

Inspection of a good school: Wray Common Primary School

Kendal Close, Reigate, Surrey, RH2 0LR

Inspection dates:

16 and 17 November 2021

Outcome

Wray Common Primary School continues to be a good school.

What is it like to attend this school?

Pupils learn in a happy, safe and caring environment, where everyone's opinion is respected. Pupils are proud of their school. They trust their teachers and feel valued by them. Pupils have very positive attitudes to their learning. They work hard in lessons and do their best. This enables them to meet their teachers' high expectations.

Pupils behave very well in lessons, which contributes significantly to how well they learn. It is very much a part of the 'Wray Common Way'. Pupils are thoughtful and want to do what is right. When discussing friendship, one pupil commented, 'if we fall out it is everybody's responsibility to make sure we get reconnected.' Pupils know what bullying is and understand the different forms it can take. Bullying is rare. Pupils say that if it happens, it is dealt with quickly. They say that they always have someone to talk to if they have worries or concerns.

Pupils talk about their learning enthusiastically. Teachers provide meaningful opportunities for pupils to discuss their work during lessons. Pupils really enjoy this aspect of their learning. This helps them learn because they have to explain their answers.

What does the school do well and what does it need to do better?

Leaders have developed a distinctive curriculum to meet pupils' needs. It places pupils at the centre of the learning, reflected in the high level of engagement between pupils and teachers in lessons.

The curriculum is ambitious with the aim of improving the life chances for all pupils. Teachers choose topics to excite pupils' interests and inspire their imagination. Planning in all subjects is sequenced appropriately, so that pupils learn the necessary knowledge and skills in the right order. As a result, teachers deliver well-structured lessons, enabling pupils to understand, remember and know more.

The teaching of reading is given a high priority in school. Children in Reception are introduced to books and begin to learn letter sounds from day one. A structured, regular, well-sequenced approach to phonics, enables children to develop confidence and build on their previous learning. Story time at the end of the day is always a celebration, establishing a love of reading from an early age. This approach continues throughout key stage 1, with regular checks to see what sounds pupils know. If pupils begin to fall behind, teachers take swift action and extra support is provided to give them the best chance to achieve. Older pupils focus on fluency, comprehension and vocabulary. This helps their understanding of text, improving both their reading and writing.

Children's first experience of numbers and counting is good, helped by excellent routines in the Reception classes. Numbers are introduced effectively through language and play. Teachers have secure subject knowledge and plan interesting activities. These activities engage and challenge pupils to use correct mathematical language when answering questions. Quick fire, daily 'magic maths' sessions, are effective in helping pupils commit their learning to memory.

Teachers have high expectations of all pupils. This is an inclusive and supportive school. Teachers make sure pupils get extra help when they need it. Disadvantaged pupils and those with special educational needs and/or disabilities have appropriate plans in place to help them access learning or catch up. For many, this includes daily one-to-one reading, extra help sessions or emotional support. This extra assistance enables these pupils to catch up quickly. Many parents commented on how well the school supports their children's learning.

All subjects are well planned. Themes such as the 'Guardian of Our Planet' link subjects like science and geography. This helps pupils to apply their skills learned in one subject to another. In physical education, music and Spanish, specialist teachers reflect the ambition leaders have for learning. Leaders continually review the curriculum. There are action plans in place for each subject, reflecting leaders' understanding of how the curriculum could be implemented even more effectively. These rightly focus on refining opportunities for pupils to develop deeper learning. Leaders recognise how important this is, so that pupils have even better opportunities to know, learn and remember more.

Leaders are rightly proud of their focus on pupils' personal development. Pupils are confident learners, tolerant of others and good school citizens. They support one another as part of a tight-knit community. Leaders make sure that all pupils can access the many clubs and activities available. One parent commented, 'The school puts children, their learning and well-being at the centre of all that it does.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders make protecting pupils and keeping them safe a priority. There is a strong culture of safeguarding throughout the school. All staff are well trained in all aspects of child protection. Detailed records enable leaders to take swift action when they need to.

Leaders' work with partner agencies is effective. This makes sure that pupils and their families have access to the help they need.

All pupils have regular internet safety training. They know the risks associated with different social media platforms. Programmes such as the NSPCC 'underwear rule' empower pupils to help keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While pupils make secure progress through the curriculum, planned learning activities are not always precisely matched to what leaders aspire for pupils to learn. Consequently, opportunities for pupils to connect their growing knowledge securely are sometimes missed. Leaders should support staff in refining how they deliver the planned curriculum, so that all learning tasks and activities match the intended learning securely and consistently.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Wray Common Primary School, to be good in January 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 145226 |
| Local authority | Surrey |
| Inspection number | 10203155 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 464 |
| Appropriate authority | Board of trustees |
| Chair of trust | Nigel Gout |
| Headteacher | Lloyd Murphy |
| Website | http://www.wray-common.surrey.sch.uk |
| Date of previous inspection | 15 January 2015 |

Information about this school

- The school converted to an academy, joining the Greensands Multi-Academy Trust in November 2017.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteacher, special educational needs coordinator, subject leaders and other members of staff. He also spoke with the chief executive officer of the multi-academy trust and members of the local committee, including the joint chairs.
- The inspector carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, the inspector met with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to some pupils about their learning, spoke with teachers and looked at the work in pupils' books.

- The inspector looked at curriculum plans and spoke with leaders about a range of subjects.
- The inspector listened to several pupils reading.
- The inspector reviewed a range of safeguarding records and documents, including the single central register. He also spoke to the designated safeguarding lead.
- The inspector considered the views of pupils, parents and staff expressed in Ofsted's surveys. The inspector also met with a group of pupils to discuss a range of issues around what it is like to be a pupil at the school.

Inspection team

Bill James, lead inspector

Ofsted Inspector

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