

# Wray Common Primary School

Kendal Close, Reigate, Surrey RH2 0LR

## Inspection dates

15–16 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils make good progress and achieve well from different starting points. The standards at the end of Key Stage 2 have rapidly improved since the significant dip in attainment in 2013 in reading, writing and mathematics.
- Pupils' work seen and the school's own data indicate improvements made in 2014 have been sustained and that pupils are now making good progress. This is strongest in reading and mathematics, with many now working above national expectations for their age.
- There has been an upward trend in Key Stage 1 attainment over time. Work seen in pupils' books and school information shows that an increasing proportion of pupils are working at above typical standards.
- Pupils benefit from teaching that is consistently good. Good systems are in place to help develop it further.
- Children in Reception classes get off to a good start because both teaching and leadership are good.
- Pupils say they feel safe. They have good attitudes to learning and most behave well both in and out of the classroom. Most parents agree.
- The relatively new headteacher is ambitious for the school. Along with other leaders and governors, he has raised standards and has the determination to raise them further and offer pupils a rich educational experience.
- Literacy and numeracy leaders make an exceptional contribution to strengthening pupils' progress in English and mathematics, which is rapidly improving as a result.
- Governors offer a good level of challenge to school leaders. They have a very detailed knowledge of the school and share everyone's ambitions for the school to continue to improve.

### It is not yet an outstanding school because

- Some teachers do not set high enough expectations of what pupils can achieve.
- Pupils do not achieve as well in writing as they do in reading and mathematics.
- Some pupils do not have enough opportunities to write in a broad range of subjects.
- Teachers are not always clear enough about how best to meet the emotional and social needs of the small proportion of pupils with more complex special educational needs.
- Although the school keeps thorough records of any concerns about individual pupils' behaviour, it does not always make best use of this information to take action quickly enough.

## Information about this inspection

- This inspection was carried out in response to a complaint made to Ofsted, which raised some concerns. Her Majesty’s Chief Inspector decided that an inspection of the school should take place to follow up the whole-school issues raised. Inspectors sought to establish:
  - the quality of leadership and management of the school
  - the contribution made by the school to the well-being of pupils, including safeguarding.
- The inspection team observed learning and looked at pupils’ work. Inspectors observed 25 lessons or parts of lessons. Approximately half of these lessons were observed jointly either with the headteacher or a member of the senior leadership team. In addition, the inspection team made a number of shorter visits to lessons and carried out learning walks to observe pupils who receive a wide range of support.
- Inspectors observed one assembly.
- Inspectors held meetings with pupils and listened to them read. Pupils’ behaviour was observed in lessons and at break times and arrangements for the breakfast club were observed.
- Inspectors looked at documentation, including policies, records and guidance relating to safeguarding and behaviour, and the school’s improvement plans and self-evaluation documentation. They looked at attendance figures, records of behaviour and other incidents and at the school’s website.
- Inspectors held meetings with the headteacher, senior and middle leaders to discuss the progress that groups of pupils make throughout the school and systems in place to ensure pupils are safe. They analysed the school’s information on attainment and progress. An inspector met with the Chair of the Governing Body and two other governors.
- The inspection team examined records of the local authority’s involvement with the school and met with a local authority representative.
- Inspectors considered parents’ and carers’ views of the school through informal discussions before school and the lead inspector received one call from a parent. The inspection team also considered the 128 responses to the Ofsted online questionnaire and one questionnaire sent directly to the inspection service provider. There were no staff questionnaires received. The team talked to staff during the inspection.

## Inspection team

Wendy Forbes, Lead inspector	Additional inspector
Peter Thrussell	Additional inspector
Graham Mabelson	Additional inspector

## Full report

### Information about this school

- Wray Common is larger than the average-sized primary school.
- The school has grown significantly in size in response to the need to increase local school places. The school has three parallel classes in Years 2, 3 and 5. All other pupils are taught in two parallel classes in each year group.
- Pupils are taught in ability sets for mathematics in Year 5 and Year 6.
- Most pupils are from White British backgrounds.
- The proportion of pupils from minority ethnic backgrounds is below average. Few pupils speak English as an additional language.
- Children attend the Reception classes full time.
- The proportion of pupils known to be eligible for the pupil premium (additional funding to support children in local authority care and those known to be eligible for free school meals) is approximately one fifth. This is below average.
- The proportion of disabled pupils and those who have special educational needs is approximately one fifth. This is just above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs a daily breakfast and after-school club, which is managed by the governing body.
- Since the previous inspection, there have been several changes in staffing, including the appointment of a new headteacher in September 2013. Interim arrangements to cover leadership roles before the appointment of the deputy headteacher and assistant headteachers in September 2014 were covered internally. Over half of the teaching staff have been appointed in the last 18 months.

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

- Improve the quality of teaching so that it is outstanding, to promote pupils' progress further, by ensuring that:
  - all pupils practise and develop their writing skills in a wider range of subjects
  - all teachers have the same high expectations of the quality of pupils' writing
  - teachers are provided with appropriate guidance on how to support the emotional and social needs of the small proportion of pupils with more complex special educational needs.
- Further strengthen leadership and management by ensuring that leaders and managers closely monitor the records kept about the behaviour of individual pupils, take prompt action to resolve any problems, and check that the actions have been effective.

## Inspection judgements

### The leadership and management are good

- The dynamic headteacher, very ably supported by the deputy headteacher, is determined the school will be the very best it can. His drive to improve standards is shared by the school community and has already ensured that the progress of most groups of pupils, including disadvantaged pupils supported by extra funding, has accelerated.
- Leaders acted rapidly and decisively to tackle the dip in achievement in 2013. As a result, standards in 2014 improved and have continued to accelerate. Pupils' work and school data seen during the inspection show that pupils in all year groups are making good progress.
- Leaders have a good understanding of the school's performance. They carefully analyse information about pupils' achievement and identify where improvements need to be made, for example in improving the quality of pupils' writing.
- Senior leaders focus closely on improving teaching and learning. Previous weaknesses have been eradicated. Leaders have accurately identified key priorities to make teaching and learning outstanding. High quality training, coupled with a programme of coaching involving teachers observing one another, is having a positive impact.
- Although there is some evidence of improvement in pupils' progress in writing, leaders understand that there is still more to do. Pupils' achievement in writing is not as good as it is in reading and mathematics.
- Middle leaders provide strong leadership. Literacy and numeracy leaders provide carefully planned training and support for teachers. Strengths in their own teaching provide strong role models for other staff, helping to accelerate progress.
- Leadership of the early years provision is good. The leader has a good understanding of how young children learn and ensures that children are well prepared for Year 1.
- Equality of opportunity is considered at every level of the school. Discrimination is not tolerated. The school ensures additional funding is used effectively to provide extra support for disadvantaged pupils, the few who speak English as an additional language and those who have a disability or special educational needs. As a result, most of these pupils make good progress from their starting points.
- Not all staff have received enough guidance on how to address not just the academic, but also the social and emotional, needs of the small minority of pupils with complex special educational needs.
- The school keeps careful records of any incidents of misbehaviour or staff concerns about individual children. However, these records are not always checked closely enough to ensure that prompt and effective action is taken to resolve any problem.
- Information gathered from the online questionnaire Parent View and through conversations indicates most parents are happy with the care and education provided for their children and feel their children are safe at school. Many appreciate the workshops arranged by the school to support their understanding of how to help their children. However, a very small number of parents felt the school did not respond quickly enough to any concerns they raised or dealt effectively with any bullying. Leaders and governors are aware of these concerns and have responded quickly to improve the way in which concerns raised by parents are handled.
- Evidence seen on inspection confirms that all statutory requirements for the safeguarding of pupils are met and that the arrangements are effective.
- Procedures for managing teachers' performance are effective. Leaders ensure that any pay rewards reflect only the best teaching and pupils' progress. New staff, including teachers who are newly qualified, benefit from good support and training and are well supported in their new roles.
- The school provides an exciting and engaging range of subjects. Leaders undertake regular reviews of the curriculum to ensure it reflects pupils' needs and takes into consideration national requirements. A wide range of enrichment activities are available to all pupils. These contribute well to pupils' spiritual, moral, social and cultural development. They also help pupils to gain a good understanding of different cultures and ways of life and their place in modern Britain.
- Primary sports funding is used well. Many pupils who attend the breakfast club start the day with various sporting activities. Funding is used well to provide a wide range of activities. Benefits include the opportunity for teachers to develop their skills. Pupils were particularly enthusiastic about using the on-site swimming pool.
- The local authority was quick to respond to the school's need for support to improve standards and the quality of teaching and learning. It continues to provide useful support. Specialist consultants provide good quality advice and guidance.

### ■ The governance of the school:

- Governors have a clear understanding of information about the quality of teaching and pupils' achievement. Governors carefully analyse information about how well pupils are doing compared to those in similar schools and all schools nationally. This knowledge enables them to ask searching questions of leaders and to hold them to account for their actions. Governors know how the performance of staff is managed and they ensure promotion and pay awards reflect the progress pupils make. They closely monitor how additional funding such as the pupil premium and sports funding is spent. They check frequently that it is having the maximum impact on pupils' progress and general well-being. Governors regularly check on their own effectiveness. As a result, they have arranged training so that they can strengthen the management of complaints. Safeguarding is given priority. Requirements are met and regularly and meticulously checked.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are well mannered and courteous. They know and understand the school rules and usually stick to them.
- In most lessons, pupils are engrossed in what they are learning. This helps them make good progress. Pupils respond quickly to teachers' instructions and move between activities without delay. Most pupils take great pride in their work and have positive attitudes to learning. Pupils were particularly enthusiastic about receiving their 'Maths Passport' in celebration of their efforts in mathematics.
- The school promotes the importance of good work through praise and celebration events. Pupils appreciate this and are proud of their school.
- Pupils spoke enthusiastically about their additional responsibilities, including as a member of the school's council or as a house captain.
- Behaviour is not yet outstanding because in a few lessons where the level of learning does not fully engage them, some pupils lose focus.
- The school has worked hard to improve attendance, which is now above average. This reflects pupils' enjoyment of school.

### Safety

- The school's work to keep pupils safe and secure is good. It has been strengthened by the new school leaders. Pupils have a particularly good understanding of how to stay safe on social media sites and when using the internet. They have a good understanding of different types of bullying and the negative consequences. House captains particularly appreciated the opportunity to compile the school's most recent 'Anti-Bullying' policy.
- The relatively new headteacher, leaders and governors are single-minded in their commitment to ensure pupils' safety.
- School information seen on inspection shows there are an appropriate range of measures in place to deal with any incidents concerning pupils' behaviour and safety, including bullying, should they occur. Most parents feel their children are safe. Pupils themselves confirm they feel safe and say bullying is a rare occurrence and dealt with effectively by staff.
- However, school leaders are aware that a few parents are concerned with the way in which any such incidents are dealt with. Leaders recognise that on a few occasions, action to address concerns has not always been sufficiently prompt. They are working hard to ensure that all staff take appropriate action whenever necessary.

## The quality of teaching is good

- The standard of work in pupils' books and the rapidly improving rates of progress show teaching is typically good, effectively supporting pupils' good learning. Teachers use a wider variety of approaches and methods to keep learning fresh and interesting.
- Reducing the small variations in the quality of teaching is now a priority for the school. There is a determination to make all teaching as good as the best. The school recognises that pupils do not achieve as well in writing as they do in reading and mathematics. Some teachers' expectations are not always

high enough.

- Information about how well pupils are progressing is used well to ensure activities are planned effectively to meet most pupils' needs. Leaders regularly analyse this information to identify any pupils at risk of under-achievement and to provide appropriate support to help them catch up. The school is adapting the local authority's assessment system to match up with its own effective tracking systems.
- Actions taken by the school are already beginning to improve pupils' progress in writing. For example, in a Year 5 lesson, the teacher's exceptional subject knowledge and high expectations helped pupils write creatively. Not a moment was lost. Useful resources such as 'writing starters' and 'word banks' helped pupils make the best use of their learning time. However, some pupils do not have sufficient opportunity to write across a wide enough range of subjects to make even better progress in their writing.
- The teaching of reading is very effective. Pupils say they read often for both pleasure and research. Younger pupils use their knowledge of phonics (the sounds that letters make) well to help them read new words. Older pupils read with confidence and accuracy. Pupils explained how they use words and ideas from books they have read to improve their writing.
- Teachers ask probing questions which make pupils think hard and help them to extend their understanding. For example, in a mathematics lesson, more able pupils were asked to explain which method they had used for a calculation, and why they had chosen this.
- Teaching assistants make a very valuable contribution to pupils' learning, supporting pupils of all abilities. They enhance learning extremely well by adjusting the level of difficulty of the work to make it accessible to those who need extra help or to challenge the most able. This ensures most pupils progress well. However, some teaching staff do not have a clear enough view of how best to support the social and emotional needs of a few pupils with more complex needs.
- Teachers are effective at checking how well pupils are doing. The marking of written work is effective across most classes. Pupils are given good support to help correct errors and effective advice on how to improve their work.
- Teachers' planning is effective, particularly in English and mathematics. Pupils benefit from teachers' good subject knowledge, particularly that of specialist teachers in music and physical education so that they achieve well in these subjects. Teaching staff are familiar with the requirements of the new National Curriculum and have taken account of it in their planning.

### The achievement of pupils

is good

- Children enter Reception classes often with lower skills than is typical, especially in writing. Good teaching and well-planned activities that constantly promote reading, writing, speaking and listening ensure children quickly become confident and articulate.
- Phonics is taught well. Consequently, an above average proportion of pupils reached the national standard in the 2014 Year 1 check. Compared to other pupils and the national picture, the very few pupils who speak English as an additional language made slower progress in this area. However, extremely well-planned support has ensured their current progress is accelerating their ability to understand English words.
- Attainment at the end of Year 2 has risen since the previous inspection. This upward trend, particularly in reading and mathematics, is the result of strengthened teaching and planned improvements. Pupils are making good progress and achieving well. An increasing proportion of pupils are working towards above average standards.
- Attainment at the end of Year 6 has varied since the previous inspection. Timely action by school leaders ensured that a significant dip in standards in 2013 has been reversed. Standards rose slightly in 2014, with pupils attaining just below national average results.
- The school's current data and work seen in pupils' books show that pupils' progress is improving in both reading and mathematics. The proportion of pupils working within the higher national curriculum levels, especially in reading, has risen.
- Writing continues to be a priority for the school because pupils do not make as much progress as they do in reading and mathematics. The school's information and pupils' work show progress and standards are improving.
- Assessment information provided by the school and work seen indicate that pupils in all year groups are making good progress overall.
- The most able pupils also make good progress. School data show that a good proportion of pupils in the current Year 6 are working towards the higher national curriculum levels.
- At the end of Year 2 and Year 6, the few pupils who speak English as an additional language reach above

average standards in mathematics and broadly average standards in reading and writing. Most progress well from their starting points in reading and writing and continue to accelerate their progress because of the careful support provided.

- Disabled pupils and those with special educational needs make progress from their starting points that is similar to, and sometimes better than, that of other pupils nationally. The best progress is in reading. This is because the support provided by additional adults is closely matched to individual learning needs.
- Disadvantaged pupils' progress has accelerated over time, particularly in reading and writing. These pupils now make broadly similar progress to all other pupils nationally and achieve well. Funds are used effectively to target specific support and ensure they have access to all the school has to offer. Gaps are closing. Compared to other pupils nationally in 2014, attainment for this group was approximately one term behind in reading, writing and mathematics. For current pupils in Year 6, there is almost no gap with their classmates in reading but they are approximately one term behind in writing and two terms behind in mathematics.

### The early years provision

is good

- Teachers spend a lot of time getting to know families and children before they start school. This helps children settle quickly into school routines.
- Consistently good teaching ensures children progress well from their starting points. As a result, the proportion that reach a good level of development by the time they move into Year 1 is just above average.
- Staff develop children's conversation and learning through effective questioning and active engagement in learning at all times. Relationships between adults and children are extremely positive. Conversation between adults and children is purposeful and helps to develop their language well. Children were seen investigating the number of cubes needed to match the size of a dinosaur bone. The terms 'counting on', 'more than' and 'less than' were carefully used by adults to extend learning. Children used their investigation skills to try and find out as much as they could about a dinosaur skeleton 'discovered' in the outside area.
- Children were keen to show the inspector around their classrooms. The inspector appreciated children's efforts to make her feel welcome by 'mending her poorly hand' in their doctor's surgery.
- Behaviour and safety are good. Children play confidently and generally behave well together. They share, take turns and enjoy learning whilst developing their curiosity and creativity. They are cared for and kept safe because safeguarding processes are secure.
- Children's phonic skills are developed extensively. This focus on early reading and writing helps to extend literacy skills and prepare children well for transition to Year 1.
- The effective early years leader has ensured that the quality of learning in the early years is good. She works alongside Reception teachers to ensure information about how well children are progressing is gathered regularly. This is used well to ensure an appropriate balance of self-selected activities and those led by adults. Her role in overseeing teaching and learning in both Reception and Year 1 classes ensures an easy move for children from Reception into Year 1.

## 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	<p>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.</p> <p>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.</p>



## School details

<b>Unique reference number</b>	125129
<b>Local authority</b>	Surrey
<b>Inspection number</b>	454670

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	504
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Maddox
<b>Headteacher</b>	Lloyd Murphy
<b>Date of previous school inspection</b>	10–11 May 2012
<b>Telephone number</b>	01737761254
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