

# Hinchley Wood Primary School

## Inspection report

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<b>Unique reference number</b>	124965
<b>Local authority</b>	Surrey
<b>Inspection number</b>	381017
<b>Inspection dates</b>	30 April – 1 May 2012
<b>Lead inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	454
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Wallis
<b>Headteacher</b>	Fiona Collins
<b>Date of previous school inspection</b>	9 February 2009
<b>School address</b>	Claygate Lane Esher Surrey KT10 0AQ
<b>Telephone number</b>	020 8398 1310
<b>Fax number</b>	020 8398 4143
<b>Email address</b>	admin@hinchley-wood-primary.surrey.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	30 April – 1 May 2012
<b>Inspection number</b>	381017



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## Introduction

Inspection team

Mike Capper

Additional inspector

Helena Evans

Additional inspector

Julie Ward

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 24 lessons taught by 19 teachers. Discussions were held with parents and carers at the start or end of the school day, and with members of the governing body, staff, and groups of pupils. The inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies, and samples of pupils' work. The inspectors analysed 97 questionnaires from parents and carers.

## Information about the school

Most pupils come to this larger than average-sized primary school from the local community. The proportion of pupils known to be eligible for free school meals is low. The proportion of disabled pupils and those with special educational needs who are supported at school action plus or who have a statement of special educational needs is below average. Children in the Early Years Foundation Stage are taught in three Reception classes, rather than two as in previous years, because the school is admitting more pupils. Several staff joined the school in this academic year and some middle managers are very new to their roles.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has a number of awards. These include a Working in Partnership with Parents award and the Values-Led Education Quality Mark.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Members of staff ensure that pupils flourish both socially and academically. Pupils are taught well and make good progress. They enjoy school and their behaviour is good. The school is not yet outstanding because the monitoring of teaching by middle managers and curriculum planning are not totally successful in responding fully to pupils' interests.
- Pupils' achievement is good. Children make good progress in the Early Years Foundation Stage. Teaching builds well on this good start in the rest of the school. Pupils improve their literacy and numeracy skills quickly and attainment is consistently above average by the end of Year 6.
- Teachers use assessment information carefully to ensure that work builds on pupils' different starting points and, in lessons, there is a good pace to learning. They provide good challenge in lessons for pupils of differing abilities, but the school does not always offer enough additional support outside lessons to those identified as being gifted and talented.
- Pupils behave well and feel safe in school. Their positive attitudes contribute greatly to their good learning. They are polite and courteous and keenly take responsibility outside the classroom. They are kept safe and know that there is always someone to help them if they have a worry.
- Senior leaders manage performance and lead teaching well. They set high expectations for staff. Planning for improvements is based on accurate self-evaluation. Monitoring by senior leaders is thorough, but not all middle managers are sufficiently involved in visiting lessons to support teachers. The curriculum ensures that pupils develop good basic skills, but, on occasions, opportunities are missed to make the activities relevant to all pupils' interests and for encouraging pupils to take responsibility for their own learning or to think for themselves.

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

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

- By April 2013, develop the curriculum in Key Stages 1 and 2 so that it takes account of all pupils' interests and aptitudes and always gives them opportunity to take responsibility for their own learning and to think for themselves.
- By October 2102, ensure that gifted and talented pupils receive the right level of help outside lessons.
- By December 2012, strengthen the involvement of middle managers in monitoring teaching so that they are playing a full part in guiding improvement.

## Main report

### Achievement of pupils

The inspection evidence confirms the view of the vast majority of parents and carers that their children achieve well and make good progress. Pupils' attainment by the end of Year 6 is consistently above average, reflecting good progress from their different starting points. Pupils who are in danger of falling behind are given additional support, helping to close the gap so that they catch up with their peers and perform well by the time they leave the school.

When children start school, most are working at the levels expected for their age. Attainment by the end of the Early Years Foundation Stage is rising and is now above average. In the Reception classes, children learn quickly in lessons. In a typical writing session, for example, children improved their writing rapidly as they made posters about aliens. They showed great enthusiasm and their excitement and inspiration were strongly evident as the alien was slowly revealed by the teacher on the interactive whiteboard.

Pupils' good progress in lessons is maintained in Key Stages 1 and 2. In a Key Stage 1 literacy lesson, for example, pupils wrote with confidence as they described characters in a Roald Dahl story. The teacher supported learning well, asking challenging questions and linking work closely to pupils' targets, so that the use of connectives, such as 'and' and 'but', improved rapidly. In a Key Stage 2 numeracy lesson, pupils gained a good understanding of probability because concepts were introduced systematically and, as one pupil said, 'Learning is fun.'

Across the school, reading skills improve quickly and attainment in reading is above average by the end of Year 2 and Year 6. Phonics (letter sounds) teaching in the Early Years Foundation Stage and Year 1 is particularly effective at helping to develop early reading skills. In these classes, pupils are taught in very small groups, ensuring that there is a very close match of work to need, so that skills can improve quickly. Consequently, most younger pupils build words by sounding them out confidently. The good progress seen in Key Stage 2 is demonstrated by the high

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number of pupils who reach the higher levels in national tests in reading at the end of Year 6.

Boys and girls do equally well in lessons and there are no significant variations between the progress of other groups, although a few pupils identified as gifted and talented do not make as fast progress as they could because they do not always receive additional support outside lessons. Work for disabled pupils and those with special educational needs is matched to their requirements well and ensures that they make good progress.

### **Quality of teaching**

Most parents and carers are very pleased with the quality of teaching and inspectors agree that teaching is typically good, ensuring that all pupils make good progress. In the Early Years Foundation Stage, teaching meets children's differing needs highly effectively. Children enjoy learning because topics are linked together to a central theme, helping to make work purposeful. All adults are involved in planning activities and this means that they are confident about intervening at the right time to move learning on. Good use is made of the outdoor area to support learning, but it is too small now that there are three rather than two Reception classes and this makes it difficult for children to choose freely when they are going to work outside. The school has plans already to tackle this.

In Key Stages 1 and 2, teachers manage pupils' behaviour highly effectively, so that the pace of learning is nearly always brisk. Teachers have good expectations of the more able and challenge them well. They assess learning regularly and use the information to ensure that work is pitched at the right level for pupils, providing good challenge for the more able. Pupils respond especially well when there is a focus on learning through practical activities. For example, pupils' understanding of life in the 1950s was reinforced strongly in a history lesson because they were able to handle and talk about artefacts from the period, exploring how life had changed over the intervening 50 years. On the very few occasions when teaching is less effective, it is because pupils are expected to sit for too long at the start of lessons or are unclear about what they are learning.

Disabled pupils and those with special educational needs are taught well in lessons. Additional support at other times from teachers and skilled teaching assistants is well planned and focuses accurately on the most important areas for improvement in literacy and mathematics.

Curriculum planning supports the development of basic skills very successfully, but, occasionally, it follows too rigidly a set programme, rather than taking more account of what pupils are interested in so that subjects are brought alive. In a few lessons, pupils have limited opportunities to think for themselves or to take responsibility for their own learning by, for example, carrying out their own research or investigations. Throughout the school, teaching promotes pupils' spiritual, moral, social, and cultural development successfully. In lessons, teaching ensures that pupils talk about the

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importance of values such as respect, kindness and trust. On residential trips and through clubs they learn the importance of teamwork and cooperation.

## **Behaviour and safety of pupils**

Inspectors found that pupils are polite, sociable and articulate, confirming the views of most parents and carers who feel that their children behave well and are kept safe. Pupils, also, feel that behaviour is typically good.

In the Early Years Foundation Stage, children are responsive, well motivated, and keen to take the initiative in their learning. In the main school, pupils develop good confidence and self-esteem. They are enthusiastic learners and work hard. Their positive attitudes ensure that time is rarely wasted in lessons. On the rare occasions when this is not the case, it is because a few pupils lose concentration and become fidgety as they have been sitting for too long. Pupils support each other well and their enjoyment of school is reflected in above-average rates of attendance.

The school has effective systems for promoting good behaviour and these are understood well by pupils and staff. Pupils with identified behavioural difficulties are supported sensitively and improve their social skills. For example, often, they choose to use the library or 'values-garden' (an outside area) as quiet places where they can calm down. Pupils say that bullying is very rare and is tackled quickly because 'adults listen to us'. Pupils know that bullying takes many forms, explaining, for example, how they would respond if they felt they were being cyber-bullied.

## **Leadership and management**

Leaders have successfully demonstrated that the school has the capacity to improve. Key issues from the last inspection have been tackled effectively and the school has maintained its strengths, for example in pupils' behaviour and safety. Consequently, pupils continue to learn well. Leaders responded quickly to a slight dip in attainment in mathematics in 2011. Weaknesses in pupils' problem-solving skills were identified speedily and there has been an effective focus in the current year on improving these skills.

Development planning is based on thorough self-evaluation and it focuses clearly on developing teaching and raising attainment. Performance management and professional development focus successfully on the school's main priorities and help to improve provision. Middle leaders and managers are keen and enthusiastic, but many are new to their roles and some have not yet had sufficient opportunity to visit lessons for themselves to help identify strengths and weaknesses in teaching or the curriculum.

Leaders ensure that there is no evidence of discrimination and that there is equality of opportunity for almost all pupils. Provision for disabled pupils and those with special educational needs is planned and managed well. However, support for a few pupils identified as being gifted and talented does not always meet their needs fully.

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While there is good challenge in most lessons and some good practice in the links that have been established with the neighbouring academy, there is limited support beyond this for some pupils, such as the provision of lunchtime or after-school sports, or the information about activities beyond the school.

The senior leaders and governing body ensure that the curriculum is broad and balanced and promotes pupils' spiritual, moral, social, and cultural development effectively. For example, pupils learn to care for others through fund raising and to take care of the environment through the Eco-Council.

The governing body provides good challenge and support to the school. It is very diligent in ensuring that safeguarding arrangements meet statutory requirements.

The school engages well with parents and carers and most are very positive about its work. They support the school well by helping their children with work at home and by raising funds for school projects. A small number of parents and carers are concerned about staff turnover. The inspection found that this is not having a significant effect on pupils' learning and that new teachers are provided with suitable guidance and good support when they join the school.



## 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](http://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 Hinchley Wood Primary School, Esher KT10 0AQ**

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you about your work and hearing some of you read. We found that your school is providing a good education and is helping you to do well. Here are some of the things we found out about your school.

- You are taught well in the Reception classes and it was good to see so many happy faces in your lessons.
- You said that you enjoy school and you feel rightly that behaviour is good.
- You are taught well most of the time and this helps you to make good progress, although we feel that teachers could sometimes encourage you more to work independently and to think for yourselves.
- You feel you are kept safe and we saw that you take good care of each other.
- All adults in school are caring and they give you suitable help when you have problems with your work.
- The school's leaders are doing the right things to improve the school. They are clear about what still needs improving.

These are the things we have asked your school to do next to help it improve even further.

- Make sure that, when they plan work, teachers take more account of your interests and give you more opportunities to take responsibility for your own learning.
- Provide more support outside lessons for those of you who are particularly good at your work or who have special skills in areas such as sport and the arts.
- Give teachers who are in charge of subjects more time to visit lessons so that they can play a part in identifying strengths and weaknesses.

You can help your teachers by continuing to work hard all the time.

Yours sincerely

Mike Capper  
Lead inspector (on behalf of the inspection team)

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