

# Cuddington Croft Primary School

Inspection report

---

<b>Unique reference number</b>	125027
<b>Local authority</b>	Surrey
<b>Inspection number</b>	381028
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Julie Sackett

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	491
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C Wilson
<b>Headteacher</b>	Mr M Farnham
<b>Date of previous school inspection</b>	19 June 2009
<b>School address</b>	West Drive Cheam Sutton SM2 7NA
<b>Telephone number</b>	020 8642 4325
<b>Fax number</b>	020 8642 9808
<b>Email address</b>	office1@cuddington-croft.surrey.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Julie Sackett

Additional inspector

Neil O'Boyle

Additional inspector

Diana Shepherd

Additional inspector

This inspection was carried out with two days' notice. The team observed 19 lessons taught by 17 teachers. Discussions were held with senior staff, teachers, members of the governing body and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including the school's improvement plan, safeguarding documents, policies and records of pupils' progress and attainment. The inspection team considered 310 questionnaires from parents and carers, as well as questionnaires from staff and pupils.

## Information about the school

Cuddington Croft Primary School is a larger than average primary school. Most pupils come from White British backgrounds, although the proportion of pupils who come from minority ethnic groups is above average. Few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average, as is the percentage of pupils with special educational needs. The Early Years Foundation Stage consists of a Nursery and two Reception classes. The school has a number of awards and is an Eco-school. The school meets the current national floor standards for pupils' attainment.

**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

- Cuddington Croft is a good school. All staff are committed to securing the best provision and outcomes for pupils and this has ensured the school's success in maintaining good levels of achievement.
- Pupils achieve well. Pupils make good and sometimes outstanding progress overall and different groups of pupils perform equally well. This means that, by the time pupils leave Year 6, attainment is above average in reading, writing and mathematics.
- The quality of teaching is good overall and some is outstanding. However, there are some variations and, hence, in the progress made by pupils, across the school. For example, sometimes assessment is not used well enough during lessons to evaluate pupils' understanding and match learning accurately to individual needs. Outstanding practice in the school is not used as fully as it might to model high quality teaching so that teachers can learn from each other.
- Pupils' behaviour is good and pupils confirm that they feel happy and safe at school. The overwhelming majority of parents and carers consider behaviour in the school to be good. A few were concerned about the way that the school deals with bullying. Inspectors confirmed with pupils that, when behavioural issues arise, they are dealt with effectively.
- The quality of teaching and learning is regularly monitored by senior leaders. However, the role played by middle leaders in monitoring the quality of teaching and learning and in supporting improvements in teaching is less well developed.
- The school works positively with parents and carers and most feel well informed by the school. However, school leaders recognise that communication with parents and carers, especially about the aims of new initiatives in the school and the degree to which these are successful, is not as effective as it should be.

**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

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

- Raise the quality of teaching and learning from good to outstanding by:
  - using existing examples of outstanding teaching within the school to model excellent practice so that teachers can learn from each other
  - ensuring that teachers consistently use pupils' contributions during lessons to evaluate their understanding and modify the lesson to meet emerging needs promptly and accurately
  - developing the role of middle leaders so that they play an increasing part in monitoring the quality of teaching and learning and in supporting developments in teaching.
  
- Strengthen the way that the school works in partnership with parents and carers by ensuring that they are informed and updated of relevant initiatives, the aims of such developments and the success of outcomes.

## Main report

### Achievement of pupils

Most parents and carers feel that their children are making good progress in their learning. Inspection evidence confirms that pupils' progress in reading, writing and mathematics is good for all groups of pupils and sometimes better. As a result, attainment at the end of Year 6 has been consistently above average in each of these subjects over the last five years.

Children start in Reception with levels of understanding and development which are generally above national expectations. Well-organised and stimulating learning environments and strong relationships mean that children settle quickly and very much enjoy their time in school. An emphasis on developing children's independence is particularly successful so that children typically engage confidently in a range of activities. A consistent programme is used to teach children how letters and sounds are linked (phonics) and supports good progress in the development of reading and writing skills. Interesting and engaging opportunities for children to write, such as those relating to a topic on 'space', mean that both boys and girls are highly motivated, and demonstrate positive attitudes to writing. This underpins the good progress children make in the Early Years Foundation Stage and Key Stage 1. Attainment is above average at the end of Key Stage 1 in reading, writing and mathematics.

In Key Stage 2, all groups of pupils, including those with special educational needs, continue to make good and, at times, excellent progress. However, there is some unevenness in the progress pupils make between year groups which reflects variation in the quality of teaching. Pupils cooperate with each other and

**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

demonstrate strong respect for the views of others. During circle time in Reception, for example, children happily took turns to suggest what they might be doing during the half term break, listening with interest when it was someone else's turn to speak, while in Year 6, pupils sensibly and maturely discussed what they knew and understood about the different parts of a plant. Regular opportunities such as these successfully accelerate the development of pupils' expressive language and pupils generally speak confidently and articulately. Many pupils told inspectors how much they enjoy reading, including those who find it more difficult, enthusiastically sharing the titles of their favourite books. In mathematics, the curriculum to develop pupils' calculation skills is good and in most lessons pupils are given opportunities to verbalise their thinking, thus helping them to test and deepen their understanding. A particular strength is evident in the way that more-able pupils in Years 5 and 6 are successfully encouraged to manipulate and apply their mathematical knowledge and understanding confidently in a range of contexts, so that they make outstanding progress.

**Quality of teaching**

A whole-school focus on improving teaching and learning through support, challenge and coaching means that almost all teaching is at least good and some is outstanding so that pupils enjoy learning and make good progress. Typically, the planned curriculum is used well to meet pupils' interests and needs. Lessons are well paced, so that pupils are fully engaged in learning. This means that pupils are keen to learn and, by Year 2, pupils are very successfully developing a range of key skills in literacy and numeracy. For example, during the inspection, Year 2 pupils' good understanding of the features of instructional texts was evident in their written recipes, while pupils in Year 4 were able to confidently practise mental arithmetic skills.

Teachers' high expectations and their confident and lively input mean that pupils frequently relish their learning. Teaching has a very positive impact on their spiritual, moral, social and cultural development. This was evident, for example, in Years 5 and 6, where role play was used to good effect to help pupils to consider the particular characteristics of writing a diary entry, resulting in perceptive comments such as: 'you sometimes say things in a diary that you wouldn't say to people', and 'you put yourself in someone else's shoes'. Generally teachers use questioning very effectively to explore and build on pupils' understanding, as seen when pupils in Years 5 and 6 produced sensitive writing to describe a gingerbread house. One pupil wrote: 'the taste of icing was like a ribbon on the tongue', while another suggested: 'the sweets fell onto the house like snow on a winter's day'. That said, while the quality of teaching and learning overall is good, some inconsistencies remain. For example, in some lessons teachers do not always use pupils' contributions during lessons to evaluate their understanding and modify the lesson to meet emerging needs promptly and accurately, so that pupils' progress slows. Inspection evidence fully supports the views of parents and carers that their children are well taught.

**Behaviour and safety of pupils**

**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

Almost all parents and carers consider pupils' behaviour in school to be good. Pupils are polite, welcoming and proud of their school. They thoroughly enjoy school and learning. Throughout the school, from the Nursery to Year 6, pupils show mature attitudes to their work and constructively work in pairs and groups to discuss their activities and ideas. Their positive attitudes contribute strongly to their learning and to the calm and friendly atmosphere around the school. Evidence considered during the inspection indicates that the good behaviour seen during the inspection is typical over time. The school has developed an effective range of systems for promoting good behaviour, including a number of initiatives to develop pupils' awareness and understanding of bullying and what they can do to keep safe. As a result, pupils who spoke to inspectors demonstrated an awareness of some of the different forms that bullying might take, such as cyber-bullying. They spoke sensibly of the steps they could take if they have a concern and expressed confidence in adults to help them address any worries. For example, pupils said that they can speak to someone in the 'drop-in centre' (run by staff in the school three days a week), they can write their concerns down and post them in the 'worry box' outside the staffroom, or they can e-mail concerns to a confidential 'mail box' on the school's learning platform. As a result they feel safe and secure. A few parents and carers expressed concern about the way the school responds to concerns about bullying. School records and the pupils themselves indicate that bullying is rare and does not typically fall into any particular category. Inspectors found that systems and procedures for responding to bullying were in place and appropriate. The school has developed a consistent and rigorous approach to attendance. As a result, attendance has improved over the past three years so that it is currently above the national average.

**Leadership and management**

The headteacher's effective leadership and dedication to improvement are shared by the staff and the governing body. School leaders have an accurate picture of the school's strengths and have articulated a clear vision for continued improvement. The headteacher, very ably supported by the deputy headteacher, is committed to ensuring all pupils are treated equally, regardless of ability or background, and any discrimination is tackled rigorously. Leaders have high expectations of staff and pupils and there is a shared ambition within the school to ensure that lessons are at least good or better and that pupils continue to achieve well. Staff work very well together as a cohesive team and morale is good. Well-targeted professional development and in-service training successfully help teachers to develop their practice. The teachers' willingness to reflect and improve on their practice is a notable strength which extends to members of the governing body. However, existing examples of outstanding teaching within the school are not used as fully as they might to model excellent practice, so that teachers can learn from each other. Any weaknesses in teaching have been tackled and support given, although some variation in the quality of teaching across the school remains. However, the role of some middle leaders in improving teaching and learning is underdeveloped.

Systems for self-evaluation and for identifying and addressing areas for improvement

**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

are well established. Since the previous inspection, the school has maintained pupils' good achievement, raised attendance and increased the rigour and use of pupil progress tracking to evaluate and support pupils' achievement. The governing body is supportive of the school and fulfils its statutory duties well. Arrangements for safeguarding are secure and all staff are properly trained.

The curriculum effectively meets the needs and interests of pupils, is broad and balanced and is complemented by a range of opportunities to develop pupils' artistic and creative skills. It is enriched well by events such as 'India Day' and 'Victorian Day' so that pupils are developing an awareness of different backgrounds and beliefs within the United Kingdom and beyond. Spiritual, moral, social and cultural development is promoted well through the social and academic opportunities the school provides.

Most parents and carers feel that the school responds well to any concerns they might have and consider themselves to be well informed by the school. However, the school is keen to respond to the desire expressed by a few parents and carers for more information, particularly in relation to the introduction of initiatives, some quite recent, and the degree to which these prove successful in supporting pupils' learning and well-being.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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.
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.**



10 February 2012

Dear Pupils

### **Inspection of Cuddington Croft Primary School, Sutton, SM2 7NA**

Thank you for the warm welcome we were given when we recently visited your school. We enjoyed talking with you and appreciated the help you gave us. You are proud of your school and your parents and carers are pleased with how well your teachers help you to learn. You and your parents and carers are right to be pleased, because we found Cuddington Croft Primary to be a good school. This is what we found at your school.

- You enjoy school and make good progress in your learning.
- Your behaviour is good and you get on well with each other.
- The headteacher, staff and governing body are running the school well and understand how they can make it even better.
- Your teachers are doing a good job and work hard to plan lessons which are interesting.
- All staff take good care of you so that you are safe.

Your headteacher agrees that there are some things that the school could do better, so we have asked that:

- your teachers listen carefully to what you have to say during lessons so that they can help you to understand the lesson and make sure that your work is not too hard and not too easy
- your parents and carers are given more information about some of the new things that are happening in school and how these are helping you to learn.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

Julie Sackett  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**