

# Audley Primary School

## Inspection report

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<b>Unique Reference Number</b>	125060
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	293182
<b>Inspection dates</b>	2–3 May 2007
<b>Reporting inspector</b>	David Marshall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs P Veness
<b>Headteacher</b>	Mrs D L Shields
<b>Date of previous school inspection</b>	26 March 2001
<b>School address</b>	Whyteleafe Road Caterham CR3 5ED
<b>Telephone number</b>	01883 342330
<b>Fax number</b>	01883 348563

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Audley is an average size, one-form entry Community Primary School in the Portley Ward of Caterham on the Hill. Most pupils come from owner occupied houses, but some families are from other wards and social rented accommodation. The percentage of pupils with educational difficulties or disabilities is broadly average, but the number with statements of special needs is above average. The percentage of pupils from ethnic minority backgrounds is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Audley is a satisfactory school with some good features. A key feature of the school that parents really appreciate is its drive to provide an outstandingly supportive climate for learning. As one parent wrote, 'Audley is a very friendly school and parents are welcomed to share views and speak to staff on any subject relating to their child.' This care and support is firmly established and, as a result, pupils are well behaved, form strong friendships and enjoy school. These good standards of pupils' personal development and well-being help to provide a secure platform for pupils' learning.

Achievement is satisfactory and standards are generally average by the time pupils leave school in Year 6. The staff provide good support for pupils with learning difficulties and disabilities who make good progress as a result. The Foundation Stage provides a good education, enabling the youngest children to settle in the school well and make good progress in their personal development. These early foundations are built on very well in the rest of the school where pupils become confident and enthusiastic learners.

Teaching is satisfactory, with some that is good. However, pupils' progress varies considerably. For example, standards in reading are very high because the school has placed great emphasis on developing pupils' skills that contribute to this aspect of English, but standards are lower in other subjects. The reason for the inconsistency in pupils' progress is that the teachers are not able to use the results of their assessments rigorously. Although teachers know individual pupils well, there is no system that enables them to see how well pupils are progressing as they move through the school. This especially affects more able pupils, as national assessments show that too few attain higher levels, especially in science. In particular, it is the investigative and problem-solving aspects of mathematics and science that are underdeveloped. For instance, the over-reliance on worksheets in science does not give the pupils the necessary opportunities to form their own opinions or write their own conclusions. It is testament to the school's good capacity to improve that it has identified these weaknesses and has plans in place to remedy them that are already having an impact on achievement.

As pupils are cared for very well, all of them, including the most vulnerable, feel safe and secure. The dedicated staff team, committed to the all-round development of the pupils, constantly looks for ways of stimulating pupils through its approach to planning the curriculum. As a result, the curriculum is exciting, covers all subjects well and is enhanced by a very good range of additional activities and the very stimulating outdoor areas.

The leadership and management of the school are satisfactory overall. The headteacher and deputy have made an accurate and realistic assessment of the school's effectiveness. Although the school's strengths and weaknesses are identified well, the systems in place to back-up the changes made are not yet embedded. As a result, areas for further development that have been identified, and tackled, in the quality of teaching have not yet been assessed for their impact on pupils' achievement. The headteacher and governors manage the school well and they are very ably supported by all staff.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What the school should do to improve further

- Establish and embed tracking systems so that staff are able to track the progress pupils make as they go through the school.
- Raise standards in mathematics and science by giving pupils further opportunities for problem solving and investigative activities.
- Use the information gained through the school's monitoring systems to make sure areas for development in teaching and learning are tackled effectively.

## Achievement and standards

### Grade: 3

Although attainment on entry varies from year to year, most pupils enter the school with average attainment. Standards of attainment of the pupils currently in school are in line with those expected for their ages but their achievement varies. Thanks to the good provision they settle down well in the Foundation Stage and make good progress in their personal development.

In Years 1 and 2 much emphasis is put on developing speaking and listening skills and this has a positive impact on the standards pupils reach, especially in reading. National assessments at the end of Key Stage 1 in 2006 showed standards that varied considerably from subject to subject. Pupils' achieved levels in reading that were well above average, but attainment was average in mathematics and below average in writing. Similar variations occurred in the tests at the end of Key Stage 2. In 2006 pupils achieved above average results in English, mathematics was average and science was below average. The provision for pupils with learning difficulties is good, and they make good progress.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils speak warmly about their school. They are polite, well-mannered and confident when talking with each other and adults and behave exceptionally well at all times. Pupils participate fully in lessons and enjoy their time in school. They feel safe at school and show great confidence in asking any adult for help if they need it. Pupils are developing a good understanding of how to stay healthy, by eating sensibly and enjoying physical activities. Pupils make the most of the many opportunities for regular exercise in physical education lessons and in the spacious school grounds and using the good play equipment.

Pupils' spiritual, moral, social and cultural development is good. Pupils are respectful of each other, follow the school's clear moral code, and relate exceptionally well to each other and adults. They are keen to take responsibility both for classroom tasks and by taking on school roles. Pupils participate in a wide range of activities that help them to understand about the beliefs and lives of people from different cultures. Pupils' contribution to the community is good. In addition to fund-raising for different charities, the school council has been instrumental in putting forward ideas that are making a real difference to the quality of their own school. Pupils are steadily developing the academic and personal skills needed to equip them for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Teachers share the purpose of each lesson with their class so that pupils know what it is they are going to learn. Good use is made of a variety of resources to help pupils concentrate and take a full and active part in the lesson. Relationships throughout the school are very good and this helps pupils to settle to learning and feel confident when asking questions and trying new activities. However, there are some occasions when pupils sit for too long on the carpet and begin to lose concentration. Teachers usually mark work well, with comments for improvement to help pupils reach higher standards. This practice is inconsistent across the school. Some work is unmarked and some has only encouraging remarks that do not help pupils improve. Teachers carry out a great deal of work in assessing how well their pupils are doing in school. However, teachers lack a long-term overview of how well pupils are progressing and so pupils achieve satisfactorily overall.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a rich and exciting curriculum that emphasises the importance placed on pupils' personal development. The programme for pupils' personal, social and health education is good and calls on many outside agencies, such as the school nurse and local police, to help pupils understand about growing up and facing some of the challenges they will meet during the next few years. Pupils are taught about the dangers of misusing drugs and how to become good citizens. There are many extra activities planned. Pupils talk excitedly about the visits they undertake and are enthusiastic about the residential trips and the visitors that come into school to talk to them. The range of out-of-class clubs is good and provides many opportunities for pupils to mix socially. The curriculum covers all of the requirements of the National Curriculum and good links with other schools provide pupils with opportunities to explore information and communication technology (ICT) and music using the resources of a local secondary school. However, there are fewer opportunities for pupils to solve problems in mathematics and conduct their own investigations in science, and these are areas acknowledged by the school as needing improvement.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good overall. Parents comment that the school is a very caring place that is warm and welcoming. Child protection procedures are robust and staff are regularly updated in current requirements. Risk assessments are carried out so that pupils can be safe at school. Teachers set targets for each pupil in English and mathematics, and older pupils talk confidently about these. They are involved in assessing for themselves how well they have done and how far they have come in meeting their targets. Teachers make regular assessments on how much progress the pupils have made whilst in their class and these are used effectively. However, the current system does not adequately track the progress pupils make from Reception to Year 6.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall. All staff work together well as a team and are committed to the school and the pupils. Management at all levels is good and the opinions of parents and pupils are always valued and frequently acted upon. Many parents pointed out that the administrative team and caretaker are considerable assets to the school and are very much appreciated by all concerned.

Governors provide satisfactory leadership and are very supportive of the school. They have carried out much work in analysing data so that they are aware of the strengths and areas that need developing in the school. Parents find the staff warm and friendly and many comment that their children are lucky to be at the school. Although there has been some monitoring of teaching and learning across the school, this is not yet rigorous enough. Weaknesses have been identified, and although changes have been made, there has been no follow up to see the impact on pupils' achievement.

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## Annex A

## 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>
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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

18 May 2007

Dear Pupils

Inspection of Audley Primary School, Caterham, CR3 5ED

Thank you very much for your friendliness and support during our visit to your school. A special thanks to the school council who spoke to me so clearly about everything in your school. All of you we spoke to told us how much you enjoy school and that your teachers take good care of you. We agree with you. We saw how well-behaved you are in your lessons and on the playground. You also carry out your duties in school well. We were impressed by the way the school council is working to make your school lunches even healthier.

Your school provides you with a satisfactory education. You work hard and your teachers make sure that you have lots of interesting things to do. You are working at the same level as most other pupils. We think you could do even better if your teachers made sure they knew how much progress you have made altogether, and if they gave you more chances to do investigations and solve problems. So we have asked them to look at how they could do that. We have also asked your headteacher to make sure that the teachers always make the changes that she feels they need to make when they plan their lessons.

Many of you told us how proud you are of what you can do. I am sure that you will continue to try hard so your school can be the fun place that you like and where you can all learn.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

With kind regards

David Marshall

Lead inspector