

Cuddington Croft Primary School

Inspection report

Unique Reference Number	125027
Local Authority	Surrey
Inspection number	328268
Inspection date	19 June 2009
Reporting inspector	Kay Charlton

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	489
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
Appropriate authority	The governing body
Chair	Mr C Wilson
Headteacher	Mr M Farnham
Date of previous school inspection	15 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	West Drive Cheam Sutton SM2 7NA
Telephone number	020 8642 4325
Fax number	020 8642 9808

Age group	3–11
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Introduction

Two Additional Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of teaching and learning on the achievements of the more-able pupils, notably in writing
- the strengths in care, guidance and support, and their impact on pupils' personal development
- the effectiveness of leaders in promoting school improvement.

Evidence was gathered from observing lessons and pupils' work, and from a scrutiny of the school's documentation and progress data. Inspectors also analysed the parent questionnaires and had discussions with senior leaders, pupils, staff and governors. 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

Cuddington Croft is a larger than average primary school. Most pupils come from White British backgrounds. The proportion from minority ethnic groups is slightly above average, although few speak English as an additional language. The proportion of pupils eligible for a free school meal is well below average, as is the proportion of pupils with learning difficulties and/or disabilities, which are linked mainly to communication. The Early Years Foundation Stage is made up of a 26-place part-time Nursery and two Reception classes. The school has achieved the ICT Mark and Parents in Partnership awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cuddington Croft Primary is a good school where 'children come first'. Pupils' personal development, the care, guidance and support that they receive, and the curriculum are outstanding. The vast majority of parents have very positive views about the quality of the provision. Comments such as, 'We are extremely pleased with not only academic progress, but also emotional and social development', exemplify these well.

Pupils achieve well because of good teaching and learning. Attainment on entry is above average and by the end of Year 6, standards are exceptionally high. Even so, some of the more-able pupils could still do better, particularly in writing. The school has rightly put strategies in place to improve this aspect of its work, and these are beginning to pay dividends. Good examples were seen in outstanding English lessons in Years 4 and 5, where teachers used an exceptionally wide range of approaches to challenge pupils. One very successful approach that particularly extended the more able was the way in which the teachers engaged pupils in evaluating the effectiveness of their learning and also that of their peers. This was especially beneficial to those aiming to reach the higher levels by helping them gain insight into the criteria for success. However, practice of this quality is not yet sufficiently consistent across the school. In all lessons, teachers plan activities carefully and use information and communication technology (ICT) very well to make learning interesting. They make effective use of practical learning to motivate pupils. Teachers work very well with support staff, and this is an important contributory factor in the very good progress of pupils with learning difficulties and/or disabilities. All have excellent relationships with pupils, and are successful in encouraging them to concentrate and work hard. Staff set pupils challenging targets and, in the main, give them good feedback to help them achieve these.

Pupils learn to respect those of different backgrounds and beliefs, and think through the effects of their actions on others. As a result, they work and play together in a very harmonious atmosphere and their behaviour is excellent. They show very good awareness of each other's feelings and, as seen in assembly, are keen to affirm each other's achievements. Pupils thoroughly enjoy school and take on extra responsibilities, such as being members of the school council and house captains, with great enthusiasm. They make a very strong contribution to the wider community, particularly through the school's links with local churches, other schools, colleges and local businesses. All show a very good understanding of the need for a healthy lifestyle and participate in a high level of physical activity. Pupils are very considerate and look after each other very well, showing an awareness of safety at all times. Whatever their age, they are confident about giving their views, for example about school uniform, because they know their ideas are valued; as a result, they play an important role in helping to ensure that school is a good place to be. Older ones help younger ones, as seen at playtimes. Attendance is good and, particularly in terms of their personal skills, pupils are extremely well prepared for the next stage of their education.

The school's curriculum continues to be excellent as at the last inspection. It makes a very strong contribution to pupils' outstanding personal development. A flexible and creative approach to planning has been introduced so that the provision fully meets pupils' needs and interests. The focus on addressing the needs of the more-able pupils has improved this year. Good examples of this are the extra opportunities provided as part of the school's gifted and talented programme, and the setting arrangements in the junior department. Themed weeks, such as the ones centred on humanities and another on communications, are very popular with

pupils of all ages and abilities, and provide exciting and purposeful learning. There is an excellent level of enrichment through visits out of school, some of which are residential, and the wide range of popular clubs. Provision in ICT has improved significantly since the last inspection, as reflected in the school gaining the ICT Mark. ICT is now used very effectively across all curriculum areas.

There are thorough procedures to safeguard pupils, and they receive high-quality care. Staff make sure that all pupils settle quickly and happily into school life and that they feel confident about moving to the next stage of their education. Adults know all the pupils very well and have a good understanding of their personal circumstances. Those who speak English as an additional language and those with learning difficulties and/or disabilities have support that is tailored very well to their needs, and their achievement is very good. The school is highly effective in supporting pupils' personal development, so that pupils are very mature by the time they leave. It uses its target-setting procedures very purposefully, so that pupils are clear about what they need to do to improve. The school has excellent links with a wide range of agencies, for example the police and family support services, as well as with other schools that support pupils' development. The school's parent-teacher association makes an outstanding contribution to school life, and this is reflected in the school gaining the Parents in Partnership award.

Leadership is good, and the school has good capacity to improve. The headteacher provides a strong lead and is very ably supported by his newly formed senior team. Together, they provide a clear sense of direction and have the drive and determination to ensure that the school moves forward. They have already overseen the introduction of a tracking system which gives the school improved ways of checking pupils' progress. However, this system is only recent and, as yet, the school does not have sufficient information about patterns and trends in pupils' progress over time to be certain that it is performing as well as it possibly can. Teamwork is strong among the staff, and everyone realises that they have a part to play in the school's future development. Middle leaders are enthusiastic and support their areas well. This is evident, for example, in the way that the English coordinator is overseeing developments for the most-able pupils. The governing body challenges the school and acts very effectively as its critical friend. Governors work well with the staff and, together, they make a good contribution to community cohesion. The school monitors provision in this area. It actively engages with those from a range of different backgrounds outside the school itself and its local community. The school's self-evaluation is clear about its strengths and areas that are in need of development.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children achieve extremely well because of outstanding teaching. They get off to a flying start in the Nursery, and by the time they start Year 1 many exceed the expected goals in all areas of learning. Across the Nursery and Reception, staff provide excellent support and ensure that children's welfare is second to none. As a result, children quickly develop daily routines and independence, and achieve exceptionally well in the area of personal, social and emotional development. Staff match learning very well to the children's age, interests and ability, so that they are really motivated. In activities seen in the Nursery related to going on holiday, the children were totally engrossed and, because of this, showed very high levels of achievement, for example when filling in details on boarding passes and luggage labels. Assessment across the Early Years Foundation Stage is detailed and guides staff's questioning very effectively so

that they extend children's understanding. Leadership is excellent and has ensured very good improvement in the provision since the last inspection. There are clear plans in place to improve the already very good opportunities for outdoor learning. Parents are involved very effectively as partners in their children's education.

What the school should do to improve further

- Ensure that teaching consistently challenges the more-able pupils, so that all of these pupils achieve their best, notably in writing.
- Build up and use information about patterns and trends in pupils' progress over time, to be certain that the school is performing as well as it possibly can.

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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?	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?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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**

02 July 2009

Dear Pupils

Inspection of Cuddington Croft Primary School, Sutton, SM2 7NA

We would like to thank you for all the help you gave us when we came to visit your school. We judged Cuddington Croft to be a good school that does some things really well. We were very impressed with the ways in which you think through your feelings and learn to take account of those of others. You clearly understand what is meant by the school and class rules and show very good respect for others. You have some excellent ideas that have helped to improve your school. We could see that you gain a lot of confidence and you learn to behave very well indeed. We were glad to hear that you enjoy school so much and that you make good friends. We agree with you that it is important that 'there is always someone to talk to' if you need help.

Your teachers plan exciting and interesting things for you to do, including the residential visits and the wide range of clubs, and you clearly appreciate these. We saw that you concentrate very well and you try hard in your lessons and, because of the good teaching, you achieve well.

The headteacher and senior teachers are very clear that they want to see the school improve even further, and have some very good ideas about how this might happen. There are two things that we agree they should do. One is to make sure that, in all lessons, teachers fully challenge everyone so that those of you who are aiming for the higher levels achieve as well as you can, particularly in writing. Also, we have asked the staff and governors to use the school's improved tracking system to build up information so that they can be sure that the school is performing as well as it possibly can. You can play your part by continuing to try your hardest at all times.

Yours faithfully

Kay Charlton

Lead Inspector