils' work and how it was marked by teachers.
- Meetings took place with pupils, staff, governors and a representative of the local authority.
- A range of documents was scrutinised including the school's checks on how well it is doing, improvement plans, policies and arrangements for safeguarding.
- By the end of the inspection visit, 64 responses to Parent View and a small amount of correspondence from parents were collected and analysed. The school's analysis of its recent parental survey was also taken into account.
- Twenty-eight questionnaires returned by staff were analysed by inspectors.

## Inspection team

John Seal, Lead inspector	Her Majesty's Inspector
Ann Henderson	Her Majesty's Inspector
Peter Nathan	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized junior school.
- The proportions of disabled pupils and those who have special educational needs who are supported at school action, or at action plus or with a statement of special educational needs, are average.
- The proportion of students known to be eligible for free school meals (for whom the school receives additional government funding known as the pupil premium) is much lower than that seen nationally.
- Most of the pupils are from White British backgrounds.
- The school exceeds the government's current floor standards, which set minimum expectations for attainment and progress.
- The current headteacher took up his post in January 2012.

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

- Increase the speed of pupils' learning, so that it exceeds the expected progress made by pupils nationally, especially the lower and middle attainers by:
  - ensuring teachers plan different activities in lessons so that they are at the right level for pupils' learning needs and abilities
  - adjusting tasks to provide more challenge for those pupils who gain an early understanding of the learning point during lessons
  - helping pupils to become less reliant on teachers in their understanding of how they are going to achieve their next steps in learning
  - implementing systematic and effective programmes of support for those pupils who have difficulty in making good progress with their reading
  - making sure that leaders and managers at all levels frequently and rigorously check the quality of teaching and pupils' rates of progress.

## Inspection judgements

### The achievement of pupils

**is good**

- From their above average starting points, pupils reach standards in English and mathematics by the end of Year 6 that are significantly above the national average.
- Pupils' progress in lessons and in the work seen during inspection is good. Their extremely positive attitudes towards learning helps pupils gain knowledge and skills quickly. The school's analysis of its assessment information indicates an accelerated rate of progress since January 2012.
- Good provision for those pupils who are disabled or have special educational needs ensures their progress is at least in line with their peers and is closing the gap with similar pupils nationally.
- Pupils who are in receipt of the additional funding for free school meals make good progress because of the extra support provided in booster groups and one-to-one teaching for English and mathematics. Consequently, the gaps in attainment between these groups and their peers are closing quickly.
- Reading standards at the end of Year 6 are above average. However, there is a very small proportion of pupils who have not got all the basic skills for working out letter sounds and names (phonics). The school is effective in supporting these pupils if they demonstrate that they are having difficulties with reading. However, there is no systematic programme to identify those pupils who require more structured support at the start of their time in the school.
- Achievement is not outstanding because, up until recently, the small proportion of pupils whose starting points were around average or below, made less progress than their peers. Since January 2012, the school has focused on supporting these pupils more closely. Consequently, their progress is rapidly increasing.

### The quality of teaching

**is good**

- Teachers plan interesting and practical lessons based on effective use of information about what pupils already know and can do.
- Teachers' explanations are crisp and clear. Teachers do not take up too much of the lesson. This enables pupils to understand what they need to do and have the time they need to learn and make good progress.
- Teaching assistants are very skilful in their support of individuals and groups. They ask good questions and use a range of practical resources well to support those pupils who require extra help.
- Marking is regular and usually has clear steps for improvement. This is particularly the case for pupils' writing.
- Pupils are challenged in their thinking through problem-solving tasks. A good example of this was seen in a Year 4 mathematics lesson where pupils were learning to read and use timetables.
- Many teachers use the interactive whiteboards to good effect, for example in providing pupils with helpful images of three-dimensional shapes.
- Pupils demonstrate high levels of independence in their learning. They are confident in writing notes, editing texts and using dictionaries and reference books without relying on teachers' guidance.
- French, physical education and music are taught well by specialist teachers. Pupils told inspectors how exciting these lessons are. This is because they are practical, challenging and engage pupils' interest throughout, leading to their making good gains in new skills and knowledge.
- In the small number of lessons requiring improvement to be good, pupils find the work either too easy or too hard because activities are not planned carefully enough to be at the right level. As a result, pupils do not develop the skills to be less reliant on teachers and their progress

slows down.

- Nearly all parents who responded to Parent View and the school's wider survey felt their children were well taught. The inspection evidence agrees with their views.

### **The behaviour and safety of pupils** are outstanding

- Pupils are extremely happy and enjoy their school. Attendance is very high and no pupils have been excluded.
- During lessons, pupils are very keen to learn and show a high level of enthusiasm for all their lessons. They frequently demonstrate the ability to sustain concentration when on task.
- Relationships between pupils are highly positive. They work enthusiastically in pairs and groups, eager to talk and answer questions about their work.
- All the pupils who spoke to inspectors told them that they felt safe and that the very small numbers of bullying incidents were dealt with promptly and effectively. All the parents who responded to the on-line questionnaire said that they felt their children were happy and safe. Most of them agree that bullying is tackled well by the school.
- The health and safety of pupils are taken very seriously by the headteacher and governing body. As a result, procedures for checking on-site safety are robust and regularly monitored and reported on during governing body meetings.
- All parents and staff who responded to inspection questionnaires had a positive view regarding pupils' behaviour.

### **The leadership and management** are good

- Since his appointment, the headteacher has successfully established a clear direction for the school. His calm, direct and professional manner ensures a common purpose amongst staff and, consequently, morale is high. As a result, teaching and pupils' achievement have improved significantly and the school has developed positive links with parents and the local community.
- Parents who responded to the on-line questionnaire were highly positive of the school. One parent wrote to the inspection team stating, 'There is a clear determination that the education and learning of the children is of utmost importance, whilst maintaining and improving the other aspects of school life.' The evidence seen during the inspection supports this view.
- The headteacher is very ably supported by the deputy headteacher in driving improvement. The quality of teaching has dramatically improved because the effective systems for the performance management of staff ensure a clear emphasis on pupils' achievement.
- Middle leaders are beginning to be involved in monitoring the quality of teaching and pupils' progress. Consequently, effective procedures are in place to hold teachers to account for the progress pupils are making. Regular meetings are held to look at pupils' work, teachers' marking and the quality of their planning. One of the pupils told an inspector that 'learning is fun now'.
- Leadership and management are good and not outstanding yet because the very effective systems and procedures in place have not had the time to provide a track record of success. Nonetheless, the school is on a very strong trajectory of improvement.
- The school requires little support from the local authority, it uses additional support as and when it requires it.
- **The governance of the school:**
  - The governing body is well led and trained. It has a clear understanding of its responsibilities. Governors ask the right questions of senior leaders to ensure pupils receive a good education. The Chair of the Governing Body is a regular visitor to the school and, alongside other key governors, is ambitious and passionate about the school's future and its role in the community. Good decisions are made about staffing, salary progression and the budget to

support the priorities for moving the school forward. This can be seen in the effective decisions made on how to spend the pupil premium which has improved pupils' achievement. Arrangements for safeguarding meet government requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125062
<b>Local authority</b>	Surrey
<b>Inspection number</b>	402306

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sam Goggin
<b>Headteacher</b>	Seb Sales
<b>Date of previous school inspection</b>	6–7 July 2010
<b>Telephone number</b>	01276472489
<b>Fax number</b>	01276451316
<b>Email address</b>	school@connaught.surrey.sch.uk



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