



# Cuddington Croft Primary School

Inspection Report

**Unique Reference Number** 125027  
**LEA** Surrey LEA  
**Inspection number** 281865  
**Inspection dates** 15 May 2006 to 16 May 2006  
**Reporting inspector** Peter McGregor AI

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

<b>Type of school</b>	Primary	<b>School address</b>	West Drive
<b>School category</b>	Community		Cheam
<b>Age range of pupils</b>	3 to 11		Sutton SM2 7NA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8642 4325
<b>Number on roll</b>	482	<b>Fax number</b>	020 8642 9808
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Hon Alderman B J R Kibble
<b>Date of previous inspection</b>	5 June 2000	<b>Headteacher</b>	Mr M Farnham

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 15 May 2006 - 16 May 2006	<b>Inspection number</b> 281865
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much bigger than most primary schools. The proportion of pupils from minority ethnic backgrounds is broadly average, as is the proportion for whom English is an additional language. Most pupils come from more favourable backgrounds than usual. The proportion of pupils with learning difficulties and disabilities, and of those with statements of special educational need, is below average. Children's attainment on entry is above that expected.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Cuddington Croft is a good school with outstanding aspects. The curriculum, quality of care and pupils' personal development are excellent. The school views its overall effectiveness as excellent. Although standards are high and pupils' achievements are good, they are not as good as the school considers them to be in some areas. Middle and lower attaining pupils do particularly well and achievement in mathematics is outstanding. Pupils are confident and highly articulate, working very effectively in small groups and individually. Attendance is very good and pupils thoroughly enjoy their school life. The targets set for each pupil are challenging and motivating, helping pupils to succeed. A very good range of subjects is taught and curriculum planning is detailed. An excellent range of popular clubs and activities is provided. The quality of teaching is good. Individual lessons vary between outstanding and satisfactory, with many strengths but also some weaknesses. In the Foundation Stage, progress is very good because the quality of teaching is consistently effective and the children want to learn. Most children in the Reception classes reach the goals expected and about half exceed them. Standards in information and communication technology (ICT) are only average because pupils have too few opportunities to use computers in a range of subjects. Leadership from the headteacher is enthusiastic and energetic, and he is committed to making further improvements in standards, teaching and learning through more effective evaluation. The headteacher is very well supported by his deputy and staff.

The school has improved since the last inspection and has good capacity to improve further. Subject co-ordinators are now effective, taking their management roles very seriously. They strive to improve standards through monitoring and support. ICT facilities are now outstanding although not fully used. The school provides good value for money.

### **What the school should do to improve further**

- achieve greater consistency of good teaching and learning through more effective evaluation
- raise standards in ICT through using computers more in a range of subjects.

## **Achievement and standards**

### **Grade: 2**

Standards in the Foundation Stage are similarly high in all six areas of learning. Children make very good progress, building upon their above average attainment on entry to the school. By the end of Year 6, pupils attain high standards in mathematics having made very good progress because of excellent curriculum arrangements and effective teaching. Standards in English are high and pupils make good progress. Pupils' speaking and listening skills are very good. Work in science is above average and progress is good and improving, as a result of a focus on investigative work and more effective teaching. ICT standards are average and not as high as they could be because pupils

have insufficient opportunity to use computers in several subjects. Pupils work very hard to achieve demanding targets in English, mathematics, science and ICT. Pupils with learning difficulties and disabilities achieve very well as a result of the very good provision made for them. Those pupils for whom English is an additional language are as successful as others. Inspectors do not judge pupils' achievements to be quite as high as the school does.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. In assemblies and lessons, pupils learn to develop respect for themselves and others. In discussions with pupils, they said, "We know the difference between right and wrong and everyone tries to do what is right." The very good relationships seen, and the strong links with the local community, reflect the strong emphasis on personal development. Attendance is very good, reflecting pupils' enjoyment. Behaviour is nearly always excellent, although occasionally a little boisterous in the playground. Pupils are very courteous and friendly to visitors and each other. They are very keen to take responsibility and work very well together. They represent their peers very effectively in the school council, working for the good of the school community, and knowing that their views are taken seriously. Pupils' development of healthy lifestyles, personal safety and the skills they need for their future life, is very good. Pupils feel the school is a safe place where they can always find someone to support them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall, although variable between classes. The school employed several new staff at the start of the academic year and it is, understandably, taking some time to make adjustments so that all classes are consistently well-taught and learning is effective. The quality of teaching and support for pupils with learning difficulties and disabilities is usually very good. Teachers' subject knowledge is good. They set challenging, helpful targets in English, mathematics, science and ICT, and work hard to make lessons interesting and fun. Teachers know their pupils well and plan carefully to meet their needs, though work is not sufficiently demanding for high attaining pupils at times. Sometimes teachers talk too much so that pupils do not have enough chance to contribute. Managing pupils' behaviour is a strength. Pupils are keen to learn and persevere with their tasks. Digital projectors and interactive whiteboards are used very effectively to make lessons more interesting. Questioning is often rigorous and work is helpfully marked so teachers know what to focus on next in their planning and pupils know how successfully they are learning. The school is working hard to resolve differences in teaching that stem from staff covering for teachers given preparation time.

## **Curriculum and other activities**

### **Grade: 1**

The Foundation Stage curriculum is very well planned, which gives children a very good start. This continues in Years 1 to 6 where the school's curriculum very effectively meets statutory requirements and pupils' needs. It places a strong emphasis on literacy and numeracy, helping to prepare pupils for their future lives. The extremely effective arrangements for mathematics, where pupils in Years 5 and 6 are taught in five mixed-age classes, arranged by ability, are being considered for implementation in English and science in order to improve further pupils' achievements. Planning for teaching and learning in ICT, using the excellent resources available, is appropriate, although implementation of the planning is patchy. The personal, social, health and citizenship course and lessons in science and physical education help pupils to learn how to stay safe and healthy and contribute to their excellent personal development. An exciting variety of out-of-school clubs and activities is much appreciated by pupils and parents.

## **Care, guidance and support**

### **Grade: 1**

Pupils are very positive about the way they are treated. As one pupil said, 'Teachers don't tell us what to do all the time: they help us to find things out.' Very good care is provided for all pupils, especially those with specific medical or personal needs, and procedures for monitoring and supporting their conditions are very thorough. Health and safety routines and risk assessments are all in place and conscientiously observed. Child protection procedures are clear and thoroughly understood. The school has very good links with parents, who are very supportive of the school's work to guide and care for their children. In discussion, pupils said that bullying was not a problem and when incidents arise an adult always helps to resolve it. Very good systems track the progress of pupils, including those with learning difficulties and disabilities. As a consequence, pupils know how well they are doing and what they need to do to improve.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good with some outstanding features. The clear and appropriate direction provided by the headteacher, and embraced by senior staff and governors, is a major factor in the high standards pupils achieve, the good progress they make and their excellent personal development. The headteacher and deputy head have complementary skills and work very effectively together. Governors have a strong commitment to the school's continuing development and a good view of its strengths and weaknesses. They provide good support and constructively challenge the school.

The school is inclusive, with a strong commitment to ensuring that all pupils fulfil their potential. Annual questionnaires seek parents' views, which are reported back to them through newsletters. The school changed its homework policy in the light of parents' views. The school's self-review process is accurate in most areas, but not all. Systems for monitoring the school's work are helping to make improvements, although the link between teaching characteristics and learning outcomes is not always clear enough. The school's targets and development plan are used effectively to bring about improvements. Subject leaders play a significant role in the drive to improve standards, planning the curriculum in detail and monitoring what is provided and the pupils' work. This is an improvement since the last inspection. Staff induction and training are very good.

The good resources available are mostly used well to support learning. The substantial carry forward of funding to the financial year 2004-2005 was earmarked appropriately for improved staffing, buildings and resources. The school runs smoothly on a day-to-day basis. The school has good capacity to improve further.

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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	2	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>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	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>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	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	1	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	1	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**

### **Pupils**

Thank you for welcoming us to your school and for your card when we left. We really enjoyed our visit, talking to several of you and seeing what was going on. You are being taught in a good school where several things are excellent. Staff look after you very well and you know how to keep safe and healthy. You behave very well in lessons and at breaktimes, which makes the school a very pleasant place to be. One or two of you can be too lively in the playground! You care for each other and work very well together in groups, as well as by yourselves. Staff provide a wide and exciting range of clubs and activities which lots of you go to and enjoy. You and your parents agree that you like being at Cuddington Croft.

Teaching is good. Work is planned at the right level for you because staff know you well. They try to make work interesting and enjoyable. You and your teachers like the projectors and 'smart' boards that are in the classrooms. The targets that you have help you to do well. Not all lessons are as good as the best and we have asked the headteacher to check that all lessons are well taught, helping you to do as well as you possibly can.

As a result of your hard work and the good teaching, you do well. You reach high standards in English and maths, particularly so in maths. You listen very well and speak clearly and confidently. Standards are not quite as high in science, but they are improving. You know how useful computers are and have satisfactory skills. These would be better if you had more opportunities to use the school's excellent computers in all sorts of lessons. So we have asked the headteacher to arrange this. The headteacher is very good at his job and he gets lots of help from his deputy, other staff and governors. The staff are working very hard to help you do as well as you can and enjoy your learning.

Best wishes,

Peter McGregor

(Lead inspector)