

# Inspection of a school judged good for overall effectiveness before September 2024: Cuddington Community Primary School

Salisbury Road, Worcester Park, Surrey KT4 7DD

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Inspection dates:

19 and 20 November 2024

## Outcome

Cuddington Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Emma Dempster. This school is part of The Howard Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Louise Lee, and overseen by a board of trustees, chaired by Ian Wilson.

## What is it like to attend this school?

Pupils feel they are warmly welcomed at school. The school's mottos of 'small school, big welcome' and 'bringing out the best' resonate with pupils. The school has high expectations for all pupils' achievement, and pupils achieve well. Pupils value the way the school makes sure they are known as individuals and helped to do as well as they can.

Pupils feel safe at school. They particularly appreciate the teaching they receive about their physical and mental health. Respect and equality are important to pupils, and they take pride in living these values through their actions and positive behaviour. Should pupils have any concerns, they know who they should talk to. They are confident staff would quickly assist where help is needed.

Pupils enjoy the school's emphasis on high-quality outdoor play. They enjoy their mud kitchen, chalk areas and woodland play. Pupils are taught to use these areas safely. They are proud to play well, and they enjoy the positive relationships they develop with classmates and pupils from other year groups. Older pupil leaders enjoy working with younger pupils, including acting as reading buddies.

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

The school is committed to meeting the diverse needs of its pupils. Teachers are highly skilled in supporting the pupils they have in their classes. The school makes sure staff know pupils' needs well, including any adaptations to their learning that are required. As a result, pupils, including those with special educational needs and/or disabilities (SEND) or who speak English as an additional language, achieve well. Pupils feel supported in class and are very positive about the help they receive at school.

The curriculum clearly identifies the knowledge pupils need to learn and the sequence in which they need to know it. Staff have strong subject knowledge, leading to effective and accurate teaching. However, sometimes misconceptions or gaps in pupil's knowledge are not identified, leading to pupils learning less than they could. Leaders recognise this and are continuing to strengthen the way the school checks pupils' understanding.

Staff use different techniques to communicate with pupils to reduce any barriers to pupils' participation effectively. The consistent use of these, including in early years, means pupils are helped to understand learning and join in. Pupils who attend the school's specially resourced provision, the Jubilee Centre, follow the same ambitious curriculum as their peers. As a result, they are successful in both their small group sessions and when they join mainstream classes.

Phonics teaching is precise. Staff use the school's chosen programme to help pupils learn to read quickly. Pupils who need extra help receive impactful individual interventions. As a result, those in the early stages of learning to read are enthusiastic and learn quickly. Pupils are keen to develop their reading skills. Children in the early years frequently practise their sounds as part of their play. Pupils in all year groups recognise how important reading is in all aspects of their learning.

Staff have high expectations for pupils' behaviour. They kindly, but firmly, enforce these expectations, resulting in orderly and engaging lessons. Pupils know the school's behaviour processes well. They consider them to be fair and are proud to meet them. The school's rewards system highlights positive behaviour, and pupils are eager to contribute to their class 'gem' totals. Should pupils find behaving well more difficult, the school carefully supports them to improve.

The school's early years setting features a rich learning environment. Where children are new or need additional help, they are supported individually as part of their supervised learning activities. Staff are quick to help children follow their curiosity and interests. Opportunities to learn about the world around pupils, such as exploring ice on a cold morning, are exploited to the full.

Attendance has improved steadily in recent years. However, some pupils still do not attend school as regularly as they should. The school is effective in continuing to help all families prioritise attendance.

Pupils have a well-developed understanding of the importance of respect and fairness. They recognise the protected characteristics and the need to ensure people are treated equally. Pupils' wider talents and interests are developed through a range of clubs and activities.

The school's leaders are systematic in their approach to school improvement and, with the support of the trust, ensure pupils are served well. Staff appreciate the school's shared supportive workplace ethos.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school has not ensured that checking of pupils' knowledge and understanding has a consistent impact. This means some pupils' misconceptions are not addressed. The school must ensure that checking is consistently effective in identifying and remedying any gaps in pupils' knowledge and understanding.
- Some pupils are not yet attending school as regularly as they should. As a result, they are missing out on vital learning. The school needs to continue to strengthen its actions to support the improvement in the attendance of these pupils.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall

effectiveness in June 2019.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143000
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10341811
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ian Wilson
<b>CEO of the trust</b>	Louise Lee
<b>Headteacher</b>	Emma Dempster
<b>Website</b>	<a href="http://www.cuddington.thpt.org.uk">www.cuddington.thpt.org.uk</a>
<b>Dates of previous inspection</b>	11 and 12 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school has a specially resourced provision for pupils with communication and interaction needs for 14 pupils. This is called The Jubilee Centre and is also known as Cherry Tree Class. All pupils who attend have an education, health and care plan.
- The school is a member of The Howard Partnership Trust.
- The school has Nursery provision for two- to four-year-olds.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection of the school since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector held meetings with the headteacher, the special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The inspector met with representatives of the board of trustees, including the chair and trust CEO.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspector considered the responses to Ofsted Parent View. The also took into consideration the responses to the staff and pupil surveys, as well as speaking to staff and pupils throughout the inspection.

### **Inspection team**

Ed Mather, lead inspector

His Majesty's Inspector

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