



# West Ashtead Primary School

## Inspection Report

**Unique Reference Number** 125026  
**LEA** Surrey LEA  
**Inspection number** 281864  
**Inspection dates** 22 May 2006 to 23 May 2006  
**Reporting inspector** Grace Marriott AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Taleworth Road
<b>School category</b>	Voluntary controlled		Ashtead
<b>Age range of pupils</b>	5 to 11		KT21 2PX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01372 272082
<b>Number on roll</b>	328	<b>Fax number</b>	01372 279477
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Debra Beer
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mrs Jane Douglass

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 22 May 2006 - 23 May 2006	<b>Inspection number</b> 281864
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is larger than average, with more boys than girls. Pupils come from relatively advantaged homes with very few families entitled to free school meals. The proportion of children with learning difficulties is average. Very few children are from minority ethnic backgrounds. The infant section has one class in each year and the junior section has two. The school has recently become part of a confederation of primary and secondary schools in the area.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school is providing its pupils with a satisfactory education with strengths in the provision for personal development and care. Pupils start school with better knowledge and skills than most children of their age and even though standards are above average by Year 6, pupils' achievement is satisfactory. Inspectors therefore judge that the school's effectiveness is currently satisfactory, though improving. Initially, the school judged its effectiveness as good.

The provision for spiritual, moral, social and cultural development is good. Pupils enjoy school, behave well and take on real responsibility. They take part enthusiastically in good extra-curricular activities. The curriculum is meeting pupils' needs increasingly well and they are well prepared for the next stage of education. The reception year gives them a secure start. Pupils in all year groups are very articulate and are competent in using basic skills of literacy, numeracy and information and communication technology (ICT). Teaching is sound overall and much is good, but some aspects such as target setting and marking, are not consistent enough across the school to ensure that pupils make good progress and to help them understand how well they are doing.

Leaders and managers are increasingly focusing on raising expectations and achievement and are not complacent. This is having a positive impact. However, monitoring is not yet rigorous enough to ensure that the level of challenge is always as high as it is where teaching is most effective. Improvement since the last inspection is satisfactory and good in some areas such as the provision for ICT. The school is well placed to improve further. It provides satisfactory value for money.

### What the school should do to improve further

To raise achievement:

- monitor teaching more rigorously to ensure that all lessons have the high expectations and level of challenge evident in the good teaching
- make sure that assessment and target setting are sharply focused on raising achievement
- make sure that the marking of pupils' work gives them more information on how to improve

## Achievement and standards

### Grade: 3

Standards are above the national average at all stages in the school and pupils' achievement is satisfactory. The school's targets for Year 6 tests in 2005 were quite challenging and in English they were achieved. In mathematics the school exceeded the target for the higher levels, though it fell slightly short of the overall target. From Reception onwards pupils, including those who are more able, make satisfactory progress. Pupils with learning difficulties or disabilities generally make good progress. Standards in English and mathematics are above average. Most pupils read well and

write accurately, though standards in writing are not as good as in reading. In mathematics, pupils have good calculation skills and, when given the opportunity, tackle investigations systematically and effectively. In all year groups, pupils are very articulate and present ideas with confidence, using a wide vocabulary. When the level of challenge is high, as it is in several classes, pupils achieve well, but this is not consistent and is the main reason why progress is satisfactory rather than good.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Pupils attend very regularly and respond well to the opportunities provided. They behave well and have good attitudes to learning and when they are well taught, they make good progress. However, this is not consistent enough across the school. Moral and social development is good. Pupils have a clear sense of right and wrong. They understand and respect the feelings of others and relationships are good. Pupils are safety conscious and know why a healthy lifestyle is important. Participation in PE and sport is good. Spiritual and cultural development is also good. Themes in class and school assemblies are effectively developed in other subjects.

Pupils contribute well to the school and wider community. They are encouraged to discuss issues and do so with a confidence that stems from their good speaking skills. They know their views will be taken seriously and the elected school council has real influence. Pupils use their basic skills, take responsibility and use their initiative well. The team of Energy Monitors, whose work has helped to make pupils and staff more aware of environmental issues and also reduce energy costs, are a particularly good example of this.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory with some strengths. Teachers manage classes well, creating a good working atmosphere which helps pupils to learn. They develop pupils' reading and speaking skills well; the teaching of writing is improving but is not quite as good. In mathematics, teaching promotes good calculation skills but less good problem solving skills.

The good teaching is lively, using a variety of practical methods appropriate to pupils' needs. In these lessons, pupils are challenged to think independently and expectations for achievement are high. Where teaching is satisfactory the level of challenge is not as high and, as a result, progress is satisfactory rather than good.

Teachers know how well pupils are doing, but not all teachers are using the information to set challenging whole class, group and individual targets which they share with pupils. The best marking gives pupils clear guidance on what to do to improve their work, but some is less helpful.

## **Curriculum and other activities**

### **Grade: 2**

The school continues to provide a good curriculum. Since the last inspection improvements in planning have led to better continuity in teaching. Developments in planning for English and mathematics have also improved teaching. The impact is being seen in achievement in lessons, though not yet in test results. Planning takes good account of the needs of all, and pupils with learning disabilities and difficulties are well catered for. Teachers are planning well to ensure that the links between subjects are used to support learning. This was evident in an excellent and much enjoyed science lesson in an infant class. The learning, using real plants grown in the classroom, showed very good links between art, literacy, mathematics and science.

The curriculum contributes strongly to pupils' personal development. It is enhanced by visitors and a wide range of clubs. Activities make good use of the local environment and the community. Pupils make residential visits to Dorchester and to Ironbridge. In addition to developing subject knowledge, these visits develop social skills very well.

## **Care, guidance and support**

### **Grade: 2**

Pupils' welfare has a high priority. Staff are sensitive to pupils' well being and readily deal with problems or difficulties. The school succeeds in creating a safe and trusting environment where pupils are confident and able to express their concerns. The emphasis upon self-motivation contributes to pupils' positive attitudes to learning. Procedures for risk assessments and child protection are extremely secure and well understood. Pupils know that they can go to adults in school and trust them to help. The school has shown particular strength in the manner in which it supported its whole community at a time of tragedy and bereavement.

Staff have good knowledge of the strengths and weaknesses of individual pupils. This helps them identify and support different needs, for example where pupils have learning difficulties. Assessment is, however, not used consistently well in all classes to ensure that, overall, pupils make good progress. Teaching assistants are well deployed in classes to ensure that pupils receive appropriate care and support. The school enjoys a good overall relationship with parents and other agencies to involve them in ensuring pupils' continued progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has led a number of important initiatives. The impact of this is seen in the personal development of the pupils, communication and consultation with parents and the outdoor environment which have all improved significantly. The curriculum has also been developed and the school has worked hard to ensure that all pupils have equal opportunities to succeed.

The success in these areas indicates that, where action is well-focused, the leaders and managers are capable of delivering significant improvement.

The school's self evaluation accurately identifies the need to improve pupils' achievement, even though test results continue to be above average. Raising achievement is given a high priority in planning for improvement. However, the school's evaluation of its effectiveness in several other areas is too generous. The governing body are very well informed and governors too have a good understanding of the areas that require improvement. Parents have an opportunity to discuss the school improvement plan.

Leaders and managers are conscientious. They monitor teaching and learning through observation, scrutiny of pupils' work and performance management. Their work is having an impact and in some areas, for example ICT and reading, the improvement is good. In others areas, such as standards in writing, especially at Year 2, the impact has not been as great. This is because improvement initiatives and monitoring are not always focused sharply enough. The school has plenty of data on pupils' progress but has not used this information to identify trends and pinpoint precise areas for development. Arrangements for monitoring, particularly of teaching to make sure that all lessons are as good as the best lessons, are not yet rigorous enough to guarantee that the school's targets for improving standards will be achieved.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you for your help in talking to us about the work you do and what you think about the school. You were polite, friendly and were keen to let us know how much you like school. We enjoyed our visit and it was a pleasure to talk to so many of you.

We think that many things about your school are good. You behave well, want to learn and join in enthusiastically in all the interesting activities in lessons and at other times. You know that a healthy lifestyle is important and how to stay safe. You learn to take responsibility for yourselves and others and the work of the school council and the Energy Monitors is impressive. All adults are good at helping you and caring for you and you trust them and appreciate their help.

Teachers and other adults want you to do well, and in many lessons expect you to work hard and achieve high standards, but we think that some of you could be making faster progress and achieving higher standards. This means that we think that the education you are receiving is satisfactory, even though your work in lessons and tests is better than in many schools. The leaders of the school know that some of you could be doing better and are working together to see that in all your lessons you are challenged to achieve higher standards. We agree with this and have also suggested that they make more detailed checks on how well you are doing and give you more information about how to improve your work.

Yours sincerely

Grace Marriott

Lead Inspector