



Wray Common Primary School

Inspection Report

Unique Reference Number 125129
LEA Surrey LEA
Inspection number 281893
Inspection dates 8 November 2005 to 9 November 2005
Reporting inspector Christopher Parker AI

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

Type of school	Primary	School address	Kendal Close
School category	Community		Reigate
Age range of pupils	4 to 11		RH2 0LR
Gender of pupils	Mixed	Telephone number	01737 761254
Number on roll	389	Fax number	01737 763911
Appropriate authority	The governing body	Chair of governors	Mrs B Beauchamp
Date of previous inspection	18 May 2004	Headteacher	Mrs D Robins

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Wray Common Primary School is larger than average. Pupils' attainment on entry is average and they now come from a range of social backgrounds. The proportion of pupils entitled to free school meals is below the national average. Most of the pupils are from white British backgrounds. About one in six come from minority ethnic groups. The number of pupils who have English as an additional language is about average. A very small number of pupils are at an early stage of learning English. The number of pupils with learning difficulties and disabilities, including statements of special educational need is below average but the proportion is increasing in the younger year groups. There have been many changes in teaching staff in the last two years. The headteacher joined the school shortly after its last inspection, just over a year ago.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges its overall effectiveness as satisfactory. The inspectors agree because there have been many significant improvements over the last year that have resulted in the pupils now making the progress they should. Standards and achievement are satisfactory. There has been a notable rise in standards in English but in mathematics they are not high enough. The headteacher has provided the clear direction and motivation needed to secure improvement. 'Learning to learn,' has engaged both teachers and pupils in an effective strategy to accelerate progress and raise standards further. Teaching is satisfactory and has many strong features. The capacity to improve further is good. The staff and governors have played a full part in the improvement strategy. Subject leadership in English is particularly effective but in mathematics it is weak. Throughout a period of considerable change the personal development of the pupils has been maintained and extended. An interesting curriculum, enriched by many trips and visits and clubs adds to the secure foundation laid for improvement. The provision for the foundation stage is good and children make a good start to their school career. The school provides satisfactory value for money. The vast majority of parents are very satisfied with its provision.

What the school should do to improve further

* raise standards in mathematics* ensure the quality of subject leadership is consistently good

Achievement and standards

Grade: 3

Pupils, including those with learning difficulties, achieve to a satisfactory standard. Effective actions have brought notable improvements to the standard of pupils' writing. Consequently, they are now making the progress they should. There was a marked improvement in the results of national tests in English at the end of Year 6 in 2005. Currently standards in mathematics are not as high as they should be because the pupils are not adept enough at using and applying their skills to solve problems. The school sets challenging and ambitious targets for both individual pupils and each year group. It is more successful in reaching these targets at the end of Year 2 than at the end of Year 6. However, the impact of past underachievement is steadily being erased throughout the school because all groups of pupils are now being challenged and are making at least satisfactory progress in lessons. Pupils from minority ethnic groups do equally as well and in some cases better than their peers. The small number of pupils who are learning to speak English as an additional language are supported well and quickly gain confidence.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. They behave well in lessons and respond very positively. Pupils say they enjoy school very much and comment that they do lots of interesting things. They particularly appreciate being involved in musical productions. Attendance is good and pupils arrive on time. The pupils' spiritual, moral, social and cultural development is good. They understand and respect the school rules and relate very well to each other and adults. Pupils participate wholeheartedly in assemblies which also provide an opportunity for pupils to consider spiritual and moral questions. For example, pupils responded very thoughtfully to powerful pictures of the people affected by the recent earthquake in Pakistan. Singing is an uplifting and motivating experience for the whole school. Many displays around the school promote and celebrate a range of cultures. While at school pupils eat and drink healthily and participate very enthusiastically in physical education lessons and a wide range of other sporting activities. Pupils in Year 1 talked animatedly over lunch about why they needed to eat vegetables and pointed out that it was, 'Okay to eat biscuits sometimes if you eat your broccoli'. Pupils work well in groups and show high levels of initiative and involvement in the many activities they are offered. They feel safe and happy in school and say that rare incidences of bullying are dealt with well. Pupils show good levels of social responsibility and contribute actively to the school and wider community. Pupils have a range of opportunities to develop skills in information and communication technology. These prepare them well for their future economic well-being. Older pupils take responsibility for running stalls at the book fair. The school council has been instrumental in writing and editing the overall aims of the school.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and has an increasing number of strengths. As a result the pupils are now achieving satisfactorily. Greater consistency in the quality of teaching is contributing to the increased progress evident in many lessons. The headteacher's rigorous monitoring and carefully targeted professional development has resulted in many fundamental skills and techniques becoming more firmly established. Teachers are increasingly successful in trying new ideas. Learning points with well focused questions make the pupils think deeply. Teachers engage and motivate pupils in many lessons and have done much to develop pupils' understanding of learning. A further significant improvement is the greater challenge for the more able pupils, particularly in English lessons. The use of assessment is satisfactory. In English, good marking helps the pupils to improve their work. However, assessment is not as effective in mathematics. The teachers are now working together to agree the standards the pupils are reaching and setting targets to ensure they make at least the progress they should.

Curriculum and other activities

Grade: 2

Pupils like the good balance of academic and practical work that they experience. This provides pupils, including those with learning difficulties and disabilities, with a good platform to make the progress they should. There are many opportunities within the curriculum for them to develop their knowledge, skills and independence. For example, pupils recently won a Historical Association award for their work on local history. There is now good provision for literacy, number skills and information and communication technology. However, the pupils do not have enough opportunities to learn to solve mathematical problems. Extra-curricular opportunities are extensive and pupils enjoy a wide range of activities, including residential visits in the United Kingdom and in France. These activities enhance the curriculum significantly and support the pupils' personal development.

Care, guidance and support

Grade: 2

The quality of care provided for pupils is good. Arrangements for safeguarding pupils' welfare are secure. All adults in the school show a high level of commitment and competence in promoting the health and safety of the children. Procedures for child protection are fully in place and are understood by all adults. The school is rightly proud of its caring ethos and adults and children speak of it as a happy and safe community. Every pupil is known and treated as an individual and this contributes strongly to the harmonious atmosphere. Pupils with special educational needs and those who speak English as an additional language are supported well. The school works well with parents and other agencies. The school has effective methods for keeping track of pupils' progress and these are now used to set challenging targets. The systems also identify any individual pupil who is not making as much progress as they should so that action can be taken.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There are many strong elements of leadership and the headteacher in particular, has been very effective in improving the quality of teaching and learning. By engaging all members of staff, and actively involving them in planning and implementing improvements there is high level of commitment and shared understanding of the school's goals. Teachers agree that they have also benefited professionally. The improvements achieved so far have resulted in pupils making satisfactory progress. However, they are not doing well enough in mathematics because the subject leader is not sufficiently clear about how to raise standards. The headteacher's monitoring of the quality of teaching is incisive and influential. This is part of a comprehensive programme of self evaluation which takes account of parents' views and those of partner schools. Governors are well informed. The chair of governors is a key figure in the improvement strategy. She is particularly

adept at holding the school to account. Governors find out how well the school is doing from their frequent visits and by inviting subject leaders to make presentations to them.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to inspectors about your school. You are able to learn in a very friendly school where everybody is trying to improve.

You behave well in lessons and at playtimes. You told us that you enjoy lessons and feel your teachers are encouraging you to do well. Some of you also said that you feel the school has improved a lot in the last year or so. We can see this in lessons but feel that you could do better in mathematics. The headteacher and teachers have done a lot to raise standards. They want you to do even better and have plans to help you to make good progress in all your learning. We feel they will be able to do this and have asked them to make sure the steps they take, particularly in mathematics, result in you achieving well. We want you to have more opportunities to use what you learn in mathematics to solve problems.

You have many good opportunities to visit places of interest and join a wide range of clubs. You are given responsibilities and meet them well. The School Council represents your views well and the older children help in the smooth running of the school. We enjoyed being in your school and hope that in the future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead Inspector