

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



07 February 2008

Mrs S Goodman
Headteacher
Cuddington Community Primary School
Salisbury Road
Worcester Park
Surrey
KT4 7DD

Dear Mrs Goodman

Ofsted survey inspection programme – Science

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 5 February 2008 to look at work in science.

As outlined in my initial letter, as well as looking at key areas of science, the visit had a particular focus on transition within and between phases (F-KS1-KS2-KS3); the range of learning experiences; the status and use of SC1.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of four lessons.

The overall effectiveness of science was judged to be good.

Achievement and standards

Standards in science are above average and achievement is good.

- Standards at the end of Year 2 were above average in 2005 and 2006 although they declined to average levels in 2007. Standards in the current Year 2 class are above average.
- Standards at the end of Year 6 were significantly above average in 2007.
- Pupils make good progress in science throughout the school. They make particularly good progress in developing their skills of scientific enquiry.

- Science makes an important contribution to developing pupils' knowledge and understanding of how to keep safe and live a healthy lifestyle.
- Pupils enjoy science. Their behaviour in lessons is good and they demonstrate good attitudes to learning.

Quality of teaching and learning of science

The overall quality of teaching and learning in science is good.

- Teachers have good subject knowledge and are enthusiastic about science.
- Most lessons provide pupils with imaginative activities that capture their attention and stimulate their curiosity.
- Classroom displays feature interesting questions that have been asked by pupils.
- Good use is made of questioning in lessons to explore and develop pupils' understanding of scientific ideas.
- There are good, positive relationships between teachers and pupils in lessons.
- A few lessons rely too heavily on teacher talk and do not actively engage pupils in learning.
- Marking gives helpful advice to pupils about how to improve their work. However, there are few opportunities for pupils to assess their own work.

Quality of the curriculum

The quality of the curriculum is good.

- The science curriculum is carefully structured. It ensures systematic progression in learning and skills and meets the needs of all pupils well.
- The curriculum has a clear focus on developing pupils' sense of enquiry and curiosity in the world around them.
- Schemes of work identify opportunities for pupils to carry out scientific investigations.
- There is a good range of science based trips, clubs and after school activities. These promote pupils' enjoyment of science and their personal development.

Leadership and management of science

Leadership and management in science are good.

- The science co-ordinator leads the development of science well. A clear focus has been maintained on the importance of the investigative nature of science.
- The monitoring and evaluation of science provision and outcomes is effective. The co-ordinator has a clear understanding of the strengths and weaknesses in the subject.

- The subject is well resourced and resources are well managed and organised.
- Individual teachers track pupils' progress in science through the use of teacher assessments and tests. However, these assessment data is not centrally collected so that the progress of pupils can be tracked from one year to the next as they move through the school.
- Good links exist with a local secondary school with a specialism in science. This aids transition from Year 6 into Year 7.

Inclusion

Provision for inclusion is good.

- The school has a strong commitment to ensuring that all pupils enjoy science.
- All groups of pupils make similar, good progress in science.
- Teaching assistants provide effective support to those pupils with learning difficulties and/or disabilities.

Areas for improvement, which we discussed, included:

- ensuring that assessment information in science is collected centrally so that the progress of pupils can be tracked from one year to the next as they move through the school
- providing more opportunities for pupils to be involved in the assessment of their own knowledge and understanding of science.

I hope these observations are useful as you continue to develop science in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Peter Sanderson
Her Majesty's Inspector