

# Wray Common Primary School

## Inspection report

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<b>Unique reference number</b>	125129
<b>Local authority</b>	Surrey
<b>Inspection number</b>	381052
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Melanie Knowles HMI

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>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Maddox
<b>Headteacher</b>	Debbie Robins
<b>Date of previous school inspection</b>	5–6 November 2008
<b>School address</b>	Kendal Close Reigate Surrey RH 2 0LR
<b>Telephone number</b>	01737 761254
<b>Fax number</b>	01737 763911
<b>Email address</b>	info@wray-common.surrey.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	381052

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## Introduction

Inspection team

Melanie Knowles

Her Majesty's Inspector

Lesley Farmer

Additional inspector

Andrew Lyons

Additional inspector

This inspection was carried out at one day's notice. The inspectors observed teaching and learning in 25 lessons, taught by 17 teachers and three higher level teaching assistants. Four of these were joint observations with the headteacher and two were joint observations with the deputy headteacher. In addition, an inspector made a visit to the breakfast club and after-school club. An inspector also listened to a group of pupils from Year 1 and 2 reading. Inspectors spoke informally to pupils on the playground and met with two groups of pupils. They also held discussions with the members of the governing body and school staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, school development plans, key policies and evidence of the school's monitoring of behaviour and teaching and learning. Inspectors also looked at a sample of pupils' workbooks and teachers' lesson plans. They analysed 179 parental and carers' questionnaires and a sample of questionnaires completed by pupils.

## Information about the school

Wray Common Primary School is much larger than average. It has continued to grow in size since its previous inspection. The context of the school has changed over the last three years and the proportion of pupils who are eligible for free school meals has grown. However, this number remains below the national average. The school serves a diverse community. About three quarters of pupils come from White British backgrounds and the rest of the pupils from a variety of minority ethnic heritages. Most speak English as their first language. The proportion of disabled pupils and those with special educational needs assessed at school action plus or with a statement of special educational needs is broadly average, but growing. Most of those supported at school action plus or with a statement have behavioural difficulties or specific learning difficulties.

The school meets the government's floor standard, which sets the minimum expectations for attainment and progress. The school has gained the Artsmark silver and International School awards and holds the Basic Skills Quality Mark.

The school runs a breakfast club and an after-school club for pupils. This extended service is used regularly by about 30 pupils. Both clubs were visited as part of this 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

<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 that has continued to improve since the previous inspection. Parents and carers hold the school in high regard. It is not yet outstanding because, although most pupils achieve well academically, there is some variation in rates of progress between subjects and between different groups of pupils. Attainment by the end of Year 6 in English and mathematics has risen over the last three years and was above average in 2011. However, achievement in writing across the school is not as strong as that seen in reading and mathematics.
- 
- Although the school has grown, school leaders and governors have maintained their commitment to providing a supportive learning community with strong values and an ethos of success for all. Together, they have created a highly cohesive learning community where pupils have opportunities to develop an appreciation of different cultures and learn to reflect on key values such as respect, friendship and equality.
- 
- The teaching at Wray Common is characterised by pace and enthusiasm. Most teachers make good use of a range of strategies, including questioning, paired work and discussion to ensure that all pupils are engaged in their learning. Some teachers lack confidence in the teaching of writing and do not have sufficient subject knowledge to model the process of writing for pupils effectively.
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- Pupils say they enjoy learning, feel safe and are well cared for by the staff. They have positive attitudes to learning and work hard in lessons. There is very good provision for those pupils who find it difficult to manage their behaviour.
- 
- The headteacher and her extended leadership team track pupils' progress carefully, and are quick to react to any patterns of underachievement among different groups. Senior staff monitor the quality of teaching and learning rigorously and staff receive high-quality feedback so that they can continue to

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improve.

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

- Maximise the progress that vulnerable pupils, including disabled pupils and those with special educational needs, make by ensuring that:
  - support and intervention programmes have measurable outcomes that can be monitored and evaluated
  - adults supporting pupils in lessons focus on their learning needs precisely
  - teachers and other adults make the best use of a range of teaching resources to accelerate the pace of learning in lessons.
- Secure above average attainment in writing across the school by:
  - increasing opportunities for pupils to write at length in a range of subjects
  - ensuring that tasks are meaningful and give pupils a clear purpose for writing
  - enhancing teachers' subject knowledge so that they can model the process of writing effectively
  - developing the focused group teaching of writing.

## Main report

### Achievement of pupils

The vast majority of parents and carers say they are happy with the progress that their children make at Wray Common. Work seen in lessons and in workbooks indicates that most pupils are making good progress in English and mathematics, including those who are learning English as an additional language. Disabled pupils, those with special educational needs and other vulnerable groups, such as those known to be eligible for free school meals, make good progress overall, although tracking data show some variation. In lessons, staff do not always make the best use of teaching resources and equipment to support these pupils and intervention programmes do not have outcomes that can be measured. As a result, it is difficult for the school to judge the impact of additional support. The work of the pastoral support team has enabled some pupils with behaviour difficulties to make outstanding progress. School leaders are currently reviewing the range of intervention programmes on offer and have plans to restructure the teaching assistant team to ensure that support is well targeted.

Assessments indicate that the profile of children entering the school is changing and that many have skills well below those expected for their age in communication, language and literacy when they enter the school in Reception. The school's analysis of the outcomes at the end of the Early Years Foundation Stage in 2011 showed that children were not progressing quickly enough to make up the lost ground in reading and writing skills. Senior leaders took decisive action to improve this situation by

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introducing a number of initiatives, including the focused teaching of story language and a systematic programme to teach children the letters of the alphabet and the sounds they make (phonics). These actions have led to improvement in children's reading and writing skills this year. For example, in one of the Reception classes, children were engrossed in retelling the story of 'The Gingerbread Man' together, practising story language and using a 'map' to help them sequence the events in the story. After the whole-class session, groups of pupils set to work to write parts of the story for themselves. It was clear that they had learned the story and could use the language confidently.

Across the school, pupils make good progress in reading. Last year, pupils left Key Stage 1 with levels of attainment that were the equivalent of around one term ahead of national averages. Attainment in reading by the end of Key Stage 2 was also above average. Across the school, pupils enjoy reading and benefit from well-planned 'reading workshop' sessions and a good range of resources for reading.

School leaders acknowledge that progress in writing is more uneven across the school. Last year, pupils made particularly good progress in Year 2 and Year 6, but in other year groups progress was satisfactory rather than good. Teachers do not currently make enough use of focused group teaching to develop pupils' writing skills and some do not have sufficient subject knowledge of the teaching of writing to enable them to maximise opportunities for learning in this subject.

### **Quality of teaching**

The practice seen during the inspection confirms the school's view that the quality of teaching has improved and is now mainly good with some outstanding practice. The overwhelmingly positive responses from parents and carers to the inspection questionnaires show that they agree that their children are taught well.

Most teachers have a good understanding of how their pupils learn best and plan activities that meet their varying needs. This results in good progress for most pupils across the school. Disabled pupils and those with special educational needs are supported in lessons, so that the curriculum enables pupils to apply their skills in reading, writing and communication in a range of contexts. However, work in pupils' books shows that teachers do not always ensure that there are enough opportunities to write at length or that there is a meaningful purpose for the writing. Teachers' use of assessment information has improved since the previous inspection and they now build on prior learning systematically in lessons. For example, in a Year 6 lesson, the teacher adapted her plan for the lesson in response to pupils' written work from the previous day.

Most teachers use skilful questioning to deepen pupils' understanding and promote reflection. In most lessons, the teacher's well-matched questioning means that disabled pupils and those with special educational needs are fully involved in whole-class sessions. For example, a Year 1 phonic session began with a quick whole-class revision activity. The teacher then introduced a new letter combination and the

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pupils practised writing the sound, identified pictures of objects and then read the sound in words. The teacher directed questions to all groups of pupils and the teaching assistants sat alongside individual pupils who needed additional support. After a short while, the class was divided into groups so that all pupils could work at their own level. The activities were fun and varied so that all pupils were engaged in their learning and could make good progress.

Teachers promote pupils' moral and social development by having high expectations with regard to behaviour, cooperation and teamwork, and the school makes good use of assemblies to focus on key values such as respect and caring for others. Teachers' marking is thorough and most gives good guidance to pupils on what they need to do to improve their work.

### **Behaviour and safety of pupils**

Pupils have good attitudes to learning and they conduct themselves well in lessons and around the school. They are polite and respectful towards each other, staff and visitors. Staff have high expectations of pupils and pupils say that teachers are consistent in their application of the school's behaviour management policy. School records show that there are very few exclusions or disruptive incidents.

Almost all parents and carers say that their children feel safe at school, and the pupils confirm this. The school encourages pupils to assess and manage risk effectively and keep themselves safe. Pupils have a clear understanding of the different types of bullying, including cyber-bullying. They say that bullying is at a low level and are confident that incidents will be dealt with quickly and effectively. Inspectors agree. Records of bullying incidents show that incidents are infrequent, but when they do occur, actions are taken promptly. The responses to the inspection questionnaire suggest that some parents and carers are not aware of how the school deals with bullying. School leaders are planning to raise the profile of this issue.

Attendance has been average or above over the last three years and punctuality is good. Transitions between lessons and break times are managed well and little time is lost.

### **Leadership and management**

The headteacher continues to be a strong driving force for improvement in the school. She has built the leadership capacity of the school by developing the roles of the phase leaders, the deputy headteacher and the two assistant headteachers. It is clear that all members of the leadership team have a strong sense of purpose and ambition, and are making a contribution to securing further improvement. They are well supported in this work by an experienced and knowledgeable governing body. The school improvement plan is based on thoughtful, self-critical evaluation and has appropriate targets and actions, and clear lines of accountability. Regular monitoring and determined tackling of underperformance have resulted in improvements in the quality of teaching, so that it is now good overall. High quality professional

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development opportunities for staff have enhanced teachers' skills. Performance management objectives for staff are linked to the school's targets for pupils' progress.

Governors know the school well and are very supportive. They are able to ask pertinent questions and can challenge school leaders effectively. Governors recently visited classrooms to see the school's ethos in action and to monitor behaviour in lessons. There are good procedures for safeguarding pupils with a clear reporting system for any concerns over the safety of pupils.

A very large majority of parents and carers would recommend this school to another parent and most are very supportive of its work. Weekly school newsletters report on the many opportunities for enrichment through trips out and visitors to the school. As one parent wrote, 'The most impressive part of the school is its emphasis on the breadth of the curriculum with a strong focus on music and the arts, together with society and social skills.' It is clear that the curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development by fostering pupils' creativity, encouraging thoughtful reflection and developing pupils' understanding of different cultures across the world.

The school places great importance on promoting equality of opportunity and discrimination of any kind is not tolerated. The achievement of different groups is tracked closely and, although gaps in achievement remain between certain groups, the school is taking action to help ensure that such gaps are closing. The rigour and accuracy of self-evaluation, the improvements in the quality of teaching and the development of leadership roles since the previous inspection demonstrate a good capacity for further sustained improvement.



## 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.**



14 May 2012

Dear Pupils

### **Inspection of Wray Common Primary School, Reigate RH2 0LR**

Thank you for making us feel welcome when we visited your school recently. It was a pleasure to talk to you and listen to your views on your learning and on behaviour and bullying. We also enjoyed hearing about your links with a school in Tanzania and listening to some of you sing in the choir. We found that your school has improved since the previous inspection and is now a securely good school.

You have good attitudes to learning and your behaviour in classrooms and around the school is good. You told us that you feel safe in school and that any name-calling or bullying is dealt with very quickly by school leaders. Most of you said that you enjoy coming to school, and we agree that teaching is good. You attend school regularly and arrive on time for lessons. We found that your achievement in reading and mathematics is particularly good and most of you make good progress during your time at school, although some of you do not make as much progress in writing as you do in other subjects.

To help your school to become even better, we have asked the school to do two main things. We have asked school leaders to:

- help you reach higher standards in writing by making sure that you always understand what the writing is for and giving you more opportunities to practise your writing skills in other subjects. We have also asked school leaders to help the teachers to develop their skills in teaching writing.
- give the best possible help to those of you who need extra support in lessons and check carefully that the support given to you by teachers and teaching assistants is really making a difference.

I know you will continue to work hard and do your best. Thank you for a very enjoyable and memorable visit.

Yours sincerely

Melanie Knowles  
Her Majesty's Inspector

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