

Wray Common Primary School

Inspection report

Unique Reference Number	125129
Local Authority	Surrey
Inspection number	328293
Inspection dates	5–6 November 2008
Reporting inspector	Lily Evans

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	411
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Willsher
Headteacher	Mrs Debbie Robins
Date of previous school inspection	8 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kendal Close Reigate RH2 0LR
Telephone number	01737 761254
Fax number	01737 763911

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school is popular with parents and serves the community of Redhill on the outskirts of Reigate. There has been a small rise in the numbers of pupils whose first language is other than English. There are below average numbers of pupils with learning difficulties such as moderate learning, and an increasing number of pupils with social, emotional and behavioural difficulties. The school has gained Artsmark Silver and Basic Skills awards as well as the Investors in People and Healthy Schools awards which have been renewed for a third time . There is an after-school club based at the school catering for all pupils including Early Years Foundation Stage (EYFS).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Led by the hard-working headteacher all staff work together in a real spirit of cooperation to provide a good quality of education. Inspectors agree with parents that this school provides, 'A maintained welcoming environment in which pupils thrive and are happy, confident and friendly.' The pupils' enjoyment of learning is at the heart of the school's work. Pupils feel safe and well cared for. They have a good awareness of how to stay healthy and are thoughtful of others within the school and wider community. They work together to raise funds and provide support for those less fortunate than themselves.

Standards are average at the end of Year 2 and above average at the end of Year 6, reflecting pupils' good achievement. In light of the many staff changes and the appointment of a number of staff new to the profession, the school has done well to ensure pupils reach the standards they do. Pupils in Years 1 and 2 have been particularly affected by this disruption and over recent years standards were falling. Achievement over time is better in Years 3 to 6 than it is in Years 1 and 2. However, staffing is now more stable and teachers have received good induction and much support from the headteacher. Good teaching has paid dividends. Standards have picked up and the good gains pupils are making in lessons have ensured that most have made up the ground previously lost. Overall, achievement in Years 1 and 2 is currently satisfactory and there is still some way to go before all groups of pupils achieve well. The school correctly recognises that there is scope to boost standards through more consistently challenging higher attainers so they reach the higher levels. Achievement is good overall in Years 3 to 6 because of the quality of the curriculum, and the teaching has been more consistently good. Boys' writing has particularly improved but the school correctly realises that there is still room for further improvement.

Although there are some inconsistencies, good teaching is quickening pupils' progress. Pupils have a clear idea of how much they have achieved in lessons because teachers set clear criteria at the start and pupils review their own progress at the end of each lesson. Several initiatives are helping standards to rise. For example, pupils use the 'Toolkit' in mathematics lessons to decide which skills are needed for tackling learning and problem-solving. This has had a positive impact on standards. Extra support programmes such as for improving boys' writing have increased their enjoyment of writing and the standards they have achieved. Teachers plan work to provide a better match for different abilities in each class. However, not all teachers make sufficient use of the assessment information they have to plan work that presents appropriate challenge, and on such occasions pupils' progress slows. In addition, target-setting for pupils is at an early stage of development. This is most marked in Years 1 and 2 but there are some inconsistencies in other years.

The energetic headteacher and hard-working staff share a vision for moving the school forward. Their work has a good impact on standards and pupils' personal development and well-being. New staff have settled well because of good induction procedures and appropriate training. Senior staff and subject coordinators have clear roles and responsibilities in monitoring progress on a termly basis. Governors give good support to the school and are prepared to challenge standards as they seek the best outcomes for the pupils. The school's recent record of accomplishment demonstrates good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enjoy school and settle in quickly. They start with skills that are lower than expected on entry but make good progress. By the time they leave EYFS they are working securely within nearly all of the goals expected for their age. However, writing, which is their weakest skill on entry, remains relatively weak compared to all other areas. To help address this the staff have introduced drama and an increased use of activities which link letters to sounds (phonics). Children enjoy well-planned learning activities, with a strong focus on exploration and creativity using outside and inside areas equally well. With good leadership, all staff work as a strong and supportive team. They observe and record children's development and progress, carefully noting where improvement is needed. In mathematics and phonic skills, children often work in ability groups and this is helping to boost progress.

At the start of each activity session, teachers use 'Plan, do, review' so that children know what they will learn and achieve at the end of the session. Children learn to use colourful words to describe fireworks, such as 'fizzy bang'. They begin to link sounds and letters well and more able children write their own poems. Children show ability with sequencing numbers to 20 and adding numbers correctly. They show good personal and social development, for example, role-playing fire fighters 'rescuing a cat from a tree'. Working as a team, they rush to the tree on tricycle 'fire engines' and cone off the area because they understand the need to keep the area safe.

What the school should do to improve further

- Ensure all groups of pupils achieve well in Years 1 and 2, especially in writing.
- Ensure assessment information is consistently used to plan challenging learning and sharpen pupil targets so that individuals know exactly what they must do to improve.

Achievement and standards

Grade: 2

Pupils achieve well from their starting points to reach above standards overall by the end of Year 6. Standards remain high in English although there has been good improvement in mathematics in recent years. This is due to improved leadership of the subject and effective staff training. In the provisional test results for mathematics in 2008 the high proportion of the higher-level grades in 2007 has not been sustained. This reflects the lower prior attainment of the cohort. In 2008, the proportion of higher grades in English has increased due to improvement in the standards of boys' writing. In Year 2 in 2008 despite staff turbulence, standards in reading, writing and numeracy have improved, reversing a three-year downward trend. A lack of continuity amongst teachers in the degree to which they plan work that meets individual needs means that pupils with moderate learning difficulties do not progress as well as they should in Years 1 and 2. By the end of Year 6 they make good progress.

Personal development and well-being

Grade: 2

Pupils enjoy school where they feel secure and valued. This is reflected in their good attendance. They have good awareness of healthy eating and the importance of exercise. They know how to keep safe especially when walking, cycling and swimming and what to do if they have any problems. Their spiritual development is good. They are reflective learners, most acting

responsibly when given independent tasks. They collaborate well in pairs and groups. In discussions about bullying and racism they show their good awareness of right and wrong through their animated responses. Although the majority of children behave very well in response to teachers' calm role models, some pupils find it difficult to move from group discussion to whole class listening activities. This results in some minor disruption in lessons. Pupils demonstrate a good awareness of local and international communities and speak with enthusiasm about, for example, the school's link with a school in France. Pupils make a good contribution to both the school and the wider community through initiatives such as the school council and through successful participation in local events such as music and drama festivals and fund-raising events. Pupils' ability to use laptops independently and to participate effectively in discussions indicate good development of basic skills which augurs well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers give pupils good opportunities to work independently, develop discussion skills and to take responsibilities within small groups. This has a good impact on pupils' enjoyment and the quality of their learning. Teachers challenge pupils well by good questioning and present interesting resources. In an information and communication technology (ICT) lesson on podcasts, after hearing pupils from another school recite their own poems, the teacher asked, 'I wonder if we can make ours even better?' In such motivating lessons, when there is good pace to the activities and high expectations of pupils, they respond very well. Occasionally, where the pace of learning slows, a few pupils have difficulty controlling their behaviour despite the good efforts of teachers to manage the situation. This then slows their learning. Skilled teaching assistants give good support to pupils with additional learning needs and provide clear directions often resulting in good progress. Although teachers plan learning for different levels of ability there can, on occasions, be insufficient challenge. In the best practice, teachers use assessment well to meet pupils' needs.

Curriculum and other activities

Grade: 2

The curriculum has a positive impact on developing pupils' thinking skills, creativity and imagination. A wide range of opportunities including sports and residential visits is provided within and beyond the school day. ICT is used well across the curriculum, ensuring variety in lessons through the use of film and recording on iPods in literacy. Curriculum planning does not fully provide for continuity of learning for all individuals from year to year. This is because assessment information is not used consistently enough to plan learning at individual skills levels. This is especially true in Years 1 and 2. Lower-achieving pupils benefit from intervention programmes in English and mathematics. The 'Social and Emotional Aspects of Learning' programme (SEAL) promotes pupils' personal development effectively.

Care, guidance and support

Grade: 3

The school successfully ensures that there are secure safeguarding procedures, which focus firmly on individual pupils' safety and well-being. For example, there are special arrangements

for Muslim girl swimmers and dedicated support for vulnerable pupils. The school has a good partnership with parents, who positively support the school and their children's education. The school works well with outside agencies to ensure that vulnerable pupils make good progress, especially those with behavioural and moderate learning difficulties. The school promotes good behaviour and there are clear procedures if bullying occurs. Children know what they are learning in lessons and how to measure their progress. However, only a small number of pupils have knowledge of individual targets to take them to their next level in English and mathematics. This good practice is at an early stage, and is not consistent across the school.

Leadership and management

Grade: 2

The impact of the highly motivated headteacher and her strengthened management team is increasingly evident. Standards are improving, especially in mathematics, the quality of teaching is now mostly good, and more consistently good progress is being made by pupils. The headteacher has successfully steered the school through many changes of staff and shares her vision of excellence with her dedicated, whole-school team. The school values and capitalises on the good links with parents and the local community. They have taken a lead in training other schools in their areas of expertise such as the 'Toolkit'. All managers have performance management targets linked to the school improvement plan, in turn, linked to raising standards. Good, embedded monitoring systems help ensure the quality of teaching and enable pupils' progress to be carefully tracked. Managers are involved with less experienced teachers in moderating pupils' work and thereby strive for improved accuracy and consistency of approach. 'Shadow' subject managers assure continuity of practice in the absence of a leader. Governors, a number of whom have only recently taken up their posts, give good support to the school in practical ways and ensure that all statutory requirements are met. The degree of support and commitment over many years of the recently retired Chair of Governors has been nationally recognised.

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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?	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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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?	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

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?	2
How well are learners cared for, guided and supported?	3

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**

19 November 2008

Dear Pupils

Inspection of Wray Common Primary School, Reigate, RH2 0LR

We agree with you that yours is a good school.

The inspection team and I would like to thank all of you for your help during the inspection. We enjoyed seeing you at work, at play, and singing and acting in assembly. We particularly enjoyed talking with you and hearing how much you enjoy school and in particular the good opportunities you have for sport. In lessons it was interesting to hear you discuss your work.

Here is a list of the things we most liked about your school.

- Your enjoyment of school and the many opportunities you have to discuss and take responsibility.
- The good progress you make in EYFS and your test results in Year 6.
- In your lessons your teachers use ICT very well to make them interesting, for example, the use of film in English and recording work with iPods.
- Teachers take good care of you and make sure you know how to be healthy and stay safe.

Your school could improve these things:

- help you to make better progress especially in Years 1 and 2
- how teachers use assessment information about how well you are doing to plan work at the right level, and to set learning targets that guide you to how to improve the standard of your work.

You can help your teachers by doing your best work at all times, listening carefully and behaving well.

Yours sincerely

Lily Evans

Lead Inspector