

Cuddington Community Primary School

Salisbury Rd, Worcester Park, Surrey, KT4 7DD

Inspection dates

21–22 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- The quality of teaching is not consistently good. Some recent improvements are yet to have an impact on increasing the rate of pupils' progress, particularly in Year 3 and Year 5.
- Too few pupils are reaching the higher levels in their work because activities are not hard enough. Pupils do not make enough progress to ensure that they reach their full potential.
- Leaders do not have an accurate view of the quality of the school's work. As a result, school development plans do not focus precisely on what needs to be done to help pupils to make faster progress.
- The governing body has been through a period of instability. As a result the level of challenge offered to the school has not been effective in bringing about improvements.

The school has the following strengths:

- Pupils who receive support from the pupil premium make good progress and achieve well. Pupils who join the school from other countries are supported well to learn English. As a result they settle quickly into school life.
- Pupils' spiritual, moral, social and cultural development is promoted strongly within a caring friendly atmosphere.
- The school's support for disabled pupils and those who have special educational needs is good, both in the main school and the specialist provision.
- Behaviour is good. Pupils are keen to come to school and want to learn. They play well together and feel safe at school

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons, half of which were observed jointly with the headteacher or deputy headteacher. They also made some short visits to all classes to observe how the school teaches subjects other than English and mathematics.
- Observations of teaching and learning were undertaken with the deputy headteacher in the Jubilee Centre, to look at this specialist provision.
- Inspectors also observed an assembly led by the local vicar as well as some small groups working with teaching assistants. They also listened to a selection of pupils from Year 2 and Year 6 read.
- Inspectors held discussions with: five members of the governing body, including the Chair of the Governing Body; middle leaders responsible for reading, writing and mathematics; the headteacher; the deputy headteacher in her role as special educational needs coordinator; and the teacher in charge of the Jubilee Centre. A telephone call was made to a representative from the local authority.
- Inspectors spoke formally to a group of pupils and informally to others in the playground and around the school.
- Inspectors looked at a range of documentary evidence including: the school's records of pupils' progress and standards; records of incidents of bullying and poor behaviour; safeguarding documents and those relating to health and safety; the school website; samples of minutes from governing body meetings; reports from the local authority; and the school's development plans. Inspectors also looked at the work in pupils' books across a range of subjects.
- Inspectors took account of the school's most recent survey of parents and carers as well as the 54 responses to the online Parent View survey and the 15 responses to the staff questionnaire. They also took account of an email from a parent or carer and spoke informally to some parents and carers in the playground.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Vicky Turner

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- In September 2012 additional resource provision for pupils with autistic spectrum disorder was opened. Known as 'The Jubilee Centre', it has provision for 14 pupils across the primary age range. There are currently seven pupils on roll, all of whom are in Key Stage 1.
- The proportion of pupils in receipt of the pupil premium is approximately half the national average. Funding currently supports pupils who are eligible for free school meals or who are looked after by the local authority.
- The majority of pupils are of White British heritage with those of Any Other Asian background forming the next highest group.
- The proportion of pupils who speak English as an additional language is below average. However, many of these pupils enter the school at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- A breakfast club and after-school provision are run on the site by a private provider and were not subject to this inspection
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress
- Since the previous inspection there have been several changes of staff at all levels.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make good progress by ensuring that teachers provide work that is hard enough for all pupils, especially the most able, so that everyone reaches their full potential.
- Improve the quality of leadership to at least good by ensuring that:
 - leaders and governors rapidly undertake a rigorous check of the school's work leading to action plans that are tightly focused on improving the quality of teaching and pupils' achievement
 - information on pupils' progress is analysed so that staff can identify more quickly those at risk of falling behind
 - the governing body rapidly implements the changes in procedures and policies made by the new Chair of the Governing Body, so it can effectively challenge the school to improve.

An external review of governance should be undertaken in order to assess how this aspect of leadership may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- A legacy of weak teaching in some year groups means progress has been inconsistent over time. As a result standards have fluctuated. By the end of Year 6 most pupils achieve in line with national averages, but too few achieve at the higher levels. Recent improvements in teaching have not had enough time to have an impact on achievement to ensure it is consistently good.
- Standards at the end of Year 2 in 2013 were below national averages in all subjects. These pupils, now in Year 3, are beginning to make better progress but have not yet caught up. In Years 5 and 6, pupils' progress has accelerated recently but improvements have not yet led to consistently good achievement overall.
- Most pupils in the Reception class make good progress from broadly typical starting points and are well equipped to start Year 1.
- Disabled pupils and those who have special educational needs make good progress and their standards are in line with those of similar groups nationally. Their progress is carefully tracked by the special educational needs coordinator and work is carefully planned to meet their needs.
- Pupils who speak English as an additional language make expected progress from their starting points because they receive good support, particularly those at the early stages of learning English.
- Pupils from minority ethnic groups in the school make expected progress from their starting points and standards for this group are broadly average. Too few pupils, apart from those of White British heritage, achieve at the higher levels.
- Those eligible for the pupil premium make good progress. In 2013 this group achieved higher standards than their classmates in English and mathematics. School information shows this group to be achieving well in all year groups.
- Sports funding has been used to develop the teaching of gymnastics across the school. A specialist teacher is developing pupils' skills and those of the teachers. As a result uptake of places at the after-school gymnastics club has increased. Further funds are being used to increase the number of after-school sports activities and to develop links with clubs and other schools to increase opportunities for the pupils to take part in tournaments.
- Homework is set regularly across the school and often supports learning in topics, spelling and reading. Some parents and carers feel that not enough homework is set and the school is reviewing its policy in the light of this information.
- Pupils who attend the Jubilee Centre make good progress from their starting points because work is carefully designed to meet their very individual needs. Assessments are accurate and reflect the varying needs of the individual pupils.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not good enough to ensure all groups of pupils make good progress from their starting points and reach the standards of which they are capable.
- Teachers have developed some lively methods of getting the children interested and hooked into the learning. However, in some classes, the work set for them is often too easy and many pupils can complete even the hardest tasks too easily. As a result, pupils, especially the most able, are not making enough progress to reach the standards that they are capable of.
- In Years 3 and 5 where achievement is lowest, there is some evidence that progress is beginning to improve as a result of better teaching. However the most recent assessments for these year groups do not reflect the accelerated progress that is needed if they are to catch up.
- Books are well presented and pupils take a pride in their work. Most comments made by teachers give pupils a clear understanding of what to do next to improve.

- Improved teaching and a common approach to the teaching of the sounds letters make, (phonics) in Reception and Key Stage 1 have led to improved outcomes in the government's phonics screening checks. Results in 2012 and 2013 improved year on year and were above average.
- The majority of classrooms and corridors are vibrant and displays are designed to support learning. Investment in training for teaching assistants has ensured they are effective partners in class and when they are teaching small groups. During a good mathematics lesson in Year 2, assistants were confident to take the initiative and adapt tasks to ensure pupils made good progress.
- Teaching in the Jubilee Centre is good. Good liaison between the designated teacher and support staff ensures that all activities are effectively taught and pupils have access to high-quality resources in a well-designed environment. Pupils are integrated into mainstream lessons if it is appropriate and other pupils accept their involvement positively.
- No pupil, regardless of background or need, is denied access to anything the school has to offer. However not all pupils make consistently good progress and receive consistently good teaching.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils behave well in lessons and around the school building. They have very positive attitudes to learning and are keen to do their best at all times. Even when tasks are too easy they retain a positive attitude.
- The high expectations of the staff team and a consistent approach to managing behaviour mean that lessons are rarely disrupted. This view is endorsed by the inspectors and the pupils.
- Pupils get along very well together. They show much respect and kindness to each other and adults who help them. The older pupils take a pride in their roles as monitors and 'buddies' and are keen to support younger pupils or new arrivals. Pupils say they feel safe in school and are adamant that bullying does not occur. They understand different forms of bullying, including cyber bullying, and could explain how the school has taught them to be safe on the internet.
- Parents and carers agree that their children are safe. Recent newsletters have reminded parents and carers of the need for safety checks, when children use social media sites and games that use chat rooms, at home.
- The school's work to keep pupils safe and secure is good. There are robust procedures for raising any concerns. Record keeping is detailed and thorough and all members of staff have regular training. There are good relationships with external agencies supporting vulnerable families.
- Attendance is above average and pupils are punctual.

The leadership and management require improvement

- Progress towards becoming securely good has not been rapid because leaders, including governors, have not undertaken a rigorous self-evaluation of the school's strengths and weaknesses. As a result leaders are not clear about exactly what is needed to ensure the school moves forward. Action plans are not precisely focused on the key priorities.
- Teachers are now being held more firmly to account for the progress of pupils. Increased opportunities for assessing pupils' progress and better monitoring by leaders are starting to have an impact on achievement. However some improvements have been very recent and in those classes the impact on improved outcomes has yet to be seen.
- Assessment information is now being shared with staff more frequently. However it is not analysed or presented in a way that makes it easy to spot if groups of pupils are falling behind.
- Middle leaders play an increasingly important role in the delivery of training and as role models for good practice. Staff are appreciative of the opportunity to observe and share this practice to support their own development.

- Pupil premium funding has been used to provide a variety of support, including extra tuition, a learning mentor and to enable pupils to attend trips and residential visits. Pupils who are supported by these funds attained higher levels at the end of Year 6 than their classmates.
- The curriculum is interesting and pupils enjoy the topics that cover a variety of subjects. The curriculum provides some good opportunities for pupils to develop their skills in English and mathematics while studying other subjects. Pupils in Year 5 were observed developing their computer skills, creating a multimedia presentation for parents and carers about the Himalayas as part of their work on India.
- The local authority has provided considerable, effective support to the school by providing training opportunities to improve the quality of teaching and a learning partner to support leadership development. Regular meetings are undertaken to ensure the school is making sufficient progress towards being good. The local authority has also been instrumental in supporting the governing body. However the lack of clear self-evaluation by the school means that some of the support is not carefully targeted to the right priorities.
- **The governance of the school:**
 - Governance requires improvement because it is not offering enough challenge to leaders. Governors are committed but the lack of accurate self-evaluation information and precise targets for improvement makes it difficult for them to assess whether enough progress is being made. The governing body was without a Chair of the Governing Body for several months. As a result some of its work was stalled. At the request of the headteacher, the local authority has recruited an experienced, advanced skills governor to take up the position. In post for a month, he has already begun to implement change. Committee structure has been revised and training has been given to ensure all governors have a clear understanding of their precise roles and responsibilities. Analysis of how the school spends the pupil premium and the sports funding has not been undertaken recently, so they do not have a clear view of whether this has been used effectively. Performance management responsibilities have been reviewed and targets have been set for the headteacher and staff which are closely linked to the school's priorities as agreed with the local authority. There is a concerted plan to recruit new governors with specific skills to fill vacancies. They have ensured all statutory safeguarding requirements are in place.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	124963
Local authority	Surrey
Inspection number	431053

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	210
Appropriate authority	The governing body
Chair	David Mayall
Headteacher	Sue Goodman
Date of previous school inspection	30 April–1 May 2012
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