

Powell Corderoy Primary School

Inspection report

Unique Reference Number	125151
Local Authority	Surrey
Inspection number	359850
Inspection dates	3–4 November 2010
Reporting inspector	Peter Thrussell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Debbie Fenton-Jones
Headteacher	Sue Rumble
Date of previous school inspection	7 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Eight different teachers were observed, teaching 12 lessons. The inspectors held informal discussions with pupils and their parents and carers, and also held meetings with the headteacher, governors, staff and a group of pupils. They observed the school's work and looked at documents including the school development plan, data on pupils' progress, policies and procedures relating to safeguarding, and the results of questionnaires returned by staff, pupils and 91 parents and carers.

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

- How are leaders addressing the fall in attainment and progress since the previous inspection, and are recent improvements likely to be sustained?
- How effectively does the school use assessment information to track pupils' progress, address underachievement, plan lessons and guide pupils in their learning?
- Given the outcomes for pupils, is the school accurate in its judgments on the quality of the curriculum and of care, guidance and support?
- Do the starting points and outcomes for children in the Early Years Foundation Stage point to them making good progress in the different areas of learning?

Information about the school

Powell Corderoy is a smaller than average primary school. Most pupils are from a White British background. Few are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average, and includes an above average proportion with statements of special educational needs. These pupils have a variety of needs including speech, language and communication and moderate learning difficulties, and physical disability. The headteacher and deputy headteacher have joined the school since the previous inspection, and there have also been other staff changes during this period. The school runs a breakfast club and has a Healthy Schools 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

Powell Corderoy Primary is a satisfactory but improving school. Upon joining the school almost two years ago, the headteacher, accurately evaluated the strengths in care, guidance and support, and the personal development and well-being of pupils. Similarly, she recognised weaknesses in the quality of teaching and that whole school assessment procedures needed strengthening. Together with the staff and governors she took affective action to tackle these weaknesses and halt the downward trend in pupils' attainment.

There are now good whole school assessment procedures. Pupils who are not making the expected progress receive additional support which effectively accelerates their progress and helps them to make up lost ground in their learning. More challenging targets are now set for the school. These were met in 2010, showing a rise in attainment at the end of Key Stage 2 in English and mathematics. Improvements in the accuracy of assessments at the end of the Early Years Foundation Stage have now enabled the school to set more challenging targets for the end of Key Stage 1. Teachers have become more confident in assessing pupils' progress and have a better understanding of the different levels at which pupils should be working. However, they are not yet consistently using this information well enough to identify and plan for the next steps in pupils' learning. Consequently, at times work lacks challenge for more able pupils, and less able pupils or those with learning difficulties, find the work too difficult. As a result, learning and progress, although improving, still lack consistency and are overall satisfactory and attainment remains broadly average. However, in the Early Years Foundation Stage, more effective use is made of assessment so that children make good progress in the different areas of learning.

Pupils generally display good behaviour and positive attitudes to school, particularly in those lessons where they are fully involved in their learning. Nevertheless, in a minority of lessons pupils are not sufficiently engaged as the pace of learning is too slow and teachers do not use questioning and discussion well enough to help pupils develop their ideas and a fuller understanding of what they are learning. Pupils have individual literacy targets, but these, along with the marking of work, are not used consistently to show pupils how they can improve their work, with a few books showing quite negative comments. The school has recognised that it needs to make learning more interesting and purposeful, and has started to plan a topic-based approach to the curriculum, drawing on pupils' interests and skills in different subjects.

The headteacher and senior leadership team work well together. They are accurate in their evaluation of the school's performance and where improvements are needed. The quality of teaching has improved steadily, mostly eliminating any inadequate and developing more good practice. This has been achieved through focused classroom

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observations, holding teachers to account for the progress their pupils are making, and the mentoring of new staff. Given recent improvements and the school's well-informed vision for the future, it has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and progress, especially in English and mathematics, by improving the quality of teaching and learning, ensuring that:
 - teachers make the fullest use of assessment information to plan the next steps in pupils' learning
 - lessons proceed at a faster pace and provide more opportunities for pupils to respond to questions and discuss what they are learning
 - teachers use pupils' targets and the marking of their work to show them how they can do better.
- Develop the curriculum to provide more interesting and purposeful learning opportunities for pupils that draw on their different skills.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory for all groups of pupils, including those with special educational needs and/or disabilities. Attainment by the end of Year 6, although rising in 2010, remains broadly average. The quality of learning observed in lessons during the inspection was satisfactory overall. In a mathematics lesson where pupils were using a number line to solve simple addition and subtraction sums, they listened carefully as the activities were explained, and showed enjoyment and enthusiasm in the work they were doing. Nevertheless, progress was limited as the work for more able pupils lacked some challenge and was quickly completed. Less able pupils were working on tens and units using digit cards, but were not given structured apparatus to help develop their understanding of place value. In another mathematics lesson, pupils only made satisfactory progress as the teacher relied too much on a published scheme, rather than using her assessments to match tasks more closely to pupils' particular needs. Pupils feel safe in school and know who to turn to if they have any concerns. A small minority expressed concerns over behaviour, which inspectors found to be good around school and in most lessons. This shows the success of the new behaviour policy which takes account of the views of pupils, parents and carers. 'Fuss busters' take their role seriously as they help to sort out any minor problems at playtimes. This willingness to take responsibility, along with an active school council, involvement in the local community, charity fund raising, and the care shown by older pupils to younger ones, shows the good contribution pupils make to the school and wider community. Pupils' good understanding of health issues and the need for a balanced diet and to be physically active shows their eagerness to adopt healthy lifestyles. Given their satisfactory acquisition of core academic skills and good level of personal development, pupils are adequately prepared for their future lives and learning. ♦

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Lessons are generally well managed and good relationships ensure that pupils quickly settle to work. Teachers share learning objectives with pupils, but not always sufficiently clearly to allow them to gauge for themselves how well they are doing. Although pupils are encouraged to talk with partners about their learning, lessons do not always set aside sufficient time, especially at the end, for them to discuss and evaluate how well they are doing. Teachers use assessment information to group pupils by ability, but at times rely too much on adult support for all to complete a common task, rather than planning activities that meet the learning needs and aptitudes of different groups.

The curriculum provides a strong focus on developing literacy and numeracy skills, which have shown recent improvements. The systematic teaching of sounds and letters in Key Stage 1 has improved attainment and progress in reading. Approaches through drama, individual writing journals and information and communication technology have benefitted pupils' writing, especially boys. The school is just starting to develop links between subjects to provide pupils with more interesting and purposeful opportunities to use and develop their different skills. This approach, which has not yet had time to have a full impact on pupils' writing skills across the school, is currently being modelled in Year 5 through a topic called 'Into the woods'. Pupils have designed and built shelters in nearby woods, considered the life of Robin Hood and his outlaw followers, and held a mediaeval day with a visiting group and a good array of artefacts. Inspectors observed this day and

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noted pupils' tremendous enthusiasm and interest. Other visitors and educational visits help to bring learning to life. A good range of popular clubs makes an effective contribution to pupils' personal and social development. Good links with other local schools provide further opportunities within the curriculum, such as the gifted writers' programme.

Pastoral care is a strength of the school. One parent commented that, 'A lot of thought and consideration goes into pastoral care.' Good links with outside specialists and well organised and managed support within school ensure that the specific needs of pupils, including those who are potentially vulnerable, are very well met, so that all can play a full part in the life of the school. Transition arrangements for pupils when moving on to secondary school are excellent, ensuring that they quickly settle and integrate into their new schools. In partnership with other local schools, common procedures for improving attendance have been adopted, including the use of a home-school worker. These have been effective and attendance, although average, has improved. The new policy on behaviour is generally working well, although very occasionally behaviour slips in lessons when guidance is not followed. The breakfast club provides additional, welcoming support for the small number of pupils who attend.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and governors share a common purpose in their drive to bring about improvements. Consequently, teaching and learning are improving and attainment is rising. Subject leaders are developing their roles well, but have yet to make fuller use of assessment data themselves to analyse the school's performance and to closely identify where improvements are needed and to follow these through. The governing body is well informed of how well the school is doing and offers a good level of challenge. Governors recognise the part they have to play in monitoring and supporting school improvement and ensure that good safeguarding procedures are in place and adhered to. The school works hard to ensure that all pupils have equal access to all that it has to offer. Some inconsistency in the progress made by pupils, however, means that the school's promotion of equality of opportunity is good rather than outstanding. There are good links with parents and carers. They are kept well informed of what is happening in school and encouraged to play a part in supporting their children's learning. Pupils are closely involved in the local community, and links are being established with schools in the United Kingdom and worldwide. For example, in partnership with other local schools, links have been made with schools in Kenya and Uganda. As a result, pupils have a good, developing understanding of and respect for different communities.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy their time in Reception. Good induction procedures ensure that children quickly settle. Parents and carers appreciate the home visits made by staff, which contribute to the initial assessments of children's knowledge and skills and begin the good partnership between home and school. Effective management and good provision ensure that children quickly become active learners and acquire the skills to work independently. They make good progress in all of the areas of learning, from starting points that are broadly average, but a little below in reading, writing and mathematical calculation. Particularly good progress is made in linking sounds and letters and reading, but writing remains a relative weakness. Overall, attainment on entry to Year 1 is as expected for children of this age. Children behave well and understand the rules set for their own safety. Relationships are positive and contribute to children's good attitudes to learning. They willingly participate in all teacher-directed activities and cooperate well during child-initiated activities, helping each other and sharing. Staff work well together and are sensitive to children's needs and welfare. They engage well with children in their play and directed activities. They make careful observations of children's progress and development, and use these effectively to plan the next steps in their learning. Activities are planned for both the indoor and outdoor areas, but the school recognises that the outdoor area needs to be developed further to reflect the different areas of learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost half the parents and carers returned questionnaires. Their views of the school are very positive. They are pleased with their children's experiences of school, knowing that they are happy and safe. They believe that the school is well led and managed, expressing particular pleasure at the approachability of the headteacher and deputy headteacher. A few expressed concern about the school helping them to support their children's learning. Inspectors found that the school has provided a number of workshops for parents and carers, although these have not always been well attended, and that more are planned for the coming year. A few individual comments were discussed confidentially with the school, but in no way reflected any general pattern of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Powell Corderoy Primary 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	46	45	49	4	4	0	0
The school keeps my child safe	41	45	49	54	1	1	0	0
My school informs me about my child's progress	20	22	59	65	7	8	0	0
My child is making enough progress at this school	28	31	50	55	5	5	1	1
The teaching is good at this school	30	33	51	56	4	4	1	1
The school helps me to support my child's learning	24	26	54	59	10	11	0	0
The school helps my child to have a healthy lifestyle	29	32	58	64	2	2	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)	22	24	47	52	3	3	1	1
The school meets my child's particular needs	26	29	57	63	4	4	2	2
The school deals effectively with unacceptable behaviour	19	21	58	64	6	7	0	0
The school takes account of my suggestions and concerns	18	20	60	66	5	5	0	0
The school is led and managed effectively	19	21	62	68	4	4	1	1
Overall, I am happy with my child's experience at this school	32	35	52	57	3	3	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 all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 November 2010

Dear Pupils

Inspection of Powell Corderoy Primary School, Dorking RH4 3DF

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, very polite and helpful. We find that Powell Corderoy is a satisfactory school, which means that some things are good and some things need to be improved.

These are some of the things that the school does well.

Children get off to a good start in Reception.

The school looks after you well.

Your behaviour is good and you always look out for each other.

You have a good understanding of how to keep healthy and fit.

The school encourages your parents and carers to support you in your learning.

Your headteacher, staff and governors are working well together and know the things that will improve the school.

The progress that you make, especially in writing, has improved, but you could do even better and attain higher academic standards. The following things will help.

Teachers should use the information they have on how well you are doing to plan work that is just right for each one of you, neither too easy nor too hard.

Lessons should involve you all fully and proceed more quickly, providing time for you to discuss the work you are doing.

Teachers should show you how to improve your work through their marking and the individual targets that you all have.

We saw how enthusiastic Year 5 was about their topic 'Into the woods'. We would like you all to work in this way so that your learning becomes more interesting and enjoyable.

Thank you again for your help. You can do your bit by always paying full attention in lessons and trying your hardest in all that you do in school.

Yours sincerely

Peter Thrussell Lead inspector

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