

Boxgrove Primary School

Boxgrove Lane, Mellow, Guildford, GU1 2TD

Inspection dates 13–14 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Leadership at all levels is of very high quality. Governors, staff and parents praise the ambition of the joint headteachers to achieve the best for all pupils.
- The outstanding leadership of the joint headteachers and other leaders has made a significant impact in improving pupils' progress in a relatively short time.
- Good teaching in English and mathematics ensures that pupils make good progress. Teachers have high expectations; consequently, pupils of all abilities and backgrounds achieve well.
- Facilities for learning and for other activities are excellent. The range of opportunities for sporting and cultural activities is extensive and large numbers of pupils participate.
- Achievement is good. From starting points typical for their age, pupils' attainment has reached national averages by the end of Key Stage 2. Current school progress data indicate that levels of progress are rising rapidly.
- Parents are fully involved in their children's education; this is particularly helpful in raising the reading standards of younger children.
- Pupils' behaviour is outstanding. From the time children enter the school, they learn to work together and play together harmoniously; they show excellent attitudes to learning.
- Provision in the early years is outstanding. Expectations are high and pupils respond enthusiastically. Their reading, writing and calculation skills develop rapidly and current school assessments show that they are exceeding national standards in all areas of learning.
- Governors have managed the transition to a joint headship with sensitivity and vision, ensuring that the improvement in pupils' achievement has been sustained throughout the period of change.
- Safety is a high priority and children are well looked after. Care for pupils who have difficulties or problems is of the highest standards.

It is not yet an outstanding school because

- Although standards of teaching are improving quickly, they are not yet outstanding. Aspects of teaching, including marking, are inconsistent.
- Achievement is improving rapidly, but this is yet to be reflected in results at the end of Key Stages 1 and 2.

Information about this inspection

- Inspectors observed pupils’ learning in 23 lessons, three jointly with senior staff. They also observed pupils working in small groups and individually with teaching assistants and other adults.
- Discussions took place with the headteachers, a group of governors, representatives of GEP Academies, subject leaders, teachers, support staff and pupils.
- Inspectors took account of 198 responses to the online Parent View questionnaire. They also had informal discussions with parents and took account of staff questionnaires.
- The school website and a range of policies and documents were reviewed, including the school’s improvement plans, governors’ records and safeguarding policies and procedures. Attendance and progress records were also examined.
- Inspectors looked at pupils’ work in lessons and discussed it with pupils. Groups of pupils met inspectors and talked about their work and their experience of school. Samples of books from different groups of pupils were considered. Pupils in Years 1, 3 and 5 read to inspectors and talked about their reading.

Inspection team

John Worgan, Lead inspector	Additional Inspector
Gill Walley	Additional Inspector
Stephanie Matthews	Additional Inspector

Full report

Information about this school

- Boxgrove is an above-average-sized primary school, catering for children from age four to 11, which converted to academy status in 2013.
- The school is a member of GEP Academies, a multi-academy trust of two primary and one large secondary school, offering each other support and sharing expertise.
- After a period of instability in leadership, joint headteachers were appointed from the spring term 2015, having acted in this capacity for the previous academic year.
- In the early years, children are taught in three full-time Reception classes.
- The proportion of pupils supported by the pupil premium is below average. This is additional funding provided by the government to support pupils who are eligible for school meals and those who are looked after.
- Three quarters of the pupils come from White British backgrounds. The remainder of the pupils come from a wide range of ethnic groups. One fifth of the pupils speak English as an additional language.
- The proportion of disabled pupils and those with special needs is average.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of marking and feedback by:
 - giving pupils specific tasks to help them to improve their work that will help them to progress to higher levels, then checking to ensure that they have completed them correctly
 - correcting written work so that pupils are aware of correct spellings and avoid repeating errors.

Inspection judgements

The leadership and management are outstanding

- The leadership of the joint headteachers is outstanding. Parents, staff, governors and pupils recognise this. Raising achievement and high quality teaching are a high priority for all staff and result in high quality work and strongly positive attitudes of pupils.
- Much has been achieved in the relatively short time the joint headteachers have been in post. The support partners from the multi-academy trust who work with the school recognise this. The support of the trust has been of particular value as the school has gone through a change of leadership. Partners now feel that the school has capacity to improve independently, offering examples of good practice to other schools.
- The joint headship is organised very effectively, with each headteacher working on site for three days with an overlap day to ensure continuity. Staff and governors speak strongly of the advantages of the arrangement. As the Academy Improvement Partner said, 'The two heads have complementary skills, but are at one on the important things.' As one pupil said, 'two heads are better than one.'
- Key priorities for the leadership have been improving the quality of teaching and raising standards of achievement. In both areas, they have been highly successful, with rapid improvement in the last year.
- Standards of achievement are rising rapidly and the school's assessment data for the current year show that leaders have been highly effective in raising standards. These data are yet to be confirmed by the results of key stage tests, and improved progress has not yet been sustained over a longer period.
- Awareness of strengths and weaknesses, based on accurate achievement information and thorough checks on teaching standards, leads to effective planning. Examples of this include the identification of weaknesses in the teaching of phonics and the need to provide extra support in mathematics for pupils who fall behind. As a result, all groups of pupils achieve well, including those with special educational needs and those for whom English is an additional language. The school is aware of occasional inconsistencies in the quality of teaching which remain.
- Regular collection of information on pupils' progress, checked and reviewed by senior leaders, ensures that individuals or groups who fall behind are well supported. The results of initiatives to improve teaching and learning are evaluated to ensure that they are effective. Parents are well informed about their children's progress and attendance at parents' evenings is very high.
- Leaders check teachers' performance carefully, and teachers' progress through the pay scales is linked to pupils' progress and the quality of teaching. Teachers say that they value the high quality of support that they receive through the monitoring process. There is a wide range of skills and expertise among the teaching staff that is shared; consequently, standards of teaching are rapidly improving, although there are still some aspects of teaching, including marking, which are less strong.
- Middle leadership is highly effective. Although some leaders are relatively new to their posts, they have a high level of commitment and expertise that raises standards of teaching. Key contributors to rising standards are joint planning with year teams and subject leaders and thorough monitoring of teaching with constructive feedback.
- The school has a strong ethos of respect and consideration for others, that staff and pupils share. Behaviour is of a high standard and pupils readily turn to staff to show them examples of good work or to seek help when they have difficulties.
- Pupils who receive the pupil premium are well supported. Funding enhances their learning through extra groups and individual support in literacy. Leaders ensure that they have the same opportunities to participate in school activities as all other pupils.
- Effective use of the sport premium ensures that pupils have the opportunity to participate in a wide range of sports, including swimming and lacrosse. Participation rates are particularly high and the school has been successful in a number of inter-school competitions.
- The curriculum is broad, balanced and well planned. The school is implementing the new National Curriculum effectively, and the assessment system is adapted accordingly using the new key performance indicators. Pupils are well prepared for life in modern Britain, by developing good literacy and numeracy skills and through aspects of the curriculum including visits from the police and links with Uganda and Switzerland. An active elected school council introduces pupils to the concept of democracy. The range of extra-curricular activities is extensive and pupils are highly complimentary about the range of opportunities that the school offers them.
- All pupils have equal opportunities and discrimination of any kind is not accepted. Pupils are encouraged to understand a range of views and faiths and to respect them.
- Since becoming an academy, the school has been well supported by, and has participated fully in, the GEP

Academies Trust. This has provided support to the school and has fostered cooperation between schools, sharing experience, moderating standards and enabling leaders to work together.

- Parents are supportive of the school and of the high quality of leadership. Almost all the parents who responded to Parent View were positive, and the vast majority would recommend the school to others.
- Safeguarding and the safe recruitment of staff are exemplary. Procedures are very effective. All staff are well trained in safety matters, ensuring that pupils are well cared for and safe at all times.
- **The governance of the school:**
 - The governing body has played a key role in ensuring that leadership changes have had a positive impact, supporting the leadership during the change of headship and having the vision to support the move to a joint headship.
 - The process of expansion from two to three forms of entry and the budgetary implications has been managed very effectively, so that the range of facilities and opportunities available to pupils has grown.
 - A wide range of skills among governors ensures that they support the school effectively. A recent skills audit confirms this.
 - Governors have a clear understanding of the strengths of the school and of areas which could still be improved. They understand the process of target setting and the progress data on which it is based. They understand the qualities that make good and outstanding teaching and ensure that standards are checked carefully. They oversee the performance management process and ensure that teachers are rewarded for teaching well and that support is available to improve teaching.
 - Governors consult parents regularly, informally and through surveys and ensure that parents' views are taken into account. They ensure that the all-current safeguarding procedures are followed.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding because pupils have excellent attitudes to learning as well as to each other and to adults.
- In the early years, developing positive attitudes to learning has a high priority. Pupils develop a responsible approach to their work and a considerate attitude to others as they work and play together. This establishes an excellent basis for positive relationships and working habits as they move up the school.
- Pupils work very well together, in pairs and groups. They listen well to staff and to each other. Pupils' speaking and listening skills develop well. By the time they reach Year 6, pupils are able to debate issues thoughtfully and fluently, considering others' views.
- Outside lessons, behaviour is excellent. Pupils play together harmoniously and behave safely, using equipment safely. They are courteous to each other and to adults.
- Bullying is extremely rare, confirmed by the school's records. Occasional minor disputes are dealt with quickly and effectively. Pupils say they are confident that adults will help and support them if they have problems. They understand about different forms of bullying and are able to explain how to keep themselves safe when using the internet.
- Pupils attend regularly and the school has effective systems for monitoring pupils' attendance patterns and responding quickly if they give cause for concern.
- Pupils say that staff listen to them and take account of their views. A pupils' newsletter and a radio station allow pupils to express their ideas.
- Parents, through Parent View and in discussion with inspectors, were strongly positive about behaviour and the care that the school affords to their children.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Safe recruitment procedures are followed meticulously and all staff are trained in safeguarding procedures.
- Policies relating to safety are clear and are accessible to staff and parents. Procedures are followed carefully and effectively.
- Pupils are aware of how to keep themselves safe and behave safely in and out of the classroom, showing care and consideration for others, and respect for the school environment. This is particularly apparent when pupils take part in sports, where they use equipment safely and responsibly.

The quality of teaching**is good**

- Pupils make good progress because good teaching ensures that they achieve well. Teachers' expectations are high and teachers plan carefully to ensure that pupils of different aptitudes and abilities extend their skills.
- The teaching of writing is of a high standard. Children in the early years are encouraged to write well. Inspectors saw examples of children in the Reception class writing complete sentences with confidence. Older pupils write confidently and imaginatively in a variety of contexts, using a wide range of vocabulary.
- The teaching of phonics (the sounds that letters make) has been an area of weakness in the past and pupils have performed poorly in the national phonic check. The school has acted effectively to remedy this and current school data show that pupils are now reaching the national standard. Reading is taught well and a focus on improving comprehension skills is improving progress.
- The teaching of mathematics is good, and improving. Teachers encourage pupils to develop problem-solving skills, to understand mathematical concepts and to use terms correctly. Teachers are incorporating the revised National Curriculum programmes into their planning and pupils are coping well with the demands and challenges, which are required of them.
- A few inconsistencies remain, however, pupils' work is marked thoroughly but the quality of marking varies. Some marking is confined to praise and encouragement. This can leave pupils unsure how to make their work better and sometimes slows down learning. Spelling mistakes are sometimes identified but not corrected. Other teachers give pupils specific tasks designed to improve their work, allocating time for completion and checking that they do so. This has a significant and positive impact on pupils' progress.
- Homework is set regularly and checked carefully. All pupils have reading records that are well kept. Parents listen to their children read and record their comments conscientiously.
- Teaching assistants are very effective in helping pupils to make good progress, both in the classroom and when working with small groups and individuals. They are involved with teachers in planning activities and have a range of skills that are used effectively to support pupils with specific needs.
- Disabled pupils and those with special needs are well taught, so that they make similar progress to other pupils in English and mathematics. Pupils with difficulties managing their behaviour are well supported so that they can focus on learning and improve their progress.

The achievement of pupils**is good**

- Overall, pupils' attainment is good. Pupils enter the school with attainment which is slightly above what is typical for their age, due to good teaching in the early years provision. They make good progress in reading, writing and mathematics. Results in the national phonic check have been below the national average in recent years; however, teacher assessments at the end of Key Stage 1 have been above average in the past and remain so.
- Test results at the end of Key Stage 2 are above average, especially in writing. Results in mathematics and reading dipped slightly in 2014, but still exceeded the national average. The school is aware that these results could improve further.
- Figures for pupils' progress in terms of the value added by the school have been slightly below average in the past. Current school data show that this pattern is likely to be reversed. Information for the current school year suggests that progress is accelerating in all year groups, with a significant proportion of pupils making above expected progress. These data have been checked by outside consultants who support the view that progress is improving rapidly.
- Overall achievement in reading is good. The school has correctly identified boys' reading as an area where standards could still be improved, however, and is taking appropriate action to encourage boys to read widely and to improve their reading skills.
- Standards in writing are high. In the early years, standards are well above the national average. They continue to be high at the end of Year 2, and by the time pupils leave at the end of Year 6 are well above the national average. The standard of writing in pupils' books is very high and clearly improves as pupils move up the school because of good teaching.
- Pupils achieve well in mathematics. Results at Key Stage 2 have consistently exceeded national averages. Current school data show that a large proportion of pupils are making above expected progress. Good teaching, matched to pupils' ability levels, ensures that pupils achieve well and those with a particular aptitude in mathematics are challenged and encouraged to reach the highest standards.
- The most able pupils are progressing well. A high proportion of pupils are working towards the higher National Curriculum levels in Year 6, and current school data show that they are likely to succeed. In Year

5, a similar proportion is exceeding the expected standards of the new National Curriculum.

- At the end of Key Stage 2 in 2014, there were too few disadvantaged pupils to make comparisons with other pupils nationally and others within the school. In 2013, the gap between disadvantaged pupils and others nationally in reading, writing and mathematics was one term and they were one year behind others in the school in all three areas. Gaps were similar at Key Stage 1 in 2014. Data for the current school year shows that gaps in all year groups are closing rapidly, due to carefully targeted support programmes.
- There are no significant gaps in achievement between the different groups in the school. Managers are careful to check the performance of different groups and take swift action if the performance of any group or individual pupil causes concern.
- The progress of disabled pupils and those with special needs is comparable to other pupils. Their specific needs are identified at an early stage and appropriate support enables them to achieve well.
- The significant proportion of pupils with English as an additional language achieves very well. Those at an early stage of learning English are given targeted support individually and in small groups. They catch up quickly and are soon able to access the full curriculum and to make good progress.

The early years provision

is outstanding

- When they start school in the Reception class, the knowledge and skills of children are similar to those expected of their age. From their different starting points, they make rapid progress because their needs are identified quickly and activities are planned which engage their interest and develop their skills.
- By the end of the Reception year in 2014, children's progress exceeded national standards in all areas of experience. Current data show that these standards are likely to be even better this year, with a substantial proportion of children making better than expected progress.
- Teaching is outstanding. Children are given a range of different opportunities to develop their reading and writing. They make excellent progress in literacy, and reading and writing standards are well above average by the end of the Reception year.
- Children enjoy learning and take a pride in their achievements. A range of stimulating activities inspires their learning. During the inspection, children greatly enjoyed going on a 'mini-beast hunt', recording their finds, which were then used as a stimulus for reading and writing activities.
- From the time they join the school, children are encouraged to work and play together harmoniously. They have excellent levels of concentration and standards of speaking and listening are very high. Assessments show that communication skills are well developed by the time children finish the Reception year.
- High expectations and clear routines ensure that children are safe and secure. They are confident that they can ask for help from adults whenever they have a problem. Teaching assistants work well as members of a team and ensure that children develop the confidence to solve problems for themselves.
- Children enjoy working and playing together with their friends. They behave extremely well, supporting each other's learning when working together in pairs or groups.
- The outside area is well equipped and the range of opportunities and activities has been improved. Children move freely and safely between activities.
- Provision is managed well and leadership is outstanding. Teachers assess children very carefully and ensure that plans are modified to ensure that the needs of groups and individuals are met. More able pupils respond well to challenges, reaching high standards of achievement. Pupils who have difficulties in specific areas are supported so that they catch up quickly.
- Links with parents are strong. Parents were highly complimentary about the start to the schooling which their children receive.

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

Unique reference number	140057
Local authority	Surrey
Inspection number	450362

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	570
Appropriate authority	The governing body
Chair	Stephanie Millin
Joint Headteachers	Alison Fitch, Rebecca Stacey
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