

INSPECTION REPORT

WHYTELEAFE PRIMARY SCHOOL

Whyteleafe, Surrey

LEA area: SURREY

Unique reference number: 125297

Headteacher: Mr Richard Collins

Reporting inspector: Michael Raven
3961

Dates of inspection: 9th – 10th July 2001

Inspection number: 197566

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary 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.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Foundation

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Whyteleafe Hill
Whyteleafe
Surrey

Postcode: CR3 0AA

Telephone number: 020 8660 2062

Fax number: 020 8763 2618

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Jacquie Simpson

Date of previous inspection: 22nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
3961	M Raven	Registered Inspector
19798	J O'Keefe	Lay Inspector
20243	D Benstock	Team Inspector
17694	J Forrest	Team Inspector

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whyteleafe Primary school caters for 447 boys and girls aged from four to 11 years. It is housed in a building which was originally a girls' grammar school. The accommodation is enhanced by good outdoor play areas, including a good newly-created outdoor area for the children under five and there is a heated and covered swimming pool. Pupils are taught in fifteen classes and the school has been oversubscribed for a number of years. Thirty-two pupils are learning English as an additional language, five of whom are at an early stage of English acquisition. Eighty-two pupils have special educational needs, covering a range of learning, behavioural and physical disabilities. The proportion of pupils with special educational needs is slightly below the national average for primary schools, although the proportion of pupils with statements of special educational needs is close to the national average. Pupils start school at the age of four with attainment which, overall, is below the county average.

HOW GOOD THE SCHOOL IS

Whyteleafe Primary is a very effective school, which achieves high standards and promotes very good attitudes and behaviour. The school is very well led and managed and there is a strong sense of teamwork among teachers and support staff. Teaching is very good. The school gives very good value for money.

What the school does well

- The headteacher provides very strong leadership, building a shared commitment on the part of all staff to continuing school development. He is well-supported by the governing body, which is committed to the school and has a good understanding of its strengths and priorities for development.
- The teaching is very good, resulting in high achievement and good standards by the time pupils leave the school at the age of 11, especially in science.
- The school helps its pupils to become responsible and mature and promotes very good attitudes and behaviour.
- Very good provision is made for pupils who have special educational needs and those learning English as an additional language.
- The school provides good opportunities for pupils to research and learn independently.
- The school offers a rich curriculum, with particular strengths in information and communication technology and sport.

What could be improved

- The reporting to parents of National Curriculum levels reached by pupils in tests taken in Years 3 and 5.
- The formal recording of the outcomes of the monitoring of the quality of teaching.
- Teachers' use of information and communication technology in their record keeping and in drawing up individual education plans for pupils who have special educational needs.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then, the school has maintained its strengths and made further good improvements. It is well placed to maintain this improvement. The key issues for action identified by the last inspection have all been successfully addressed. In fact, opportunities for pupils to research and learn independently, which were identified as a weakness, are now strengths of the school. The quality of teaching has improved, so that it is now very good. No unsatisfactory teaching was observed during this inspection and the proportion of good teaching has risen from about 60 per cent to 82 per cent. Standards achieved by 11 year olds in national tests in English, mathematics and science have continued to rise since 1997.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	A	B
mathematics	B	A	A	A
science	B	A	A	A

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

In English, mathematics and science, most 11 year olds achieve very well and do better than pupils of that age nationally and also better than pupils in similar schools. Standards in science are particularly high, with 97 per cent of pupils reaching or exceeding the nationally expected level at the age of 11 in the year 2000 national tests. The trend in improvement in national test results over the past four years was in line with the national trend, but the school's standards were higher to begin with. The standards reached by seven year old pupils in reading and writing have generally been above the national average over the period 1997 – 2000 and in mathematics they have been generally average. A less able cohort in 2000 meant that standards in writing and mathematics were below average. The provisional results of this year's tests and assessments show good improvements in standards at the age of seven. The school sets challenging targets for pupils to reach in English, mathematics and science by the age of 11. These targets are generally exceeded. The standards reached in tests and assessments were reflected in the work of the older pupils seen during the inspection. Standards in other subjects sampled during this short inspection were generally similar to those usually found nationally in primary schools, although standards in information and communication technology and physical education are clearly better than those usually seen by the age of 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy their lessons and work hard.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and also out of classrooms, at break times and at lunch.
Personal development and relationships	There are very good relationships throughout the school. Adults set a very good example of how to get on with others. Pupils co-operate very well together when working with a partner and in groups.
Attendance	Good; there was no unauthorised absence during the past year.

The very good attitudes and values promoted by the school contribute much to the happy working atmosphere. The very good behaviour and relationships mean that school is a happy end enjoyable place where pupils can concentrate on their lessons and make good progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching seen during the inspection was never less than satisfactory. It was very good in 23 per cent of lessons and good or better in 82 per cent. This is considerably better than the quality of teaching found nationally in primary schools, where about 60 per cent is good or better and five per cent is unsatisfactory. The teaching of literacy and numeracy seen during the inspection was good and included some very good teaching in Year 6. Literacy was also very well taught in Year 2. The teaching of the youngest children, in the reception classes, is very good and effectively helps them progress from a generally low base on entry towards the early learning goals by the time they go up to Year 1. The school meets very well the needs of all its pupils, including those who have special educational needs and those learning English as an additional language and they are all helped to have full access to the school's curriculum along with their peers. The very good teaching means that pupils learn very well and reach high standards by the time they leave the school at the age of 11

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum throughout the school is rich and it is enhanced well by the provision of a good range of activities for pupils outside lessons.
Provision for pupils with special educational needs	The provision for pupils who find learning more difficult is very good. Their needs are quickly identified and provision is very well managed. Teachers and support staff play a vital role in helping these pupils make very good progress towards the targets set for them.
Provision for pupils with English as an additional language	Pupils who are learning English as an additional language, especially those few at an early stage of English acquisition, are helped by the specialist teacher, class teachers and support staff to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is an important strength. A weakness in pupils' awareness of the cultural and ethnic diversity of society identified at the last inspection has been very successfully addressed.
How well the school cares for its pupils	Arrangements for health and safety and child protection are good.

The school uses national guidance well in planning its curriculum, particularly for literacy and numeracy. The curriculum for children under five is soundly based on the early learning goals for children of this age and prepares them well to make a good start on the National Curriculum when they go up to Year 1. Teachers and support staff know their pupils well and provide high levels of personal support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team generate a strong sense of teamwork. The school has a clear sense of direction, with appropriate aims, including a commitment to the development of literacy and numeracy, which are consistently reflected in its work.
How well the governors fulfil their responsibilities	The governing body shares the headteacher's commitment to school improvement. Governors are well informed about and involved in the school and they carry out all their responsibilities very well.
The school's evaluation of its performance	The headteacher carries out much careful and critical analysis of the school's performance and, together with the governing body, sets effective targets for improvement.
The strategic use of resources	Good resources are used well to promote high standards, especially in information and communication technology.

The headteacher provides very strong leadership, supported well by the assistant head and the governing body. The strong teamwork of all staff is a particular strength resulting from the very good leadership. The headteacher and governors make strenuous efforts to secure good value for money and they use funds wisely in obtaining goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good • The school has high expectations of its pupils • Their children like school • Children make good progress • The school is well led and managed • The school helps their children become mature and responsible 	<ul style="list-style-type: none"> • The information they receive about their children's progress • The amount of homework set • The school's working partnership with parents

The inspection team agrees with all the positive points made by parents. It finds that the amount of homework set is satisfactory overall, and that the school's partnership with parents is also satisfactory. The information provided about pupils' progress could be improved simply by reporting to parents on the National Curriculum levels achieved by pupils in standardised tests taken in Years 3 and 5.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides very strong leadership, building a shared commitment on the part of all staff to continuing school development. He is well supported by the governing body, which is committed to the school and has a very good understanding of its strengths and priorities for development.

1. The school has a very clear sense of educational direction, expressed well in its statement of aims. It is firmly committed to the development of literacy and numeracy, and also social and personal skills, helping all pupils to develop self-confidence, self-discipline and respect for others. The inspection confirms that these aims are met. Standards of literacy and numeracy are high by the time pupils leave the school and their attitudes, values and personal development are very good. The headteacher monitors all aspects of the school's work and analyses all available information carefully to find ways of improving standards still further. The assistant head works closely with the headteacher and provides valuable support in leading and managing the school. The headteacher monitors teaching closely and constructively. His very good leadership generates a strong sense of teamwork among all those working at the school, so that all staff are dedicated to the ongoing task of school improvement.
2. The governing body knows the school very well. Governors are regular visitors and there is a very good programme of monthly visits, when members of the governing body often spend a whole day in school, monitoring various aspects of its work and sometimes helping out in classes. In this way, and through regular meetings with, and reports from, the headteacher, governors stay in close touch with the work of the school and gain a clear insight into what it does well, and what could be improved. They have a good understanding of their role in the strategic management of the school and they carry out their duties to a high standard. Their careful financial planning and management of the budget enables the school to provide very good value for money.

The teaching is very good, resulting in high achievement and good standards by the time pupils leave the school at the age of 11, especially in science.

3. Eighty-two per cent of the teaching seen during the inspection was good or better. Twenty-three per cent was very good. This is considerably better than the national picture, where about 60 per cent of the teaching seen in primary schools is good or better. Nationally, five per cent of teaching is unsatisfactory, but no unsatisfactory teaching was seen during the inspection. Very good teaching was seen in English, mathematics, science and information and communication technology (ICT) – some of the most important subjects in the curriculum.
4. The teaching of children in the reception classes is very good. This means that they make good progress towards the national early learning goals in all the six areas of learning for children under five: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. However, their generally below average skills on entry mean that they do not all reach the expected level by the time they go up to Year 1. Teachers create a relaxed, yet purposeful atmosphere, in which the children feel confident and stimulated to try hard

and do their best. They make very good use of praise and encouragement and reward good work instantly, motivating the children well. The teaching of the basic skills of literacy and numeracy is very good.

5. The teaching of pupils aged from five to 11 is also very good, and this means that, despite the generally low attainment when they start school, by the time they leave standards are high. In the most recently-published national test results in English, mathematics and science, standards were well above the national average and better than those achieved by pupils in similar schools. Standards in science were particularly high. Teachers have good knowledge and understanding of the subjects they teach. This is reflected in the clear explanations and demonstrations they give, making it easy for pupils to understand and so promoting good learning. Teachers make it clear that they expect good, quiet behaviour and hard work and pupils respond appropriately, settling well to tasks and making a good effort. Activities are carefully chosen to meet pupils' needs and reflect their interests, so that all pupils can work at an appropriate level of challenge according to their ability, and experience success whilst increasing their knowledge, skills and understanding.

The school helps its pupils to become responsible and mature, and promotes very good attitudes and behaviour.

6. Parents responding to the pre-inspection questionnaire felt that the school is doing a good job in helping their children to become mature and responsible. At the parents' meeting held before the inspection, the view was that the school strives hard to promote good attitudes and values. Pupils are respectful to one another and to adults. The inspection confirms this. All adults working at the school treat one another and the pupils with friendliness and respect. Pupils' attitudes and behaviour were good or very good in 82 per cent of the lessons seen, and they were never less than satisfactory. Personal, health and social education lessons, including sex education and lessons on the use and misuse of drugs, make an important contribution to the development of responsible and mature attitudes. Of particular value in promoting pupils' sense of responsibility is the school council, attended by pupils representing all years from Year 2 upwards. During the inspection, the school council was debating the bullying policy. Pupils in all years reported that everyone knew what to do if a bullying issue arose.

Very good provision is made for pupils who have special educational needs and those learning English as an additional language.

7. The school's population includes a number of pupils who have a wide range of learning, behavioural and physical difficulties, including seven with statements of special educational needs. The school meets their needs very well. Provision for these pupils is very well managed by a specialist teacher who has appropriate skills in identifying and meeting their diverse needs. The assistant head also has oversight of the provision for younger pupils with special needs. There are nine skilled special needs support staff – far more than the number usually found in primary schools - whose work is directed well by the special educational needs co-ordinator. Provision for these pupils is enhanced very well by the school's employment of a speech and language therapist, who gives good support and advice to teachers. Pupils are helped to have full access to the curriculum, along with their peers, in all subjects. They are appropriately taught in small groups withdrawn from class and also supported in class lessons. Teachers and support staff take care to plan work which meets their particular needs and enables them to experience success.

8. Just over seven per cent of pupils are learning English as an additional language and five of these are at an early stage of English acquisition. These pupils are very well supported by a visiting specialist teacher, who also advises class teachers and support staff on how to meet these pupils' needs.

The school provides good opportunities for pupils to research and learn independently.

9. A weakness identified at the last inspection was that pupils did not have enough opportunities for independent learning and to show initiative. A related weakness was that the libraries were not developed well enough to support these skills. The school has turned these weaknesses into strengths. It has developed its libraries well as centres for independent learning. The employment of both a librarian and an ICT technician has had a very beneficial effect on pupils' research and independent learning skills. Pupils make very good use of the libraries to find things out for themselves, guided as necessary by the librarian. They use the Internet as well as books to carry out individual research and both the libraries and the ICT suite are helpfully time-tabled to provide periods for independent study. The librarian and ICT technician are on hand much of the time to offer advice to both pupils and staff, and their presence enhances teaching and learning, leading to the development of good independent research skills.

The school offers a rich curriculum, with particular strengths in information and communication technology and sport.

10. The curriculum is broad and balanced, covering all subjects of the National Curriculum and religious education. It is enriched by a good range of activities for pupils outside lessons, including chess, choir, drama, orchestra, art and craft and computer club. Parents are very pleased with the school's national reputation for swimming and chess, of which it is rightly proud. The school's wider commitment to sport has recently been acknowledged by Sport England granting them the Activemark.

WHAT COULD BE IMPROVED

The reporting to parents of National Curriculum levels reached by pupils in tests taken in Years 3 and 5.

11. The school meets all statutory requirements to report to parents on their children's progress. The levels reached by pupils in national tests in English, mathematics and science at the end of Years 2 and 6 are reported in accordance with statutory requirements. In addition, the levels reached by pupils taking non-statutory tests in English and mathematics in Year 4 are also reported to parents. However, a significant minority of parents feels that they are not well enough informed about how their children are getting on (28 per cent of those replying to the parents' questionnaire). The inspection team agrees that more could be done, in particular by reporting the results of tests taken by pupils in Years 3 and 5.

The formal recording of the outcomes of the monitoring by the headteacher of the quality of teaching.

12. The headteacher regularly monitors the quality of teaching in each class, seeing all teachers teach at least once each year. He discusses his observations helpfully with teachers and this makes a clear contribution to the very good quality of the teaching seen during the inspection. However, he does not keep any formal records of monitoring visits. His evaluations of the quality of teaching do not lead to the setting of agreed targets for improvement, against which progress may be monitored through regular, structured follow-up observations.

Teachers' use of information and communication technology in their record-keeping and in drawing up individual education plans for pupils who have special educational needs.

13. The headteacher uses ICT well for administrative purposes and for the analysis and presentation of data relating to the school's performance, for example in national tests. Administrative staff also make good use of the new technology in their work. For example, newsletters are sent to about one-third of parents and carers by e-mail. Teachers do not make enough use of ICT, however, to make their record-keeping more manageable and effective. There are good records of teachers' assessments of pupils' progress, and good plans for future work, but these are kept by hand and are not as easy to store and handle as they could be. Similarly, there are good individual education plans for pupils who have special educational needs, but the recording and storage of these would be more efficient if they were produced in an electronic form.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school adopts a suitably critical attitude to its work and has already identified some of the points for improvement through its own self-evaluation. In order to maintain the high standards achieved, the headteacher and governors should now:

- (1) Plan to report to parents the National Curriculum levels reached in English and mathematics by pupils in Years 3 and 5. (paragraph 11)
- (2) See that formal records are kept of the headteacher's monitoring of the quality of teaching and that these are used to set and agree targets for improvement, against which progress will be assessed at later monitoring visits. (paragraph 12)
- (3) Make more use of ICT in teachers' record-keeping and planning, including the planning of individual educational programmes for pupils who have special educational needs. (paragraph 13)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	59	18	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		443
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		82

English as an additional language	No of pupils
Number of pupils with English as an additional language	32

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	32	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	28	27	30
	Total	54	53	56
Percentage of pupils at NC level 2 or above	School	87(93)	85(97)	90(92)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	27
	Girls	28	27	30
	Total	54	53	57
Percentage of pupils at NC level 2 or above	School	87(89)	85(90)	92(95)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	34	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	25
	Girls	31	28	33
	Total	55	53	58
Percentage of pupils at NC level 4 or above	School	92(77)	88(80)	97(95)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	25	22
	Girls	30	28	29
	Total	51	53	51
Percentage of pupils at NC level 4 or above	School	85(73)	88(80)	85(91)
	National	70(68)	72(69)	79(75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	2
Bangladeshi	0
Chinese	7
White	359
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.0
Number of pupils per qualified teacher	23.3
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	282

Financial information

Financial year	2000
----------------	------

	£
Total income	1111838
Total expenditure	1054241
Expenditure per pupil	2328
Balance brought forward from previous year	44505
Balance carried forward to next year	102102

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	447
Number of questionnaires returned	248

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	4	1	1
My child is making good progress in school.	48	45	5	1	2
Behaviour in the school is good.	46	46	6	0	2
My child gets the right amount of work to do at home.	34	41	20	5	1
The teaching is good.	58	39	2	0	1
I am kept well informed about how my child is getting on.	26	45	26	2	1
I would feel comfortable about approaching the school with questions or a problem.	54	38	6	1	0
The school expects my child to work hard and achieve his or her best.	58	36	5	1	0
The school works closely with parents.	29	49	19	2	1
The school is well led and managed.	56	36	5	1	2
The school is helping my child become mature and responsible.	43	51	4	0	2
The school provides an interesting range of activities outside lessons.	44	44	5	1	4