

Cuddington Community Primary School

Inspection report

Unique reference number	124963
Local authority	Surrey
Inspection number	381016
Inspection dates	30 April–1 May 2012
Lead inspector	Alison Cartlidge

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	201
Appropriate authority	The governing body
Chair	Julie Crowther
Headteacher	Sue Goodman
Date of previous school inspection	5 February 2009
School address	Salisbury Road Worcester Park Surrey KT4 7DD
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Age group	4–11
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Introduction

Inspection team

Alison Cartlidge

Additional Inspector

Martyn Kitson

Additional Inspector

This inspection was carried out with two days' notice. The inspection team observed 17 lessons taught by 7 teachers. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at questionnaires from 51 parents and carers, 21 members of staff and 106 pupils. Meetings were held with members of the governing body, staff, parents and carers, and pupils. The inspectors heard pupils read, looked at pupils' books, information on their progress, safeguarding information and other documents presented by the school.

Information about the school

This is an average-sized primary school. The majority of pupils are White British, with other pupils coming from a diverse range of heritages. There is an above average proportion of pupils for whom English is not their first language and a minority are at the early stages of acquiring English. The proportion of pupils known to be eligible for free school meals is below average. The school has a below average proportion of pupils with disabilities and special educational needs including those who are supported by school action plus or have a statement of special educational needs. Children in the Early Years Foundation Stage are taught in one Reception class. There is a privately-run breakfast club at the school and this was not part of this inspection and is inspected separately. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school that is improving rapidly following a decline in teaching and progress immediately after the last inspection. It is not good because pupils do not always make good progress in Years 3 and 4, where teaching is not consistently good enough. The new subject leaders have had insufficient opportunity to have an impact on improving teaching and learning, or in helping to identify where progress is not fast enough. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement for most groups of pupils, including disabled pupils and those with special educational needs, is satisfactory. Children in the Early Years Foundation Stage learn quickly and the rate of progress has increased this year in Years 1 and 2, especially in learning about phonics (sounds and letters). Targets for pupils' progress have not been challenging enough in the past, but leaders are aware that with improvements in teaching these can now be more demanding.
- Teaching is good in the Early Years Foundation Stage and there is a strongly improving pattern overall between Years 1 and 6. Teachers provide interesting activities and good opportunities for pupils to work with a partner. However, the school recognises that there is still work to be done as there are occasions when learning is too slow because pupils are insufficiently clear about what they are to learn or work is not challenging enough.
- Most pupils behave well, have good attitudes to learning and feel safe. They work well with each other and persevere with their tasks. Pupils' spiritual, moral, social and cultural development is supported well across the curriculum.
- The leadership of teaching through the management of performance is satisfactory. Leaders, including the governing body, understand what the school needs to do next to become good and are already demonstrating the capacity to improve in the way that they have improved teaching. Senior leaders provide clear guidance and monitor teaching carefully.

What does the school need to do to improve further?

- Improve progress and the pace of learning, especially in Years 3 and 4, by December 2012, by:
 - ensuring pupils are always clear about what they are expected to learn
 - starting all lessons promptly
 - making sure work is always challenging, the lesson stays focused on what pupils are expected to learn, and tasks are always completed well.
- Increase the impact of progress targets, by April 2013, by:
 - ensuring individual pupil progress targets are sufficiently challenging so that they lead to good progress
 - sharing targets with pupils so that they are clear about their next steps for improvement.
- Expand the role of subject leaders, by December 2012, by:
 - subject leaders monitor teaching more often and evaluate information on pupils' progress so that dips in progress can be picked up even more quickly to ensure all groups of pupils make consistently good progress.

Main report

Achievement of pupils

The majority of children start school in the Early Years Foundation Stage with the skills expected for their age. They make good progress and most are working at or beyond the expected levels when they enter Year 1. In lessons, they learn well, enjoying the exciting activities such as pretending to be builders, discussing the buildings during a local walk and helping each other to learn to sound out various words.

In Years 1 to 6, pupils' progress is satisfactory and improving. Attainment is broadly average by the end of Years 2 and 6, including in reading. Pupils make good progress in learning phonics and this is having a positive impact on the development of their literacy skills. A variety of worthwhile literacy tasks help to keep pupils engaged and motivated throughout the early morning sessions and consequently they learn quickly. For example, in Year 2, more-able pupils use what they have learnt in phonics to help with their spelling and are now more adventurous in their use of vocabulary. Pupils do not always make good progress in lessons in Years 3 and 4, because they are sometimes unclear about what they are to learn.

While parents and carers believe that their children achieve well, inspectors judge that pupils' achievement is satisfactory because learning and performance vary between year groups. For example, in a challenging mathematics lesson in Year 6, pupils extended their knowledge of how to calculate angles in a triangle drawn inside a circle. Pupils made sensible estimates and concentrated well throughout the task. In contrast, where learning is slower, pupils are not clear about what they are learning and are not given challenging tasks or enough time to complete them.

Disabled pupils and those with special educational needs make satisfactory progress. Recent developments in the way their needs are identified and supported are having a positive impact. The school is successfully narrowing the gap between girls' and

boys' achievement in mathematics, by providing specific support in girl-only groups. The progress of pupils who speak English as an additional language is satisfactory overall and their aural and oral skills often develop quickly because there are good opportunities for speaking and listening in most lessons.

Quality of teaching

Most parents and carers and their children think that teaching is good. Inspection findings show that teaching is improving, but that it is not yet consistently good across all year groups so its impact is satisfactory. It is effective in the Early Years Foundation Stage, where staff work well to make tasks interesting, relevant and suitably challenging. For example, children were excited about collecting information from their class about shoe sizes after the teacher read out an imaginary request from the school nurse.

The school has successfully developed the quality of questioning since the last inspection and teachers now ask probing questions and make good use of talk partners to increase pupil involvement. For example, in Year 5, adults supported pupils well in their groups by asking them questions about the strategies they were going to use to carry out various calculations and in Year 1, pupils discussed the sounds they were learning. Teaching has less impact in lessons in Years 3 and 4 when teachers do not ensure that lessons start on time or keep to the point, or make sure that all pupils are clear about the purpose of their work. Many teachers use praise well to motivate pupils to learn. They set targets and points for development but these are not always sufficiently challenging or precise to help pupils improve their work quickly. Teaching assistants make a valuable contribution towards learning in most lessons. Reading is taught appropriately and this is making a positive contribution to improving pupils' literacy skills.

Disabled pupils and those with special educational needs are given sound encouragement and support and are taught satisfactorily. Consequently, they make satisfactory gains in learning over time, with some making accelerated progress. The planned curriculum supports pupils' personal development well, and displays embrace diversity. For example, a display about the Olympics included the promotion of disabled athletes as positive role models.

Teaching has a good impact on pupils' spiritual, moral, social and cultural development. There are good relationships between members of staff and the pupils supporting the development of positive social skills. Expectations for behaviour are high and behaviour management is consistent.

Behaviour and safety of pupils

Pupils have good attitudes to learning, feel safe, and behaviour is good. In lessons, pupils work well with their talk partners, provide each other with encouragement and are actively engaged in their learning. One pupil was heard asking another in a supportive manner, 'Shall I help you?' Pupils are enthusiastic and make comments such as, 'There is always something new to look forward to.' Most parents and carers are pleased with behaviour at the school, think it is good, and agree that their

children are kept safe. Pupils are accurate in their assertions that behaviour is typically good over time and pupils say that there is 'just the usual falling out with friends'. The few pupils that say that behaviour is not always good are confident that the occasional unacceptable behaviour is dealt with swiftly and effectively by all members of staff. Pupils feel free from all kinds of bullying including racism and cyber bullying. They feel that they can talk to their friends or a teacher if they have any worries and are confident that adults will deal with any concerns sensitively.

Pupils show high levels of respect for members of staff and each other. They are considerate and are able to show empathy towards others during their times of need. Learning targets are not always clear enough to enable pupils to play a larger role in improving their work.

Leadership and management

Leaders, including governors, demonstrate they have the capacity to improve the school through the successful actions they have already taken to improve pupils' achievement. Remaining gaps in progress between groups of pupils are closing quickly. Areas identified for development at the previous inspection have been tackled successfully. Provision for the Early Years Foundation Stage has developed since the last inspection and is now good. Recent initiatives, particularly in supporting reading and phonics, are already having a sustained and positive effect on pupils' progress in literacy, which is picking up quickly.

Performance management is moving teaching forward quickly and provision is now at least satisfactory or better across the school. Guidance and training have enabled teachers to take on leadership responsibility. However, new subject leaders have not yet had the opportunity to ensure that learning is consistently good by visiting lessons or that information on pupils' progress is analysed fully to help measure the impact of interventions. Nevertheless, they are already involved in identifying the right course of action to improve the school further.

School leaders, managers and staff ensure equal opportunities are promoted and discrimination tackled competently. Pupils from different backgrounds are supported and encouraged equally. They are included well socially, and the school is working appropriately to eliminate unevenness in learning and progress between classes by providing further staff coaching and training. There are good relationships between most parents and carers and members of staff. Parents and carers make positive comments such as, 'The school is a close knit community,' and, 'I find the school to be approachable.'

School leaders and governors ensure that the school's safeguarding arrangements meet requirements and pupils and their parents and carers have confidence in them. Parents and carers know that the school takes well-considered action when concerns are raised. The curriculum is broad and balanced, and ensures that pupils' spiritual, moral, social and cultural development is promoted well. For example, during an assembly, pupils enjoyed taking part in a role play about how to behave at lunchtime.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

2 May 2012

Dear Pupils

**Inspection of Cuddington Community Primary School,
Worcester Park KT4 7DD**



We enjoyed coming to inspect your friendly school, talking with you about your work and hearing some of you read. Thank you for being so helpful during our visit. We found that your school provides you with a satisfactory education.

These are the best things about your school.

- You learn quickly in the Reception class.
- You enjoy school and we agree with you that your teachers are kind and caring and work hard to make lessons interesting.
- Members of staff are good at teaching you all about how to behave sensibly and, as a result, you behave well. We are glad that you enjoy helping to look after the chickens and goats.
- The headteacher and the governing body know what needs to be done to make the school better.

To help it improve, we have asked your school to make sure that leaders, teachers and governors:

- help those of you in Years 3 and 4 to always be clear about what you are expected to learn, that lessons start promptly and you are always given challenging work
- provide you with challenging and precise targets so that you know how well you are doing and how you can improve.

We have also asked the school to help teachers who look after subjects to check that all of you learn quickly and to know how well you are doing across the school so that they can provide help where it is needed most.

Thank you once again for telling us about your school and letting us see your work. You can help your teachers by remembering your targets so that you can improve your work quickly.

Yours sincerely

Alison Cartlidge
Lead inspector

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