



# Hinchley Wood Primary School

Inspection Report

**Unique Reference Number** 124965  
**LEA** Surrey LEA  
**Inspection number** 281848  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** George Rayner AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Claygate Lane
<b>School category</b>	Community		Hinchley Wood
<b>Age range of pupils</b>	4 to 11		Esher KT10 0AQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8398 1310
<b>Number on roll</b>	421	<b>Fax number</b>	020 8398 4143
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr R Evans
<b>Date of previous inspection</b>	16 October 2000	<b>Headteacher</b>	Mrs F Collins

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 281848
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. The location is one of generally advantaged socio-economic circumstances. A much lower proportion of pupils than average is entitled to free school meals. Standards on entry to the school are generally above average. The proportion of pupils with learning difficulties and disabilities is slightly below average. Most pupils are of white British heritage, but an above-average number comes from a variety of other minority ethnic backgrounds. Almost all are fluent in English. Hinchley Wood is a popular school that is fully subscribed.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Inspectors agreed with the school's view that it provides a good quality of education. Parents' mainly positive responses to the questionnaire show that they also agree. Pupils achieve well in most subjects, due to good teaching and their own positive attitudes. The school has effectively identified areas in which achievement could be improved. Steps being taken are beginning to have an impact, particularly in writing. Pupils' personal development is good. A particular strength is the outstanding contribution that older pupils make to the school community. Teaching and learning are good. In most lessons, work is challenging and meets the needs of all abilities. The curriculum is good. It provides well for basic skills and includes a good range of extra curricular activities. Pupils are well cared for. Staff know children well and respond effectively to their needs. Assessment is used well to guide pupils on how to improve. The form that records are produced in, however, does not make it easy for teachers to analyse the progress of their classes, or for subject leaders to evaluate how well their subjects are doing. Quality and progress in the Foundation Stage are satisfactory. Children benefit from a good range of learning activities and enjoy positive relationships with adults. However, sometimes adults miss opportunities to develop children's speaking skills, and the outside learning areas need to be developed further. Improvement since the last inspection has been satisfactory. There was a dip in performance, which is now being turned around. Because leadership is effectively focused upon improvement, with impact beginning to be seen, capacity for future improvement is good. The school provides good value for money.

### What the school should do to improve further

\* Raise the quality of the Foundation Stage so that it matches that of the rest of the school\* Ensure that assessment information is organised in a form that is easy for staff to use to track the progress of classes.

## Achievement and standards

### Grade: 2

In the Foundation Stage children make satisfactory progress towards their learning goals. Although indoor activities support their physical and creative development, the lack of suitable outdoor facilities means that they are not able to build strongly upon these. Achievement is good in Years 1 and 2. This is particularly so in writing, in which pupils reach exceptional levels, and in reading, in which they do almost as well. Standards and achievement remain good in Years 3 to 6, where most pupils meet the challenging targets set for them. However, some of the most able pupils in Year 6 did not do as well as expected last year in national tests. This was because their writing skills did not reach expectations. The school's analysis of the reasons showed that weaker teaching and progress in previous years had hampered pupils' achievement, even though recent progress was better. The inspection provided strong evidence that strategies for improving writing are already having an impact. Effective assessment

procedures make a good contribution to the pupils' learning by giving good quality guidance to pupils on how to improve. Due to effective use of resources, most pupils make good progress in information and communication technology (ICT). Because teachers plan well for the needs of all, no group of pupils now achieves less well than the others. During the inspection, because of good teaching and pupils' positive attitudes, progress was good in most lessons seen and sometimes it was outstanding.

## **Personal development and well-being**

### **Grade: 2**

These are good in Years 1 to 6. They are satisfactory in the Foundation Stage because activities are less well matched to children's needs and do not challenge or extend their development so well. Pupils enjoy school, attendance is above average and punctuality is good. Pupils' behaviour is good, although a small number can occasionally be disruptive. Nearly all pupils are polite, respectful and eager to learn. Social, moral, and cultural development is very good. A respectful spirituality is successfully developed through interesting lessons, which promote a sense of achievement in learning and a pride in the school. Well thought-out acts of collective worship are appropriate for all pupils. Pupils show good understanding and sensitivity to a range of cultures, differences and disabilities. New arrangements for the school council have improved its effectiveness by ensuring that all pupils can contribute their ideas and opinions. Older pupils make an outstanding contribution to the life of the school through eager engagement in a range of responsibilities. These include leading lunchtime clubs, supporting younger children in assembly and planning and leading playground games. These responsibilities, good progress in learning and strong teamwork skills, stand pupils in good stead for later life and employment. The appropriate, detailed and well-adapted programme for personal and social development successfully encourages pupils to adopt healthy and safe practices and lifestyles.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers make effective use of daily assessments to plan challenging work, which meets the needs of all pupils. Good support by learning assistants enhances this. The teaching and learning of writing are being successfully improved. In almost all lessons, there is a strong focus on discussion. This helps teachers to assess accurately pupils' knowledge and pupils to improve their understanding and speaking skills. Teachers are skilled at encouraging pupils to reflect on their learning, use their imaginations and develop independent ideas. Pupils are confident learners because teachers praise their efforts, ask good questions and make learning meaningful. In the best lessons, imaginative methods capture pupils' interest and result in exceptional social and academic progress. Marking is good. It gives pupils encouragement and guidance on how to improve that links well to their targets. Pupils take an active and helpful part in assessing their own work. Teaching and learning are

satisfactory in the Foundation Stage. Children benefit from a varied range of activities and enjoy positive relationships with adults. However, the quality is not as high as in other years because adults miss opportunities to promote children's speaking skills.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum that covers all requirements and is enhanced by the opportunity to learn French. There is a strong focus on basic skills, including ICT. Good links with external agencies, especially for pupils with learning difficulties, positively enhance achievement. However, the lack of a well planned outside area for the Foundation Stage limits the curriculum offered to young children. There is a good range of extra-curricular activities, which pupils say they really enjoy. Younger ones commented that they '... love attending the dance club' which older pupils lead. The curriculum enriches pupils' personal and social development well, for example during special curriculum weeks, such as arts week, when they grow in skills and confidence.

## **Care, guidance and support**

### **Grade: 2**

The school cares well for its pupils. Due to the staff's sensitivity, commitment and knowledge of individual pupils, emotional, practical and learning needs are met well. Frequent, helpful marking and relevant targets, which pupils know and use, help all to make good progress. In the Foundation Stage, children are well cared for but guidance and support in learning is less well focused, recorded or effective. The school works very effectively with parents and external agencies to ensure that pupils with learning and physical difficulties are integrated and cared for particularly well. Arrangements to ensure pupil's safety, welfare and protection are robust and regularly reviewed. Pupils' personal safety, and their awareness of this, is successfully provided for by practical arrangements and an effective programme of health education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. An effective senior team has a good understanding of what improvements are needed and provides clear direction for making them. During recent years, instability in staffing in some areas made it difficult to sustain good teaching and consistent subject leadership. This hampered pupils' achievement. Staffing is now more stable, and subject leadership is better organised. The impact is already being seen in improved standards. For example, Year 2 results significantly improved in 2005, after some years of decline. Leadership in the Foundation Stage is only satisfactory because of the lack of suitably experienced staff. The school ensures that all pupils are fully included in all activities. It evaluates its performance well. Teaching and learning are monitored frequently and accurately. Regular surveys are taken of parents' views. Improved procedures to track the progress of individual pupils are already resulting in higher quality guidance for them. Teachers

do not have information in a form that makes it easy for them to analyse the progress of their classes, or for subject leaders to evaluate how well their subjects are doing. Governors carry out their roles effectively, including being willing to challenge when necessary. Financial management is generally efficient in ensuring that the curriculum is properly provided for. Improvement since the last inspection has been satisfactory. There was a dip in performance because of staffing problems, but the school is beginning to turn this around. Capacity for future improvement is therefore good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and helpful when we visited your school. We really enjoyed our visit. Many of you told us how much you enjoy learning. One of the best things about your school is the way the older pupils help the younger ones. Some younger children told us how much they enjoy the dance club that Year 6 pupils run.

Our visit showed us that most of you are doing well. The pupils in Years 1 and 2 are doing best in writing and reading. The older ones are doing best in mathematics and science. They have not done so well in English and they need to get better at writing. The teachers are helping them to improve this. Another thing you are good at is working with computers, because teachers give you good opportunities to use them. When teachers mark your work they give you lots of help on how to improve. They now need to become as good at using your marks to check how well you are learning.

Children in Reception are doing fairly well, but not quite as well as the others. This is not their fault. They do lots of good things, but do not have a good outside area to play in. This stops them from being able to run around and try things out for themselves as well as they could do. The school knows it needs to improve this. Most of you behave well. You enjoy learning and work hard. This helps you to do well. We thought most of the things in your school are good. Well done everybody and good luck for the future.