

# Cuddington Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124963
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328252
<b>Inspection date</b>	5 February 2009
<b>Reporting inspector</b>	Janet Sinclair

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	207
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Crowther
<b>Headteacher</b>	Mrs Sue Goodman
<b>Date of previous school inspection</b>	4 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Salisbury Road Worcester Park KT4 7DD
<b>Telephone number</b>	020 8716 2677

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<b>Age group</b>	4–11
<b>Inspection date</b>	5 February 2009
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**Fax number**

020 8716 2622

<b>Age group</b>	4-11
<b>Inspection date</b>	5 February 2009
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: Early Years Foundation Stage provision; overall achievement, particularly in writing; teaching and learning; and the impact of leadership and management. Evidence was gathered from the school's self-evaluation form; national published assessment data and the school's own assessment records; planning documents; observation of the school at work; interviews with staff, governors, pupils; and an analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an average sized primary school. The school's Early Years Foundation Stage comprises one Reception class. The proportion of pupils with learning difficulties and/or disabilities is below average, while the proportion of pupils who have a statement of special educational needs is above average. These pupils' needs are varied, and include moderate learning and speech and language difficulties. The proportion of pupils from minority ethnic backgrounds is above average. Some of them are at an early stage of learning English. The school has experienced a great deal of turbulence in terms of staff changes due to maternity leave and promotion. The deputy headteacher is currently on secondment to another school, and several teachers are recently qualified. The school has the Healthy School Award and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Cuddington Primary is a good school. It is a caring community where pupils are happy to come to school, and fully enjoy their learning. The headteacher provides clear direction for the work of the school, with a strong emphasis on ensuring that pupils reach their potential. She has guided the school well through a time of staff change, ensuring a good focus on improvement within an effective learning environment. Most parents are supportive of the school, particularly the care it takes of their children. One parent, who said, 'The school has a warm and caring atmosphere and the children feel valued and respected', sums up the views of many. However, there are some who feel that communication with the school is not always clear or effective. Pupils say that the school is a friendly, safe place which helps them to settle well and make lots of friends.

Children start in Reception with a range of skills and abilities that are mainly above average. They make satisfactory progress across the areas of learning, so that their attainment exceeds expectations by the time they start in Year 1. They make good progress in their personal development in the Early Years Foundation Stage due to good relationships and the way the school enables them to settle quickly into school routines. However, although teaching does in the main engage the children, it is not challenging enough. Sometimes the teacher talks for too long and children lose interest and do not make the progress of which they are capable.

Overall, pupils achieve well and make good progress across the rest of the school to attain well above average standards by the end of Year 6. Pupils achieve well in reading, mathematics and science, and satisfactorily in writing. The school is working hard to improve pupils' writing through involvement in a county-wide writing project, an improved approach to teaching spelling, and regular discussions with pupils on how to improve their writing. This is already beginning to have an impact, as can be seen from work in books and termly assessments. However, there is not enough emphasis on telling pupils clearly how to get to the next level. Pupils' overall good progress is due to effective monitoring of their learning, with prompt use of specialist programmes for those not making enough progress and clear action to ensure that all groups are learning as much as they should. Although teaching is satisfactory overall, which is due to the inexperience of some staff, there is also some very good teaching. Additionally, strong support from management is enabling new staff to develop well. Teachers are enthusiastic and have good relationships with their pupils, so lessons are harmonious and productive. Good planning and clear targets for pupils' learning ensure that they are fully engaged and enjoy their work. However, some teachers are not skilled at questioning pupils sufficiently or ensuring that work is well presented, and this sometimes hampers progress. Teaching assistants make a good contribution to pupils' learning through the effectiveness of their work with small groups such as the Early Literacy Support programme for pupils with difficulties in reading and writing. Pupils with English as an additional language are well supported and make good progress in their learning.

The curriculum is broad and balanced and meets all pupils' needs well; this is a good improvement since the last inspection. Subjects are linked well, and this fully engages pupils in their learning. The curriculum is enriched by a good range of additional activities. Pupils particularly enjoy taster sessions of modern foreign languages, such as Arabic, and sporting activities, such as netball and football. This, coupled with good attention to health and safety through the process of attaining the Activemark and the Healthy School Award, makes a good contribution to pupils' personal development. Pupils say that the 'Wake and shake' physical activity 'gets us ready to

learn in the morning,' and, with all the sports clubs, helps to keep them healthy. They fully enjoy the responsibilities of being school councillors, as they think that their views are taken seriously and it is a good opportunity to take on responsibility. Pupils are particularly pleased with the area for the hens, as they produce a good number of eggs, which they can sell. The various elements of spiritual, moral, social and cultural development are good. Pupils are caring and thoughtful towards each other and respectful of the different cultures represented in the school. The good pastoral and safeguarding systems in place ensure that pupils feel very safe in school and are confident that adult support will be forthcoming should they need it. This, coupled with good academic guidance and clear learning targets evident in their portfolios, ensures pupils' full involvement in improving their work.

Leadership is good. There is a clear understanding of the school's strengths and weaknesses, and a strong emphasis on taking action to address issues promptly. Although some senior leaders are fairly new, they are already having a good impact on the work of the school. For example, they have involved the whole school in the 'Pupil Learning' project aimed at developing pupils' learning skills through strategies such as 'learning partners'. They are also fully involved in monitoring and supporting teachers in improving their teaching by acting as good role models. A very detailed school development plan enables the school to secure improvements, for example in writing and investigative science. However, the targets set are sometimes too general to help the school clearly measure the extent of improvement. Governors fulfil their statutory duties and their role as a critical friend to the school well. Community cohesion is promoted well through, for example, close links with a local school, successful integration of new groups into the school, and pupils being 'pen friends' with pupils in a school in Africa. The school has made good improvements in its curricular provision and in tracking pupils' progress since the last inspection. Additionally, it has maintained its overall good provision during a time of high staff turnover, indicating a good capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Staff organise a range of play and direct teaching activities that engage children in their learning and enable them to make satisfactory progress. However, teaching does not always ensure that children are fully challenged through questioning to extend their ideas or develop their skills. Children's welfare is promoted well in a safe and secure learning environment. Children settle well to their chosen activities and behave well. They particularly enjoy opportunities to use the outside area and the computers. Regular observations take place and these are used to track children's progress and to match work satisfactorily to their needs. Although leadership and management are satisfactory, the school does not have a clear action plan to improve the provision so that children's rates of progress are accelerated.

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

- Raise standards and achievement in writing, by ensuring that the strategies in place are carefully monitored and that all staff focus rigorously on the next steps in pupils' learning.
- Improve the quality of teaching and learning, by ensuring that questioning is used more effectively to extend the knowledge and understanding of children in the Early Years Foundation Stage and pupils across the school.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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	2
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

**Annex B**

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

23 February 2009

Dear Pupils

Inspection of Cuddington Community Primary School, Worcester Park, KT4 7DD

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. We thoroughly enjoyed chatting to you and were very pleased to learn how much you enjoy school, especially all the interesting activities you have and the friendliness of everyone.

Your school is a good school.

Here are some of the things we liked.

- You make good progress because your teachers make lessons interesting and senior leaders keep a close check on how well you are doing.
- Your headteacher and all the staff are keen to ensure that your school is a happy and safe place where you can work hard and do your best.
- You enjoy school, behave well, and are keen to learn.
- Your school provides a good range of after-school clubs, visits and visitors, as well as opportunities for looking after your own animals.

Most schools have something they could do better, so this is what we have asked your school to do to help you learn even more.

- Help you to do better by ensuring teachers' questioning fully challenges you in lessons.
- Help you to improve your writing by clearly setting out the next steps in your learning.

Yours faithfully

Janet Sinclair

Lead Inspector