



Cuddington Community Primary School

Inspection report

**Better
education
and care**

Unique Reference Number 124963
LEA Surrey LEA

Inspection number 281847
Inspection dates 4 - 5 May 2006
Reporting inspector Mr John Brennan AI

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

Type of School	primary	School address	Salisbury Road Worcester Park
School category	community		KT4 7DD
Age range of pupils	4 - 11		
Gender of pupils	Mixed	Telephone number	020 8716 2677
Number on roll	204	Fax number	020 8716 2622
Appropriate authority	The governing body	Chair of governors	Mrs Julie Crowther
Date of previous inspection	28 February 2000	Headteacher	Mrs Sue Goodman

Age group	Published	Reference no
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils who attend this average size primary school come from families of a professional background. The percentage of pupils entitled to free school meals is very low. Children start school with skills and abilities that, in most years, are a little above those found nationally. An average percentage of pupils have learning difficulties or other disabilities. Most pupils are of a White British background. A small minority of pupils are from an Asian background. A very small number of pupils are at the early stages of learning English. The school has had an unsettled time since the last inspection. It has had four different headteachers in the last four years and there has been a very high turnover of staff. The present headteacher has been in post for one year. The school has until recently been receiving extra help from the local authority.

Key for inspection grades

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

Overall effectiveness of the school

This is an improving school. It has successfully come through a time of great change and is doing a good job; giving good value for money. This can be seen in the rapid and professional way the school responded to a recent local authority review. There is vigour in the leadership of the headteacher and governors. The school has an accurate view of how well it is doing and is well placed to improve further. Coordinators for English, mathematics and science are influential. Pupils progress well in these subjects; standards are above average and rising well. They are particularly high in science. Children in Reception progress well. Almost all reach expected standards by the end of Reception. A significant number of children go beyond this. As a result of effective focus by the school, pupils' personal development is good. Relationships are mutually supportive. Pupils work hard and, when tasks allow, think creatively. However in some subjects learning is restricted to filling in mundane worksheets. On an individual level pupils' needs are carefully assessed. Class teachers and pupils themselves know what the next stages of learning are. However, assessment information is not collected in a way that makes it easy for subject leaders, the headteacher or governors to consider alongside national data. Improvement since the last inspection has been satisfactory. There is still work to be done to improve the balance of the curriculum and in ensuring all coordinators are influential in this.

Grade: 2

What the school should do to improve further

- Ensure that all tasks in the wider curriculum are consistently stimulating and that the curriculum is better balanced
- Implement existing plans for systemising the collection of pupil progress data.

Achievement and standards

Standards are above average and improving well. Pupils are progressing at a good rate. Children in Reception make good progress in reading, writing, number work and in their personal development. The vast majority reach expected standards and a significant number go beyond this. Until recently the school has found it hard to capitalise on this good start to school. Higher attaining pupils in Years 1 and 2 have not progressed quickly enough in writing and in mathematics. Consequently, results in national tests declined. Whilst standards rose impressively in science in the juniors, they tailed off in English because few pupils reached higher levels in writing. As more is now expected of higher attaining pupils in English and mathematics lessons, progress is good. More and more pupils are working beyond expected levels. Targets have become more challenging and pupils are on course to meet these. All groups of pupils are now achieving well throughout the school. This includes pupils from differing ethnic minority backgrounds. Evidence shows that standards in English, including writing, and in mathematics are above average and in science exceptionally high.

Recent changes, which ensure that pupils who have learning difficulties and other needs are educated alongside their peers, are working well. Pupils receive good support in classes and work is well matched to their needs.

Grade: 2

Personal development and well-being

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Attendance is satisfactory.

The family ethos of the school helps pupils to behave well and to help each other. Pupils are confident, friendly and courteous. They respect and understand different views and cultures. Their ability to reflect was very evident in an assembly when pupils appreciated each other's achievement with delight. Pupils make a positive contribution to the community through numerous fund raising events. They accept responsibility willingly, and have a strong voice in the running of the school. The School Council is active and influential, for example, in increasing the number of water fountains in school. The emphasis on improving basic skills in English, numeracy and computing effectively prepares pupils for their future lives. There are occasions in science, for example, when pupils demonstrate their ability to work in teams and be imaginative in finding solutions to problems. This zestful attitude is not as apparent when work is more mundane.

Pupils know how to keep safe and healthy. Year 4 pupils have written about how to be safe in the school's swimming pool. One pupil astutely pointed out that 'school dinners have improved after Jamie Oliver. We get lots of vegetables, salad and fruit.' Midday staff see to it that this is the case.

Grade: 2

Quality of provision

Teaching and learning

Decisive action by the headteacher and key coordinators, based on an accurate view of teaching, has remedied past deficiencies. Less confident teachers have been given very good support and have improved considerably. Teaching and learning are now good.

Relationships are relaxed. Teachers assess pupil's work accurately and use this information to pitch work at the right level and to give pupils a clear idea of how to improve their work. Changes to the teaching of writing and mathematics are working well. Pupils are being given time to plan, draft and edit their writing, and, in mathematics, to ponder and pursue problems. This is helped by perceptive questions such as in Year 2 where the teacher asked, 'can you make that number with three different numbers?' Freedom to think is a fundamental part of the school's success in science. Pupils, especially higher attaining ones, lap up this type of learning. Such confident teaching is not yet consistently found in other subjects. There are episodes of thoughtful work, especially in Year 6 where pupils are often faced with blank

paper to pour their thoughts onto. However, in other year groups too much of what pupils do, in history and geography for example, consists of completing uninspiring worksheets.

All teachers work well with teaching assistants. This helps pupils who have learning difficulties to do well throughout the school. This good partnership also enables teaching and learning in Reception to be practically based. Here key skills are taught well in adult led sessions and are subtly woven into activities which children choose to do for themselves.

Grade: 2

Curriculum and other activities

The school provides a satisfactory curriculum. The curriculum in Reception is stimulating and gives equal value to learning indoors and out. Elsewhere literacy, numeracy, science and pupils' personal development form the core of the curriculum. A fruitful partnership with a specialist secondary school has helped make the science curriculum especially strong. However, the curriculum is not properly balanced. The emphasis English and mathematics has squeezed time in some subjects, for example, in Year 2 pupils have done too little history and geography. This impacts negatively on standards. Pupils talk of learning being 'fun' and having to 'concentrate hard' when applying what they learn in one subject to another. However, apart from in Year 6, such opportunities are episodic rather than part of everyday learning. A good range of visits, such as to museums, galleries and residential trips, makes a valuable contribution to pupils' learning and personal development. However, the range of extra-curricular activities is too weighted towards sport.

Grade: 3

Care, guidance and support

The quality of care provided by the school for its pupils is good. Adults are very mindful of pupils' needs. Requirements for child protection are in place and are known to all adults. Pupils are clear about who they can approach if they have problems. Pupils say they feel safe and well supported by staff. 'If there is bullying, it gets solved fairly and swiftly,' pupils point out.

Pupils who have particular needs, especially those who have learning difficulties and those needing help to speak English are given good support. However, changes to provision for pupils who have learning difficulties have not been communicated effectively, resulting in some parental insecurity.

However, the school is only just beginning to think about the needs of talented and gifted pupils. Regular and accurate assessments of individual pupils are used well by class teachers to pitch work correctly and to give pupils a good idea of the next stages in learning.

Grade: 2

Leadership and management

Much of the school's recent improvement is down to the drive of the headteacher and governors' persistent and gently probing questioning of the school. This is proving a recipe for success and has helped put the school back on course after an unstable period of rapid staff and leadership change. Local authority support, until recently deemed necessary, is no longer needed. The school can be in a good position to improve further because leadership and management are good.

The headteacher has used the close partnership with the local education authority well as a springboard to bring about a raft of recent changes. New appointments have been made to fill gaps in leadership. Consultation with staff and governors has created a good sense of team spirit. Efforts at developing leadership qualities in other staff have met with mixed success but close partnerships, for example, through a Primary Learning Network, have equipped key staff with essential leadership skills. The coordinators of English, mathematics, science have made important changes to teaching and learning in their subjects and keep a close eye on how well these are implemented. Attempts to do this are made difficult by a fragmented approach to tracking how well pupils are doing. Systems vary from class to class and whilst they are used well by individual teachers to assess pupils on a one to one basis, it is difficult for coordinators and other school leaders to collate and use performance data in their leadership roles.

The school works in an increasingly close partnership with parents, for example by consulting with them on a Healthy School initiative. The vast majority of parents are supportive of the school.

Grade: 2

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Inspection Judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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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	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

Achievement and standards

How well do learners achieve?	2	
The standards reached by learners	2	
How well learners make progress, taking account of any significant variation between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	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?	3	
How well are the learners cared for, guided and supported?	2	

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 performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex A

The extent to which schools enable learners to be healthy	Judgement
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Judgement
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution.	Judgement
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community.	Yes
The extent to which schools enable learners to achieve economic well-being	Judgement
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA