

# Whyteleafe Primary School

## Inspection report

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<b>Unique Reference Number</b>	125297
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340761
<b>Inspection dates</b>	29–30 September 2009
<b>Reporting inspector</b>	John Laver

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Sharpe
<b>Headteacher</b>	Jenny Jeffcoat
<b>Date of previous school inspection</b>	7 January 2009
<b>School address</b>	Whyteleafe Hill Whyteleafe Surrey CR3 0AA
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## Introduction

This inspection was carried out by three additional inspectors.

The inspectors visited 10 lessons and an assembly, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at pupils' books and a variety of documentation, including 185 parental questionnaires and 105 pupil questionnaires.

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

- progress and standards, of older pupils in particular
- the progress made by children in the Early Years Foundation Stage in light of recent changes in the entry pattern
- how effectively improvements in provision, particularly in teaching, have impacted upon the quality of learning
- how effectively the school's leadership is developing pupils' learning and progress, and developing their awareness of the wider world
- how well pupils develop as individuals and members of the school community.

## Information about the school

The vast majority of pupils in this much larger than average primary school are from a White British background. The proportion of pupils with particular learning difficulties, mostly to do with weaknesses in numeracy or literacy, is below average, but increasing, and there is a very small proportion of pupils with disabilities. The school makes provision for a substantial number of children in the Early Years Foundation Stage. The school is part of a large local schools' confederation.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Whyteleafe Primary is a good school. It successfully combines above average academic standards with strong personal development, and in the process ensures that pupils enjoy all aspects of school life. Pupils behave well and appreciate the high quality of the school's support and the safe learning environment. They have a very positive attitude towards learning and their attendance is above the national average. The range of after-school activities is highly valued, and the school gives pupils many opportunities for healthy exercise. The school makes outstanding use of its links with a range of partner institutions to increase the quality of provision for all pupils.

Children in the Early Years Foundation Stage make good progress in both learning and personal development. Pupils continue to make good progress as they move up through the school. Although pupils left school in 2008 with average standards, the results in previous years, and again the unvalidated 2009 results, show 11-year olds reaching above average standards. Almost half the pupils attained the higher levels in English and mathematics. This reflects good teaching and the impact of a range of initiatives, such as new groupings in mathematics and strategies to improve writing. Previous disparities in the standards and progress between boys and girls have significantly narrowed, although overall girls still make more progress. Teachers make good use of pupils' evident desire to learn. They challenge pupils to develop higher-order skills, make them take pride in their work and enable them to learn actively through a range of activities. Teachers also encourage good speaking and listening skills. There is no unsatisfactory teaching, although occasionally there are inconsistencies both in marking and the way teachers use pupils' targets to raise standards and improve progress still further.

There is a good curriculum, with particular strengths in music and in the range of extra-curricular clubs, which contribute to several sporting successes. Pupils enjoy activities such as swimming and visits like the 'Thames Explorer' trip, and also welcome the opportunity to take responsibility by serving on the school council and helping each other in school.

The school has a good capacity for sustained improvement. Although there are occasional inconsistencies in teachers' use of assessment, this has improved considerably since the previous inspection. The school accurately evaluates its strengths and has relevant plans for further improvement. The leadership has already successfully implemented several improvement strategies, for example in mathematics. However, monitoring of teaching and learning is heavily dependent on the headteacher, and curriculum coordinators are not sufficiently involved in monitoring activities. Although the leadership has begun to develop awareness of the wider world, many pupils' understanding of the diversity of British society and the wider world is underdeveloped.

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## What does the school need to do to improve further?

- Further raise standards and improve progress by:
- developing the monitoring role of curriculum coordinators in order to help teachers make more consistent use of assessment and pupils' targets in their classroom teaching
- Raise pupils' awareness of the diversity of British and other cultures by:
- developing a more global approach to community cohesion, building on the school's success in fostering pupils' active participation in the school and local community.

## Outcomes for individuals and groups of pupils

2

Pupils' very positive attitude towards learning was evident in the lessons observed and the work scrutinised by inspectors. Pupils are enthusiastic about their lessons as well as all other aspects of school life. A notable strength of the school is the very strong moral and social development, which is reflected in good behaviour and the excellent relationships in the classroom, where pupils work collaboratively and productively. Teachers successfully develop pupils' confidence, which shines through in their above average speaking skills and their readiness to listen constructively to each other. Good spiritual development is evident in assemblies. Cultural development is strong in areas such as music and art provision. Pupils' awareness of the diversity of other cultures is less developed, although the school does try to address this, for example by taking pupils to a range of places of local worship.

Both the results of national tests and the inspection indicate above average standards in the key subjects of English and mathematics. Pupils' progress by the age of 11 has been one of the school's biggest successes and is demonstrated in the substantial proportion of both boys and girls reaching the higher levels. Most pupils take pride in their work. The school successfully meets the needs of higher attainers, including gifted and talented pupils, while most average-attaining and lower ability pupils also make good progress. The very few pupils from minority ethnic backgrounds share in the good progress, as do those pupils with special educational needs and/or disabilities. The success in raising standards and progress is partly the result of strategies such as remodelling mathematics teaching groups, more effective use of teaching assistants and developing a wider range of teaching and learning resources.

The school is very successful in developing friendly, responsible young citizens. They enjoy responsibility, feel safe in school at all times and have a good understanding of why it is important to lead a healthy lifestyle, although not all pupils eat as healthily as they might at lunchtimes. They appreciate the effort which the school puts into developing good links with other schools and other outside organisations, so that they are well prepared for the next phase of their education and life generally.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Particular strengths of the teaching are the high expectations of most teachers, their encouragement of pupils to reply to questions at length, the way they make lesson objectives clear to pupils, and the emphasis on pupils working collaboratively and productively. An example of pupils responding well to high expectations was observed in a mathematics lesson for older pupils, in which they all contributed answers to complex problems and were keen to demonstrate their reasoning and understanding. The school has improved the use of assessment since the previous inspection. Systems for tracking pupils' progress are now in place with the result that assessment is more accurate and useful portfolios of assessed work clearly show progress and how pupils can move to the next level. Most pupils know their targets, but they are not used consistently by teachers as a way to boost learning even more in lessons. On occasions, although pupils make good progress, they could achieve even more.

Pupils and parents are very appreciative of many aspects of the good curriculum, particularly the provision of swimming and music, the visits, and the range of out-of-school clubs. The school makes very good use of its links with other local schools, resulting, for example, in opportunities for specialist teaching in sport, and also opportunities for gifted and talented pupils to experience 'booster sessions' in subjects such as mathematics. There is good provision for pupils with particular learning needs and the few with disabilities, supported by strong links with a range of outside agencies.

<sup>1</sup> 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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The high priority given to care is also evident in the provision of programmes such as railway safety awareness.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher and her leadership team have worked hard and successfully to build on the successes evident in the previous inspection. Knowledgeable governors contribute well to the evaluation process, and many are active in the school. Staff and governors successfully promote equality of opportunity, evident in the good progress made by all pupils, the positive ethos of the school and the absence of discrimination. The school has robust safeguarding procedures in place to ensure pupils' safety. Partnerships with a range of institutions make an outstanding contribution to the success of the school. Partnerships range from links with pre-schools to joint projects with other schools in the strong local confederation. These links support the professional development of staff and result in initiatives to boost learning and provide more opportunities for pupils, for example in outdoor projects.

The headteacher monitors teaching well and her accurate evaluation of the school's strengths and areas for development translates into relevant and detailed planning for future improvement. Curriculum coordinators share this vision for improvement, producing action plans for their own subject areas. The coordinators support other staff and monitor planning and work. However, they have very few opportunities to monitor teaching and model the best practice, which is why, although progress is good overall, there are some inconsistencies in the way teachers use assessment. The school makes a satisfactory contribution to community cohesion. There are good opportunities for children to take up responsible positions within the school and contribute to charities and other events in the local community. However, the leadership also recognises that its efforts to further pupils' understanding of what makes Britain a diverse society and give them a more global perspective are still at a relatively early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Standards of children on entry to Reception classes have become more variable in recent years, particularly in the skills of number, language and other communication skills, but overall are broadly average. While in Reception, children make good progress in all areas of knowledge and understanding of the world as well as in language and number skills and personal, social and emotional development. By the time they leave Reception, children are above expectations for their age group, and they are well prepared for entry to Year 1. There are several reasons for this success. There is good leadership and management of the Reception classes, with well-trained and enthusiastic staff working well as a team. Parents are very appreciative of this and the good liaison they have with staff. Staff make particularly good use of assessment to monitor children and move them on, and this assessment results in a good balance in planning between teacher-led and child-initiated activities. Teaching is good, although there is a limited amount of focused higher-level questioning which could help the most able children make even quicker progress. Indoor and outdoor learning facilities are used well, although some of the indoor displays are not very stimulating. Children feel very secure, because there are strong welfare systems in place.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## Views of parents and carers

In the response to questionnaires, parents were overall very positive about the school's impact on their children's well-being. A very large majority are certain that their children enjoy the experience of being at school. Most parents think that the school looks after their children well and that teachers teach them well. They value the ethos of the school, a typical comment being: 'This is a very friendly and caring school.' A very small minority of parents have some concerns. These are parents who would like more regular information about pupils' progress or who believe that their children could make better progress at school. There are also a few parents who feel that the school does not always manage behaviour effectively and that the school does not take enough account of parental views. The inspection findings support the positive views of most parents, particularly that pupils are making good progress, that they behave well most of the time and that the leadership manages the school well. The inspection team acknowledges parents' desire for regular information on their children's progress, but believes that the school leadership does involve parents in their learning in a variety of ways, as most parents recognise.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whytleafe 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 12 statements about the school.

The inspection team received 185 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	57	71	38	2	1	0	0
The school keeps my child safe	95	51	86	46	3	2	0	0
The school informs me about my child's progress	55	30	107	58	12	6	3	2
My child is making enough progress at this school	61	33	101	54	11	6	1	0
The teaching is good at this school	77	42	98	53	2	1	0	0
The school helps me to support my child's learning	69	37	105	57	12	6	0	0
The school helps my child to have a healthy lifestyle	77	42	101	54	6	3	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)	71	38	92	50	8	4	0	0
The school meets my child's particular needs	69	37	99	53	6	3	2	1
The school deals effectively with unacceptable behaviour	52	28	103	69	19	10	2	1
The school takes account of my suggestions and concerns	44	24	108	58	18	10	4	2
The school is led and managed effectively	64	34	101	54	9	5	4	2
Overall, I am happy with my child's experience at this school	84	45	88	47	4	2	1	0

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 October 2009

Dear Pupils

Inspection of Whyteleafe Primary School, Whyteleafe, Surrey, CR3 0AA

Thank you for your polite and warm welcome when we visited your school this week. You told us about your school, and we also discovered a lot by seeing you at work in lessons, in assembly and also around the school.

Whyteleafe Primary School gives you a good education. In particular, you make good progress in your lessons. More of you produce a high standard of work and more attend school more regularly than pupils do in many similar schools. We were particularly impressed by the pride you take in your workbooks. We know that you like school, feel safe and get on very well with each other. We are impressed by the way you show responsibility, for example when serving on the school council and when older pupils help younger ones. We agree with you and your parents that the school looks after you well. We also know that you are very enthusiastic about visits such as the 'Thames Explorer' trip and the after-school clubs for sport and other activities such as music. Your headteacher leads the school well, and we understand why you like your teachers, because they put a lot of effort into helping you do well.

In order to make your good school even better, we have asked that:

- teachers learn from each other how best to mark your work and use your targets so that you can all make even more progress in school
- staff give you more opportunities to learn about parts of Britain which are very different from the area in which most of you live, and develop more understanding of how people live and think in other parts of the wider world.

You will continue to do well at school by showing the same keenness to learn and desire to do well for your teachers as we saw when we visited your school.

Thank you again for two such interesting days in your school.

Yours faithfully

John Laver

Lead inspector

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