

# Connaught Junior School

## Inspection report

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|--------------------------------|---------------|
| <b>Unique Reference Number</b> | 125062        |
| <b>Local Authority</b>         | Surrey        |
| <b>Inspection number</b>       | 340708        |
| <b>Inspection dates</b>        | 6–7 July 2010 |
| <b>Reporting inspector</b>     | Paul Canham   |

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>                      | 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> | 311                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Yvonne McLeod                     |
| <b>Headteacher</b>                         | Brian Creamer (interim executive) |
| <b>Date of previous school inspection</b>  | 7 July 2010                       |
| <b>School address</b>                      | Manor Way<br>Bagshot<br>GU19 5JY  |
| <b>Telephone number</b>                    | 01276 472489                      |
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed 12 teachers, and held meetings with governors, staff, and a group of pupils, and talked with pupils in lessons. No discussions were held with parents and carers. Inspectors observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, school development planning, governing body minutes and pupils' work. Inspectors also scrutinised 101 questionnaires received from parents and carers, as well as those from staff and a sample of pupils.

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

- how successfully the collective leadership team is lifting levels of achievement and laying down secure foundations from which the school can move forward and sustain improvement
- how successfully the school promotes community cohesion in this country and beyond how effectively the governing body is influencing the school's direction and holding it to account for pupils' attainment.
- how effectively the governing body is influencing the school's direction and holding it to account for pupils' attainment. ☐☐☐☐

## Information about the school

This is a larger than average-sized junior school. The majority of pupils are from families of White British heritage. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is average. The range of special educational needs includes moderate learning difficulties and behavioural, emotional and social needs. ☐

The school has achieved National Healthy Schools status, Activemark and the bronze Eco award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education for its pupils. It has a number of good features and a particular strength is its caring and supportive environment, which supports leaders' high priority on enhancing pupils' self-esteem and developing their confidence. Such positive features are reflected in pupils' well-developed personal qualities, including their good behaviour, interest in all they do and enjoyment of learning. They also have a good understanding of healthy lifestyles and keeping safe. Parents and carers are supportive of the school.

Strengthening of the school's leadership team is beginning to inject the tenacity needed to address the pockets of underachievement, which have featured in the school's recent history. The work of this team is the key factor in driving improvement. A systematic approach to monitoring has been introduced and tracking systems have been established. However, monitoring procedures lack the rigour needed to ensure that the school's priorities are fully met. Governors are visible in the school and readily challenge the school's work. However, the school recognises that the governing body's monitoring role would be enhanced by having clearer analyses of the progress being made by the school in reaching its targets. Senior leaders' awareness and vision are well informed by an accurate self-evaluation and, as a consequence, the school is soundly placed to move forward.

The curriculum adds richness and variety to pupils' learning. Teachers usually plan interesting activities that capture the pupils' interests and grab their attention. A recent wave of improved performance in English and mathematics reflects the good progress and effective teaching in some year groups. In a few lessons, however, planning is not used as well as it should be to tailor activities to pupils' differing needs and stretch the more able pupils. Nevertheless, achievement is satisfactory, and with high attainment reflecting the above average skills of pupils when they first join the school. Intervention work, including well-tailored support for individual pupils, is successfully making up for lost ground in learning for all groups of pupils.

□ Clubs and sporting activities are popular and provide pupils with good opportunities to develop confidence, and hone their creative and performance skills. While the school has good links with outside agencies, local schools and the community, it recognises the need to provide pupils with more opportunities to appreciate and value people's backgrounds and communities in other parts of this country and globally.

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

- Raise levels of achievement, particularly for the more able, by ensuring that

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teaching includes challenging tasks pitched at the right level.

- Take a more rigorous approach to monitoring by sharpening procedures and making sure that key staff are more accountable for standards in their subjects
- Ensure that information about pupils' progress is analysed sufficiently well so that it can be used by governors to monitor the work of the school closely.

**Outcomes for individuals and groups of pupils****3**

Pupils' enjoyment of learning, as seen particularly in their eagerness to become fully involved in challenging and well-paced activities in English, mathematics and physical education, is characteristic of lessons. It also reflects the satisfactory, and sometimes good, pace of learning across the school. Pupils work well in small groups and independently of the teacher, and show resolve in getting the tasks right. In English, they write imaginatively and with enthusiasm when given the opportunity to work creatively, using different techniques, including the use of alliteration. Pupils also show great satisfaction in completing the tasks and explaining the reasons behind their designs, in art, for example. Those with special educational needs and/or disabilities make satisfactory, and sometimes good, progress as a result of the focused support.

Results of internal assessments, taken recently by pupils currently in Year 6, show that they reached higher attainment levels than last year's cohort. Pupils in Year 6 are a more able group but this rise in attainment was also due to the more focused support they received. The school exceeded its challenging targets, particularly for those reaching the higher levels. However, progress is patchy through the school with some marked differences between year groups, in some subjects and for more able pupils who are not always fully challenged.

□ Pupils say they like coming to school because they feel secure and they are listened to in the supportive environment. These positive attitudes are evident in the above average attendance. Pupils also say that they enjoy the opportunities to express themselves creatively in activities such as art, dance and drama. Pupils are considerate towards each other, polite and courteous, and willingly take on responsibilities to help the school run smoothly. Although the school is in the early stages of shaping its actions with regard to community cohesion beyond the school, pupils' personal development is strong. The eco council and school council provide good opportunities for pupils to represent the views of others and help make decisions regarding the running of the school. Supported by the school's projects to encourage enterprise, such as □ running stalls at lunch times, , pupils' personal skills are developing into important qualities for when they leave school. Pupils' good levels of understanding of living healthily are evident in the way they talk about the importance of eating different kinds of food and the need for regular exercise.

*These are the grades for pupils' outcomes*

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

|                                                                                                                               |          |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>                                                  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>                                                                       | 1        |
| The quality of pupils' learning and their progress                                                                            | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>                                                                                   | <b>2</b> |
| <b>Pupils' behaviour</b>                                                                                                      | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>                                                                    | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>                                                | <b>2</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:<br>Pupils' attendance <sup>1</sup>                                                                       | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>                                                | <b>2</b> |

**How effective is the provision?**

The quality of teaching varies, but effective classroom management, strong relationships and questioning that probes pupils' understanding are particular strengths. Topics, such as those that encourage pupils to write creatively and for different purposes, successfully capture pupils' interest and hold their attention. Consequently, pupils are enthusiastic and willingly become involved in their learning. However, activities do not always expect enough from pupils, particularly the more able. Assessment procedures are not always used consistently to guide lesson planning. Marking is supportive but does not always help pupils to understand what they need to do to improve.

The wide range of attractive and informative displays gives an insight into the richness and diversity of the curriculum. The curriculum provides a carefully constructed balance between basic skills in English and mathematics and the development of pupils' performance and creative skills in subjects such as dance, music, art and pottery. The teaching of French adds an additional positive dimension. Pupils are given good opportunities to reinforce their learning and develop skills through topics that link different subjects. However, the school knows it must do more to improve pupils' number skills, although there are clear signs that teaching pupils in similar ability groups is already paying off. Writing skills are also improving at a good pace, because pupils are given a wide range of topics that stimulate their interest. The curriculum is supported by a well-planned programme for personal, social and health education. It is also underpinned by the effective use of information and communication technology, which enhances independent learning and gives pupils access to a wide range of resources. Pupils' learning experiences are further enriched by a number of popular clubs, trips

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abroad, visits to places of interest, and the use of subject specialists.

☐ The good support for pupils' personal development and pastoral care is recognised and valued by parents and carers. Attention to pupils' health and well-being is reflected not just in opportunities for physical activity, but also in the provision of healthy school meals. Individualised programmes of support are made for pupils whose circumstances make them vulnerable to underachievement, covering a broad range of personal and learning needs. Individual achievement is now effectively managed through comprehensive tracking of attainment and progress. Evaluations lead to timely and well-focused intervention, which reinforce pupils' literacy skills and build confidence.

*These are the grades for the quality of provision*

|                                                                                                                |          |
|----------------------------------------------------------------------------------------------------------------|----------|
| <b>The quality of teaching</b>                                                                                 | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning                                              | 3        |
| <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>2</b> |

## How effective are leadership and management?

Since the last inspection, the headteacher, and with support from governors, has strengthened the senior leadership team and sharpened the focus on key priorities. These changes have led to a systematic approach to monitoring and a greater awareness of the road the school needs to travel to overcome patches of past underachievement. The school's collective leadership is developing a school that is committed not only to developing each pupil's self-esteem, but also to raising achievement. Improvements are already beginning to happen with more rapid progress in lessons reflecting good teaching. However, monitoring procedures lack the consistency and rigour needed to ensure that the school's priorities are fully met.

The promotion of equality and approaches to tackling any form of discrimination are satisfactory. As a result, groups of pupils make similar progress, although there are some limitations for the more able in some classes.

Staff and governors have an accurate view of the school's strengths and areas for improvement. Information about pupils' progress is readily available, but its analysis sometimes lacks sufficient clarity. Consequently, those governors that work closely with the school sometimes have difficulty using the information to challenge the school's work. However, they ensure that policies are systematically reviewed and resources are closely targeted at educational need. Attention to pupils' safety is integral to the school's work and safeguarding procedures are securely established. Local services and agencies are used well to enhance the well-being of pupils experiencing difficult circumstances and those with special educational needs and/or disabilities.

☐ Community cohesion is strongly promoted within the school and in the community.

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Close links and partnerships with schools nearby and outside agencies show a secure understanding of local needs and challenges. However, the school knows that it must do more to help pupils understand about people's backgrounds and communities in other parts of the United Kingdom and beyond. Parents and carers are supportive of the school and play an active part in events such as the school fete. They benefit from regular newsletters and access to the school's website.

*These are the grades for leadership and management*

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>                                                                  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning                                                                                       | 3        |
| <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>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>                                                                                          | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>                                                                                        | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>                                                           | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>                                                                                                                  | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                                                                           | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                                                                          | <b>3</b> |

## Views of parents and carers

Around a third of the school's parents and carers returned the inspection questionnaires. The very large majority of responses were positive. A few of the written comments expressed considerable satisfaction with the school. These included positive remarks about the caring and supportive environment and the quality of the staff. However, a minority of parents and carers recorded reservations over a number of issues. These included: the level of communication between the school and parents and carers; changes to staffing; and the effectiveness of school leadership and management. These reservations were not reflected in the very large majority of comments and the inspection found evidence to indicate that the school plans to introduce a number of initiatives to improve communication. The number of staff changes was largely for professional reasons and is not more than usually found. The school has recently added new

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

Ofsted invited all the registered parents and carers of pupils registered at Connaught Junior 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.

The inspection team received 101 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|----|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | %  | Total             | %  |
| My child enjoys school                                                                                                                                                                                                          | 45             | 45 | 49    | 49 | 5        | 5  | 2                 | 2  |
| The school keeps my child safe                                                                                                                                                                                                  | 50             | 50 | 47    | 47 | 2        | 2  | 0                 | 0  |
| The school informs me about my child's progress                                                                                                                                                                                 | 30             | 30 | 62    | 61 | 8        | 8  | 1                 | 1  |
| My child is making enough progress at this school                                                                                                                                                                               | 29             | 29 | 54    | 53 | 14       | 14 | 2                 | 2  |
| The teaching is good at this school                                                                                                                                                                                             | 35             | 35 | 53    | 52 | 8        | 8  | 0                 | 0  |
| The school helps me to support my child's learning                                                                                                                                                                              | 30             | 30 | 56    | 55 | 12       | 12 | 1                 | 1  |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 27             | 27 | 64    | 63 | 8        | 8  | 1                 | 1  |
| 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) | 35             | 35 | 52    | 51 | 8        | 8  | 2                 | 2  |
| The school meets my child's particular needs                                                                                                                                                                                    | 28             | 28 | 61    | 60 | 10       | 10 | 0                 | 0  |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 19             | 19 | 65    | 64 | 11       | 11 | 2                 | 2  |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 18             | 18 | 59    | 58 | 15       | 15 | 5                 | 5  |
| The school is led and managed effectively                                                                                                                                                                                       | 19             | 19 | 52    | 51 | 13       | 13 | 12                | 12 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 38             | 38 | 51    | 50 | 10       | 10 | 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

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| Type of school       | Outstanding                                             | Good | Satisfactory | Inadequate |
| Nursery schools      | 51                                                      | 45   | 0            | 4          |
| Primary schools      | 6                                                       | 41   | 42           | 10         |
| Secondary schools    | 8                                                       | 34   | 44           | 14         |
| Sixth forms          | 10                                                      | 37   | 50           | 3          |
| Special schools      | 32                                                      | 38   | 25           | 5          |
| Pupil referral units | 12                                                      | 43   | 31           | 14         |
| All schools          | 9                                                       | 40   | 40           | 10         |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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"><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.**



8 July 2010

Dear Pupils

Inspection of Connaught Junior School, Bagshot, GU19 5JY

We very much enjoyed our visit to your school and thank you for making us feel so welcome. This letter is to tell you about some of the things we found while we were with you. Your school is a place where you feel safe and benefit from good care and support. You told us it is also a school where you want to be, make lots of friends, and enjoy taking part in the many interesting and exciting clubs and activities. You behave well and get on with each other very well.

Here are some important things about your school:

- you make satisfactory, and sometimes good, progress in lessons
- you respond well to interesting activities
- those in charge of the school are making improvements that are helping you to make faster progress
- all staff take good care of you, and make sure that you know what to do to keep safe
- you have a good understanding of what makes for a healthy lifestyle and healthy eating.

To make things even better for you, your school has been asked to:

- help you to make faster progress, especially those of you who learn quickly, by giving you more challenging activities
- ensure that those in charge of the school keep a closer eye on how you are doing
- make better use of the information about how well the school is progressing so that it can do even better.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now. You can all help the school by continuing to work hard. □

Yours sincerely

Paul Canham Lead inspector

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