

# Hinchley Wood Primary School

## Inspection report

---

<b>Unique Reference Number</b>	124965
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328253
<b>Inspection date</b>	9 February 2009
<b>Reporting inspector</b>	Rob Crompton

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.

---

<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)	414
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>	Mr Geoff Wallif
<b>Headteacher</b>	Mrs Fiona Collins
<b>Date of previous school inspection</b>	1 February 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>	Claygate Lane Hinchley Wood Esher KT10 0AQ
<b>Telephone number</b>	020 8398 1310
<b>Fax number</b>	020 8398 4143

---

<b>Age group</b>	4–11
<b>Inspection date</b>	9 February 2009
<b>Inspection number</b>	328253

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors. The school was visited for one day. The inspectors investigated the following issues in detail: pupils' achievement, the quality of teaching and the effectiveness of leaders and managers. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff, pupils and governors, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is larger than most primary schools, and is oversubscribed. The majority of pupils are of White British heritage. The proportion from minority ethnic groups is broadly average. A few pupils are learning English as an additional language. The proportion of pupils who have learning difficulties and/or disabilities is below average; these include pupils who find learning difficult and some with emotional and behavioural problems. The school has provision for pupils in the Early Years Foundation Stage in two Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils achieve well and reach standards that are above average. Pupils are extremely well cared for, develop very mature attitudes and are keen to learn. Parents are generally very happy with the school. One, reflecting the views of the vast majority commented, 'The school works in partnership with parents to resolve any difficulties which may arise. Children are encouraged to grow socially, emotionally and academically.'

As children enter the Reception classes, their level of skills and understanding are above that typical of the age group. They make good progress during the Early Years Foundation Stage, which provides a very secure base for subsequent years. A strong combination of good teaching, a lively curriculum and first-class academic guidance means that pupils make good progress through Years 1 to 6. By the end of Year 2, standards are above average. Pupils build very well on their prior attainment through Key Stage 2 so that, by the end of Year 6, standards are well above average. Pupils who find learning difficult and those with physical disabilities are very well supported and most meet the expected levels for their age. Almost all pupils reach the expected levels in reading and the proportion reaching the higher levels is well above average. Pupils learning English as an additional language are among the highest achievers. Although standards in writing are often above average, pupils' excellent skills in reading are not always reflected in the quality of their writing. Good progress has been made in narrowing the gap between these two aspects of English but this rightly remains a school priority.

Pupils' outstanding personal development is a product of friendly and open relationships with all staff and outstanding assessment systems that swiftly identify any areas, no matter how small, in which pupils struggle. This means that any personal issues or misconceptions in their work are quickly resolved. Pupils learn with confidence and are quick to say when they do not understand or need a bit of help. Pupils are outward-looking. They know that they have many advantages in life and they also recognise the importance of helping others less fortunate than themselves. Pupils do a tremendous amount to raise funds for charities and make an exceptional contribution to their school community. They diligently carry out the many responsibilities they have, for example as members of the school council, and 'huff and puff' playground leaders. Such mature attitudes, together with pupils' very good number, language and computer skills, provide an excellent grounding for their future education and beyond.

Pupils' spiritual, moral, social and cultural development are exceptional and securely underpinned by the school's inclusive ethos. Values, such as responsibility, respect, and trust are promoted through a carefully designed programme. During an outstanding assembly, pupils across the age range showed a very good understanding of how cooperation might be apparent in their daily lives. Pupils' excellent behaviour and keenness to learn, reflected in their good attendance, provide a firm foundation for their high academic standards. Because of the stimulating environment in which they work and play, pupils greatly enjoy school. A good curriculum caters well for their different interests and needs. Good headway has been made in stimulating interest in and enthusiasm for writing, particularly with boys in mind. Pupils have increasing opportunities to practise and consolidate their numeracy and computer skills across the curriculum and the school is aiming to augment links between subjects to enhance pupils' learning and enjoyment even further. The curriculum affords many opportunities for developing independence, and pupils' awareness of others means that they act safely. They show respect for others and have a great deal of interest in the world around them. Pupils are developing a strong awareness of European and global issues because the school is implementing its well-designed policy for

promoting community cohesion. Enthusiasm for sport and knowledge of how food affects their bodies help pupils to live healthy lives.

Good teaching ensures that pupils develop a thirst for learning and a belief in their ability to succeed. Teachers are skilled in motivating pupils to do their best. They provide pupils with a clear idea of what constitutes good work and this helps pupils to evaluate their own work using specific success criteria. In reviewing their own writing, for example, pupils use the acronym VCOP (vocabulary, connectives, openers and punctuation) to assess how well they have done. Pupils receive excellent feedback through marking. Teachers point out the strengths in pupils' work and provide prompts for further learning. A Year 2 teacher wrote, for example, 'How can you make your work more like a written report rather than spoken language?' Setting for English and mathematics helps teachers to provide a suitable level of challenge for different ability groups. Within the upper sets, there is scope for further challenge for the most able pupils. They are sometimes set 'extension' activities towards the end of lessons, following fairly undemanding consolidation work. This limits the time for them to work at a quicker pace and at a deeper level.

The excellent academic guidance pupils receive is matched by first-class pastoral care. Safeguarding procedures are robust and pupils soon build strong and trusting relationships because they feel secure in the knowledge that adults will listen to them and respond to their needs; as one parent remarked, 'Children are content and stimulated'. Pupils with emotional or behavioural problems benefit from sensitive and effective help. Several parents paid tribute to the excellent support provided for their children and themselves when going through difficult times. One commented, 'The staff go way beyond the call of duty. They have much to be proud of.' The school's care extends beyond the school day with a well-organised after school club. Here, children, including those of Reception age, mix well and enjoy a good range of stimulating activities.

Good leadership and management have successfully guided the school through several staffing changes and building improvements since the last inspection. Improvements in playground facilities owe much to the strong partnership with parents. They raised substantial funds for this and also contributed to the newly erected 'log cabin', which includes an extra classroom, a music room and facilities for the after school club. The school has received national recognition for its partnership with parents.

Self-evaluation is accurate and realistic, and reveals strengths and areas for improvement. In response to a dip in the achievement of boys in writing, for example, further training was organised through a local authority project, and boys' attainment improved. All staff and governors play a strong part in ensuring that the school maintains its good standards and pursues further improvement. The governors work successfully to support the school's work and they keep senior managers and staff on their toes by asking questions about the school's performance. The school's good capacity to improve is evident from the good progress made since the last inspection. The analysis and tracking of pupils' progress is much more rigorous and enables the leadership team to identify quickly any pupils in danger of underachieving. The headteacher has played a major role in sustaining continuity and the continuing focus on improvement. The senior team is relatively new, and the school has identified that there is scope for further development of their skills in mentoring and coaching colleagues in curriculum leadership.

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

### **Grade: 2**

Children are happy to come to school because they enjoy their learning. They excitedly listen as their friendly puppets tell them their programme for the first session of the day. Children are very well behaved and are already aware that to learn, they need good listening skills.

Many children are very articulate for their age. Staff successfully encourage their speaking and listening skills through the frequent use of 'talking partners' and this develops their confidence further. The development of children's personal and social skills is excellent and lays the foundation for the outstanding behaviour and attitudes to learning apparent throughout the school.

Adult support in the Reception classes is highly skilled. Staff provide a rich environment with a wide variety of stimulating activities to meet children's needs, which enable them to achieve well. A strong emphasis on teaching phonics is helping children to acquire the essential building blocks for reading and writing. All children found the 'transport' theme exciting. Some were keen to predict what can be seen on a train journey and draw pictures. Others found the idea of a journey to the moon exciting and eagerly donned 'space-suits' in readiness.

All staff are committed to a high quality of care for children in their charge. The setting is well equipped, safe and secure, enabling all children, including the most vulnerable, to thrive. Staff make good use of observations to track the progress of each child and plan future work. Sometimes, however, the needs of the very able are not fully met as the planned activities lack sufficient challenge.

Leadership and management are good and the impact of this is shown by the quality of children's learning and achievement. Aspirations are high and continuous self-review informs development planning. As a result of this approach the provision has improved considerably since the last inspection.

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

- Improve standards in writing so that they more closely match those in reading.
- Ensure the most able pupils are more consistently challenged in lessons across the school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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?	1
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?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### 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

---

<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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?	1

## 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**

24 February 2009

Dear Pupils

Inspection of Hinchley Wood Primary School, Esher, KT10 0AQ

I am writing to thank you for your help during the recent inspection of your school. You quickly helped my colleague and me to get to know your school, and we enjoyed meeting you. We agree with you that Hinchley Wood is a good school. You have good teachers who encourage you to work hard, advise you very well and praise your efforts. As a result, you all achieve well and reach standards that are above average.

You behave really well, especially in lessons, and it was good to see your levels of concentration and cooperation with one another. You understand the importance of a healthy lifestyle and a balanced diet. Congratulations on achieving the National Healthy Schools Award and the Activemark.

We were particularly impressed by your contribution to school life, through the school council, the 'huff and puff' scheme and the Year 6/Reception buddies. As well as these special responsibilities that some of you have, we found that all children look after one another. We know you are fully involved in many local activities, yet you do not neglect those less fortunate than yourselves in distant places, like Africa.

You attend regularly which shows that you enjoy school and want to come every day. It was great to see how so many of you love reading and this is shown by the high standards you reach. Most of you are also good at writing and we have suggested that you could be even better. You can help by keeping in mind the VCOP ideas whenever you write. Try to adapt some of the phrases you come across in reading - this is often called 'book language' - to create your own interesting descriptions in your written work. Dividing classes into sets for literacy and numeracy means that teachers can set work at the right level, depending on how you are getting on. We have suggested that some children could tackle even harder work. It is a good idea to get your brains 'working overtime' to see just how good you are!

All the adults work very well together to help ensure the good things continue and to spot any areas for improvement. We are sure you will continue do your best to help the school remain a happy place to learn and have fun.

We wish you every success for the future.

Yours faithfully

Rob Crompton

Lead Inspector