

Audley Primary School

Inspection report

Unique Reference Number	125060
Local Authority	Surrey
Inspection number	340707
Inspection dates	10–11 March 2010
Reporting inspector	Peter Thrussell

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mrs P Veness
Headteacher	Mrs D L Shields
Date of previous school inspection	2 May 2007
School address	Whyteleafe Road Caterham CR3 5ED
Telephone number	01883 342330
Fax number	01883 348563
Email address	info@audley.surrey.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. All class teachers were seen and 18 lessons were observed. Meetings were held with the headteacher, governors, other senior staff and a group of pupils. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by staff, pupils, and 120 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and their progress, and how well teaching contributes to their learning, especially in Key Stage 1, in writing, particularly of boys, and in science in Key Stage 2
- the effectiveness and use of assessment and the support systems to drive improvement
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvements
- the progress of children in the Early Years Foundation Stage, given their starting points.

Information about the school

Audley is a one-form-entry primary school. Most of the pupils are from White British backgrounds and few are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average, but includes an above-average proportion of pupils with statements of special educational needs. These needs vary, and include speech, language and communication, and social and behavioural difficulties. Children in the Early Years Foundation Stage are catered for in the Reception class. In the last two years there has been some disruption to staffing due to illness. The school has a number of awards, including Healthy Schools and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Audley Primary is a satisfactory school. The headteacher and deputy headteacher work well together, and are supported by an enthusiastic staff, all of whom are proud to be a part of the school. Satisfactory improvement has been made since the last inspection in establishing systems that track pupils' progress as they move through the school, particularly helping to ensure that they achieve well in reading and mathematics. In these subjects, teachers have a better understanding of levels of assessed ability, enabling them to plan lessons that build on pupils' prior knowledge and understanding. A stronger focus on investigative work and problem solving, where pupils can apply their mathematical skills, also helps to ensure good achievement in this subject. However, teachers are less confident in their understanding and use of assessment in writing and science. Consequently, achievement is satisfactory in these subjects as work is not so well matched to pupils' abilities. More-able pupils are not always challenged sufficiently in their learning and less-able pupils, including those with special educational needs and/or disabilities, at times find tasks too difficult, so that progress slows. Apart from differences in achievement between subjects, there is also some variability in learning and progress between year groups in both key stages, due to inconsistencies in the quality of teaching.

Children make good progress in the Early Years Foundation Stage in all areas of learning. At the end of Reception, the majority of children are working securely within or beyond the expected levels for this age. Assessments at the end of Key Stage 1 show attainment to be broadly average in reading, writing and mathematics. In 2009, some disruption to teaching in Year 2 had an adverse effect on attainment, which the school is taking positive steps to address in Year 3. National testing at the end of Year 6 shows attainment to be broadly average, but better in reading and mathematics than in writing and science.

Pupils enjoy school, especially the good range of additional activities that are on offer, and those lessons that require them to learn through practical activities and investigations. They behave and cooperate very well in lessons, always willing to help each other without being asked. When the pace of learning is slow, particularly where introductions are overlong and they are not sufficiently engaged in questioning and discussion, pupils try their best not to become distracted. A high level of pastoral care and support ensures that pupils feel safe in school and know that any concerns are taken seriously.

The school is accurate in its self-evaluation and sets out appropriate areas for improvement in its development plan, for example to raise attainment in writing and science. However, the actions set out do not clearly show the part that raising the

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quality of teaching has to play in bringing about these improvements. As a result, the monitoring of teaching and learning is not robust enough, nor does it have a clear enough focus to support and bring about more rapid school improvement. Given improvements since the last inspection and the recognition of those areas that now need focused attention, the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment, especially in writing and science, by improving the quality and consistency of teaching, ensuring that:
 - leaders rigorously monitor the quality of teaching in relation to areas for school improvement
 - teachers understand levels of assessment and use these to plan appropriate activities that fully challenge pupils of different abilities, especially the more able
 - lessons move on at a quicker pace and fully engage all pupils.

Outcomes for individuals and groups of pupils**3**

The quality of learning observed in lessons during the inspection was satisfactory overall for boys and girls and other groups of pupils, including those with special educational needs and/or disabilities. Pupils' positive behaviour and attitudes make a good contribution to their learning and progress. Their enjoyment of learning was evident in a science lesson, where they made and compared different shapes and sizes of parachutes as part of their work on air resistance. However, more-able pupils, especially, only made satisfactory progress as they had not made predictions, and questioning on their findings was not sufficiently searching to enable them to draw more meaningful conclusions. However, in a good mathematics lesson, learning and progress were much better as pupils worked on the links between fractions, decimals and percentages. Planning was adapted well to the needs of different groups as they worked cooperatively, talked about what they were doing, and referred to their individual targets. In a lesson on the features of performance poetry, many pupils responded well to the high level of challenge. One group's performance of a poem showed a good understanding of features such as emphasis on key words and making relevant pauses. However, pupils themselves did not have the opportunity to evaluate this performance, and further teacher-led discussion was too complex for some, especially less-able pupils, so that learning and progress were satisfactory.

An active school council helps to ensure that pupils contribute towards school improvement. They play their part in community activities, are keen to take part in inter-school events, and realise the importance of charity fund raising. Pupils have a good awareness and understanding of different cultures. Events such as Black History Month and the celebration of different religious festivals promote their good spiritual, moral, social and cultural development. Pupils understand the importance of healthy

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lifestyles, recognised in national awards, and are generally keen to adopt healthy eating habits and keep physically fit. Given this level of personal development, their sufficient acquisition of literacy and numeracy skills and competent use of information and communication technology (ICT), pupils are adequately prepared for their future learning and development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well managed. Good relationships ensure that pupils quickly settle to work. Lessons have clear objectives that are shared with pupils so that they know the purpose of learning and what is expected of them. However, activities are not always planned well enough to take account of the range of ability and aptitudes of pupils, to ensure that all are fully challenged and make good progress. Pupils are set literacy and numeracy targets. Older pupils, especially, refer to these in lessons and understand how they are designed to help them improve their work. Although the marking of work shows some comments on how to do better, this practice is variable. These inconsistencies are reflected in a small minority of pupils who completed inspection

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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questionnaires indicating that they do not know how well they are doing in school. Although pupils are encouraged to talk with partners about their learning, lessons do not always set aside sufficient time, especially at the end, for the whole class to discuss and evaluate how well they are doing.

The curriculum provides a strong focus on developing literacy and numeracy skills, although it is yet to meet the needs of all groups of pupils more fully, especially in writing. It makes adequate provision for other subjects. The school is at an early stage of developing links between subjects to provide pupils with more interesting and purposeful opportunities to use and develop their different skills. Improvements to reading materials and books have taken account of pupils' interests, particularly boys, and contribute to their good progress in reading. Partnerships with local schools effectively contribute to the school's provision, for example, in sport, ICT and music. Pupils benefit from a range of visits and visitors that help to bring learning to life. A good range of popular after-school clubs, including a 40-strong choir, provide further enjoyment and interest, and make a strong contribution to pupils' personal and social development.

The school provides a safe and secure learning environment for pupils and ensures a high level of pastoral care. Assessment is used well to identify pupils working below age-related expectations, and to focus additional support that enables them to catch up. The support for pupils with particular learning needs is good and well managed, drawing on the support of outside specialists when required, for example for those pupils with speech, language and communication difficulties. A self-esteem group supports the few pupils with behavioural and social needs. Good arrangements ensure the smooth transition of pupils to secondary education. Absence is carefully followed up to ensure an average and improving rate of attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and the deputy headteacher are clear about the areas the school needs to focus on to drive further school improvement. Leaders are developing their monitoring roles, but do not yet have a strong enough focus on the improving quality of teaching needed to raise progress and attainment further, especially in writing and science. Inconsistencies in the quality of teaching and learning mean that the school's promotion of equal opportunity is satisfactory rather than good. Governors support the

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work and life of the school well, making regular visits to observe lessons in different curriculum areas. These are helping them to gain a fuller picture of the school's work, in order to offer a greater level of challenge on its performance. Along with the leadership team, governors help to ensure that safeguarding arrangements are fully in place. The school has good links with parents and carers, who are encouraged to play their part in their children's education. An example of this is the 'Learning Platform' that has been introduced in Key Stage 2. This makes computer links between home and school that provide further learning opportunities for pupils and invite comments from parents and carers. The school has evaluated how well it promotes pupils' understanding of, and respect for, different communities. To this end it is exploring the possibility of links with schools in this country and abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy their time in Reception. Visits before starting school and encouragement for parents to play their full part in their children's learning ensure that children settle quickly. They soon become active learners and gain the skills to work independently. They behave well and understand the rules set for their own safety. Although children make good progress in all of the areas of learning, reading and writing remain relative weaknesses. They willingly participate in all activities, whether initiated by themselves or directed by staff. Staff support learning well. They engage fully with children in their play and directed activities, ensuring that they make the most of these opportunities. Observations and assessments ensure that activities are well planned and build on

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children's acquired skills. Although small in area, the outdoor space is not fully utilised to support children's learning, for example by providing more structured, practical hands-on experiences. The setting is managed effectively and staff work well together.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Over a half of parents and carers returned completed questionnaires. Their views are mostly positive of the school and its work. One commented, 'As parents, we are massively impressed by the school and staff.' Although agreeing with many of the parents' views, especially that their children are happy and safe in school, the inspection confirms the school's judgment that the quality of teaching overall is satisfactory, and that, as a result, pupils make satisfactory progress. The team found no evidence to substantiate any individual concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Audley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 120 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	68	36	30	1	1	0	0
The school keeps my child safe	84	72	34	28	0	0	0	0
The school informs me about my child's progress	66	55	47	39	5	4	1	1
My child is making enough progress at this school	51	45	60	50	5	4	0	0
The teaching is good at this school	7	54	19	41	2	2	1	1
The school helps me to support my child's learning	64	53	52	43	3	3	1	1
The school helps my child to have a healthy lifestyle	69	58	51	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	39	56	47	3	3	2	2
The school meets my child's particular needs	51	43	64	53	4	3	0	0
The school deals effectively with unacceptable behaviour	54	45	58	48	3	3	1	1
The school takes account of my suggestions and concerns	51	43	63	53	1	1	1	1
The school is led and managed effectively	73	61	42	35	5	4	0	0
Overall, I am happy with my child's experience at this school	76	63	41	34	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Audley Primary School, Caterham, CR3 5ED

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, and very polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. Audley Primary is a satisfactory school, which means that some things are good but some things need to be improved.

These are the things that the school does well.

- Children get off to a good start in Reception.
- The school looks after you well.
- You behave very well and work cooperatively in lessons without being asked.
- You are keen to take on responsibilities and to do jobs around school.
- The school encourages you to eat healthily and keep fit.
- The school provides many additional activities for you. You benefit from a number of clubs and educational visits to places of interest.
- The school encourages your parents and carers to support you in your learning.

We have asked the school to work on the following things.

You need to do better in school, especially in writing and science. The school should look more carefully at how well each one of you is doing in these subjects. This will help teachers to plan appropriate and challenging work for you all, based on the skills that you have already gained. This work should be just right for each one of you, neither too difficult nor too easy, so that you can all make the best progress possible. Some of your lessons also need to move forward at a faster pace so that you are all fully involved and get more done. We have also asked leaders to check carefully that all of your lessons are of the highest quality.

Thank you again for your help. You can do your bit to help by working hard in lessons and continuing to enjoy all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

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