

Claygate Primary School

Inspection report

Unique Reference Number	125108
Local Authority	Surrey
Inspection number	381046
Inspection dates	1–2 December 2011
Reporting inspector	Natalia Power

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair	Andrew Paterson
Headteacher	Darryl Taylor
Date of previous school inspection	6 February 2007
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 27 lessons, taught by 15 different teachers, and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 166 questionnaires that had been returned by parents and carers.

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

- The effectiveness of the teaching and learning in ensuring that all pupils, particularly the most able, make at least good progress.
- How successful the school is in providing for pupils with a range of special educational needs and/or disabilities.
- How successfully the school works in partnership with parents and carers.

Information about the school

This school is larger than average in size. The proportion of pupils known to be eligible for free school meals is much lower than usual. Most pupils come from White British backgrounds, and currently very few of those who come from minority ethnic backgrounds speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is lower than usual. The before- and after-school play activities are run by an outside provider and are subject to separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that provides a warm and supportive environment, in which pupils are happy and secure and get on well with one another. As a parent commented, 'Our child has been looked after very well and the school as a whole is mindful of relationships and social behaviour.' In this supportive ethos, the pupils develop good personal qualities and behave well in and around the school.

Children get off to a good start in the Early Years Foundation Stage and continue to make good progress throughout their time at the school. They are keen to learn, and this is reflected in their above average attendance. Pupils throughout the school make good progress in their learning and leave Year 6 with attainment in English and mathematics that far exceeds that of their peers in the country as a whole. As a result of their high attainment and good overall progress, pupils' achievement is outstanding.

As a result of the overall good teaching, most pupils learn well. Occasionally, the pace of learning is too slow for the most able pupils, and in these cases they make slower progress than they might.

The curriculum is broad and balanced, and music and drama are particularly strong aspects. Pupils report that they enjoy the weekly 'carousel' of arts, crafts and languages. The many clubs and activities make an important contribution to pupils' enjoyment of their learning.

Pupils are cared for well, and the few identified as having special educational needs and/or disabilities are given good support individually and in small groups. However, the school does not always work closely enough with the parents and carers of these few pupils in planning the most appropriate support to ensure a full partnership between school and home.

Leaders and managers have an accurate understanding of the strengths and areas for development of their school. Their plans for the future are detailed and cover the right areas. The school's track record in meeting the recommendations of the last inspection is good. For example, marking and assessment procedures have now improved, so that pupils are now clear about what they need to do to improve their work. Overall, the school has a good capacity to continue to improve.

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What does the school need to do to improve further?

- Involve more closely the parents and carers of the few pupils with special educational needs and/or disabilities to ensure that they have the opportunity to contribute fully to their children's progress.
- Ensure that the most able pupils have sufficient challenge to enable them to make the fastest progress possible.

Outcomes for individuals and groups of pupils

2

Pupils show their good enjoyment of school through their above average attendance. Their overall achievement is outstanding, because pupils' attainment in both English and mathematics in the national tests at the end of Year 6 is high, and a scrutiny of pupils' work confirms a pattern of high attainment throughout the school. Overall, pupils make good progress from above-average starting points. Those with a range of additional needs, including those from minority ethnic groups, those who speak English as an additional language, and those with special educational needs and/or disabilities also make good progress, because they receive effective targeted support in class or in small withdrawal groups. In lessons, the level of challenge is good overall, and the pupils enjoy rising to this. For example, in one fast-paced English lesson for Year 6 pupils, the task was to retell through drama the story of Dickens's novella, *A Christmas Carol*. The pupils greatly enjoyed acting out the parts of such characters as Fezziwig and the Ghost of Christmas Present, while their classmates asked them questions which they had to answer in character. Encouraged also by the teacher's searching questioning, the pupils showed that they understood such sophisticated concepts as Dickens's way of creating character and atmosphere.

Pupils are friendly, confident and polite to visitors. They understand the importance of eating a healthy diet and taking exercise. Even the youngest pupils in the school understand the importance of being healthy, and one child in Reception said that a good night's sleep was important, as 'It helps us grow.' The pupils feel safe in school and report that pupils are rarely unkind to one another, and that any incidents are quickly dealt with by the school. They have a good understanding of how to keep themselves safe, and a pupil in Year 6 summed up risks from drugs in the comment, 'All medicines are drugs, but not all drugs are medicines.' The pupils' positive attitude to learning reflects their good spiritual, moral, social and cultural development. Pupils enjoy the opportunities to take responsibility within the school and to share their talents with the local community, for example by singing in a nearby home for the elderly. Pupils are prepared well for the next stage of schooling, but do not always have sufficient opportunity to apply their outstanding literacy and numeracy skills, for example by using information and communication technology in sufficiently ambitious projects.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers manage the pupils' behaviour well, using a variety of rewards to ensure that they pay close attention in lessons. They use questioning skilfully to stimulate pupils to think for themselves, and encourage them to discuss tasks with one another, so that they are usually fully engaged. The pace of learning generally suits the majority of the pupils. However, the most able are sometimes expected to begin at too basic a stage of learning and in these cases they are not encouraged to work at the very highest level. In most lessons, the teachers plan well and use stimulating and varied approaches to engage the pupils' interest. For example, in one lively Year 3 mathematics lesson, the pupils learned how multiplication and division are linked. The tasks had a good level of challenge for each ability level, and pupils reinforced their own learning through practical activities with coloured blocks and through discussion with their 'talking partners'. They evaluated the quality of their own learning, showing the teacher whether they had understood the lesson fully, partly or not at all, and in this way the teacher and her assistant could offer quick and appropriate support. Pupils throughout the school are given frequent opportunities to assess the quality of their own work and that of others, and this helps them to find out for themselves how to improve. Marking is consistent and thorough, offering helpful guidance to pupils on the next steps they need to take. Teaching assistants give good support, enabling pupils, whatever their aptitudes or needs, to make good progress.

The curriculum contributes well to pupils' achievement and personal development. It

¹ 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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has a good focus on developing pupils’ basic skills of literacy and numeracy. There are good opportunities for pupils to use information and communication technology (ICT) across the curriculum, but pupils are not always given the opportunity to apply their ICT skills independently, for example by ensuring that more pupils than those in Year 5 class are offered the chance to write their own newspaper. Pupils report that they enjoy the clubs, trips and residential visits, and these are well chosen to provide them with a wide range of experiences. Music and drama are strong features of the curriculum. Pupils enjoy performing, and all benefit from a sense of the community coming together.

In this caring school, pupils are looked after well. The very small minority of pupils with a range of additional needs, including those whose circumstances make them potentially vulnerable, are given good support, and in many cases catch up with their classmates. However, the school recognises that currently not enough is done to involve the parents and carers of the very small minority of pupils with special educational needs and/or disabilities, for example by consulting them fully and involving them in drawing up and implementing plans for their children’s progress. The adults create a warm and nurturing atmosphere and, in the words of one parent, ‘The school is very good at encouraging the children to become confident.’ Transition arrangements are good at each stage of pupils’ schooling. For example, children join the Reception Year confidently from a variety of nurseries and other early years provision, because the teachers take care to get to know all the children before they enter the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and his deputy, together with the assistant headteachers, the bursar and the middle managers in the curriculum teams, share the running of the school effectively, ensuring that pupils’ attainment remains high from year to year. Together, they work in close partnership, communicating their ambition well to all the staff, so that all work as a team. Leaders and managers understand their school well and have produced detailed action plans with clear priorities for improvement. The governing body is actively engaged in the life of the school. Members visit the school regularly and undertake specific responsibilities, such as ensuring that safeguarding is secure. The governing body is confident about holding the school to account.

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The school promotes equality of opportunity well, tackling discrimination by removing barriers to learning, for example by using a range of additional adults to support pupils in danger of falling behind, so that they have the chance to succeed. Leaders and managers ensure that safeguarding procedures are robust and that pupils have a good understanding of how to keep themselves safe. Staff are well trained in child protection procedures and all adults are thoroughly checked and vetted before working in the school.

Leaders and managers work in satisfactory partnership with parents and carers. They keep them informed of school activities through the school’s informative website, and ensure that home-school links are maintained through a computer program shared with staff, pupils and parents and carers. However, the parents and carers of a few children with a range of additional needs are not consulted sufficiently about their children’s needs to enable them to play as full a part as possible in their care. Leaders and managers promote community cohesion well. Pupils from all backgrounds get on well with one another. There are good links with a range of cultural and charitable organisations, which help pupils to understand their school in its local, national and global contexts.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	3
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	2

Early Years Foundation Stage

The children have already visited the school before they begin Reception and this enables them to have a settled start. The adults promote the children’s welfare well. They provide firm but calm support and, as a result, the children develop good social and emotional skills. They play together well, and are ready to share and take turns. The attractive play areas, especially those indoors, provide them with many opportunities to learn about the world around them and to develop their literacy and

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numeracy skills. The play equipment outdoors provides them with good opportunities to ride vehicles, but currently there is no climbing frame to enable them to learn to balance and to test the limits of their bodies. There is a good balance of activities that children choose for themselves and those that adults initiate. Adults are mindful of the need to promote higher-level thinking at every opportunity. For example, the children enjoyed chanting the rhyming words in a story which the teacher read to them, and she used the opportunity to teach them what the 'blurb' of a book is, and to encourage them to check whether the blurb accurately described the story. The Early Years Foundation Stage is well led and managed. Leaders plan well to provide focused activities for children with a range of capabilities and to ensure that children are kept safe. The children join in as many whole-school activities as possible, ensuring that when the time comes to enter Year 1, they feel safe and confident.

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

An average proportion of parents and carers returned questionnaires. Almost all those who returned questionnaires, or who spoke to inspectors, agreed that their children enjoy school and that it keeps them safe and healthy. The findings of the inspection are that pupils do, indeed, enjoy school, are kept safe and have a good understanding of healthy living. A small minority of parents and carers did not agree that the leadership and management of the school are good and felt that the school did not listen to their concerns. Inspectors judged the leadership and management at all levels of the school to be good overall, but found the school's engagement with parents and carers to be satisfactory. A small minority of parents and carers expressed concerns with the progress their children are making. While inspectors judged pupils' learning and progress to be good overall, there are occasional instances where the most able pupils could be challenged to do even better. Most parents and carers agreed that they are happy with their children's experience at the school. A typical comment from one parent was, 'My children have a great time and are well looked after.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Claygate 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 166 completed questionnaires by the end of the on-site inspection. In total, there are 426 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	58	64	39	4	2	2	1
The school keeps my child safe	104	63	55	33	4	2	2	1
The school informs me about my child’s progress	42	25	97	58	19	11	7	4
My child is making enough progress at this school	37	22	84	51	32	19	7	4
The teaching is good at this school	48	29	90	54	15	9	1	1
The school helps me to support my child’s learning	45	27	76	46	32	19	9	5
The school helps my child to have a healthy lifestyle	74	45	81	49	3	2	2	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)	41	25	79	48	21	13	3	2
The school meets my child’s particular needs	37	22	79	48	32	19	8	5
The school deals effectively with unacceptable behaviour	32	19	86	52	21	13	8	5
The school takes account of my suggestions and concerns	28	17	70	42	34	20	9	5
The school is led and managed effectively	36	22	82	49	33	20	9	5
Overall, I am happy with my child’s experience at this school	64	39	81	49	13	8	3	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ 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 December 2011

Dear Pupils

Inspection of Claygate Primary School, Esher KT10 0NB

Do you remember when four inspectors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. Here are some of the things we found during our visit.

- You go to a good school. Your school keeps you safe and healthy. You behave well in lessons and around the school. You are polite and respectful to visitors.
- Your teachers teach you well, and you leave school with results in mathematics and English that are a great deal better than those of pupils in the country as a whole.
- You enjoy the many opportunities for making music and performing for your parents and carers. We enjoyed seeing you contribute so well in assembly and in the rehearsals for your Christmas productions.
- The adults look after you well, taking great care to meet your individual needs. A few of you receive some extra support in your learning from the adults, and we have asked them to work even more closely with your parents and carers to make sure that you have all the support you need.
- All of you make good progress in your learning. However, some of you, especially those of you who find your work really easy, could make even faster progress. We have therefore asked those in charge to make sure that you are always given work that encourages you to do your very best.

We wish you all the very best for the future.

Yours sincerely

Natalia Power
Lead inspector

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