

Woodside Children's Centre and Infant School

Inspection report

Unique reference number	101750
Local authority	Croydon
Inspection number	395568
Inspection dates	23–24 May 2012
Lead inspector	Linda Pickles

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Derek Cooper
Headteacher	Claire Howarth
Date of previous school inspection	15 September 2008
School address	Morland Road Croydon CR0 6NF
Telephone number	020 86548082
Fax number	020 86542013
Email address	head@woodside-inf.croydon.sch.uk

Age group	3–7
Inspection date(s)	23–24 May 2012
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Introduction

Inspection team

Linda Pickles

Additional Inspector

Keith Homewood

Additional Inspector

Heidi Boreham

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 27 lessons and part-lessons led by 17 teachers. Five of these were joint observations with the headteacher and assistant headteacher. The inspectors held meetings with members of the governing body, staff and groups of pupils. They looked at work in pupils' books, heard a sample of pupils read in Years 1 and 2, and talked to pupils about many aspects of school life. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, and looked at documents, including data on pupils' attainment, progress and attendance, the school's development plan, senior leaders' monitoring and the school's safeguarding procedures. The inspectors analysed questionnaires completed by 128 parents and carers and 16 members of staff.

Information about the school

Woodside is larger than the average-sized primary school. The Early Years Foundation Stage comprises a 104 place Nursery provision, which children attend on a part-time basis, and four Reception classes. Almost two thirds of children from the Nursery transfer to the school. Over half of the pupils are from minority ethnic heritages, the largest group being pupils from Black Caribbean backgrounds. A quarter of pupils have a first language other than English. The proportion of pupils known to be eligible for free school meals is higher than the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is well above that found nationally. Most of these pupils have speech, language and communication needs.

The on-site children's centre and registered childcare provision, managed by an external provider, are subject to separate inspection arrangements. The school will be amalgamating with the neighbouring junior school in September 2012. The school has an award for promoting inclusion, Inclusion Mark, and has recently obtained Artsmark Gold.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Woodside is a good school. Parents' and carers' positive views, particularly in saying that the school provides a good all-round education for their children, are confirmed by the inspection findings. The school is good rather than outstanding because, although pupils' achievement is good, in a few lessons planned activities do not match the ability levels of lower attaining pupils closely enough and the progress of all pupils is not always checked by the teacher during whole-class teaching.
- The school has been successful in raising standards since the last inspection. All groups of pupils make sustained good progress through the school, so that by the time they leave in Year 2 their attainment is broadly average. The overall quality of teaching is good, with some examples of outstanding practice. Most teachers plan activities which reflect pupils' interests and use a range of strategies in lessons to actively involve them in their learning and ensure they make good progress. Children who attend the Nursery make excellent progress because the provision there is outstanding.
- Children in the Early Years Foundation Stage and pupils feel safe, enjoy their learning and behave well in lessons and around school. Pupils from many different cultural backgrounds work and play together harmoniously. Attendance has improved since the last inspection and is now average.
- Leadership and management are good. Close attention is given to monitoring teaching and tracking pupils' progress and this, together with effective procedures for managing performance, ensures that professional development is well targeted on the most important areas. Monitoring systems involve leaders and managers at all levels, although senior leaders recognise that systems for tracking pupils' achievement are not as rigorous for all subjects as they are for English and mathematics. Parents and carers are unanimous in their support for the school.

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What does the school need to do to improve further?

- By January 2013, improve the quality of teaching so it is all consistently at least good and increase the proportion of outstanding teaching by:
 - using assessment information to plan activities which more closely reflect the skills and understanding of lower attaining pupils, in order to develop their skills as independent learners
 - ensuring pupils are more actively involved in sessions where they are taught as a whole class and have increased opportunities to demonstrate their understanding.
- Ensure that senior leaders improve the rigour of whole-school assessment and tracking of pupils' achievement in foundation subjects to match that used for English and mathematics.

Main report

Achievement of pupils

Inspection findings confirm the parents' and carers' unanimous view that their children make good progress. Pupils in all year groups have positive attitudes to learning and achieve well because they are enthusiastic and motivated to learn new skills and concepts. Progress across the Early Years Foundation Stage is good overall and outstanding in the Nursery. Children are assessed thoroughly and accurately on entry to the Nursery and make excellent progress, particularly in their acquisition of communication and language skills, which are well below age-related expectations on entry. Teachers foster children's independence well so that the children are able to learn and play together for sustained periods of time. Good use is made of the well-resourced outdoor and indoor learning environments across the Early Years Foundation Stage to promote children's acquisition of reading, writing, communication and mathematical skills, and the majority of children are working in line with age-related expectations when they enter Year 1.

Good rates of progress are sustained in Years 1 and 2 because pupils systematically acquire knowledge of sounds (phonics), are confident readers and have opportunities to develop their writing and mathematical skills across all subjects. Pupils are keen to share their enjoyment of reading. As one Year 2 boy commented, 'I love reading.' High quality displays in classrooms and around the school and pupils' work clearly show the good progress pupils make across all subject areas. Pupils achieve well when they have opportunities to share their ideas, and planned activities usually closely reflect their interests and skills. In a Year 2 lesson, pupils enthusiastically applied their literacy skills when researching facts about animals from a range of texts and selecting together which facts they should write down. In a Year 1 mathematics lesson, pupils made good progress in extending their knowledge of calculations by exploring the relationships between numbers in a subtraction number sentence.

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The school's most recent assessment data show attainment at the end of Year 2 is average in reading, writing and mathematics and the proportion of pupils reaching the higher levels has increased. Children in the Early Years Foundation Stage and pupils with disabilities and special educational needs achieve well because their needs are identified early, they are well supported in lessons and good quality intervention programmes are put in place. In a very few lessons, however, lower attaining pupils make slower progress than other groups because planned activities do not build on their previous knowledge sufficiently and their learning and progress are not checked regularly enough by the teacher.

Quality of teaching

Inspection evidence confirms the positive views about teaching expressed by all parents and carers who completed the inspection questionnaires. Almost all teaching is good or better and most teachers manage the behaviour of children in the Early Years Foundation Stage and pupils in Years 1 and 2 very well. Teachers typically have high expectations of what pupils can achieve and use outcomes of assessments to plan activities which are well matched to pupils' different starting points, including disabled pupils and those with special educational needs. Carefully planned activities, supported by good quality resources, use pupils' interests as a starting point and these make a significant contribution to their well-developed understanding of the world around them and their positive attitudes towards learning. For example, the teacher used skilful questioning in the Nursery to extend children's language and understanding of the natural world when the children were enthralled to find a real ladybird in the outside area. In a Year 2 phonics lesson pupils confidently used technical language to identify different sounds in words. The teacher displayed excellent subject knowledge, kept the lesson at a brisk pace and systematically checked pupils' understanding throughout the lesson to ensure all pupils made good progress.

Typically, teachers use outcomes from assessment effectively to match activities closely to pupils' abilities and pupils are actively involved throughout the lesson. As a Year 1 pupil said, 'I like maths because the teacher explains it so I can do it.' In a very few lessons, however, progress is slower because the whole-class taught input is too long and the content is pitched too high for some lower attaining pupils. Occasionally teachers talk for too long, which limits opportunities for all pupils to be actively involved and to share what they already know and understand. Teachers' high expectations are evident in the quality and quantity of work produced. Pupils' books are carefully marked and symbols are used consistently across the school to help pupils identify what they have done well and what they need to improve. Pupils are regularly involved in checking their own work and the work of others.

Behaviour and safety of pupils

All parents and carers share the view of the inspectors that the behaviour in school is good, although a very few expressed concerns that lessons are sometimes disrupted by bad behaviour. The inspectors found that in most lessons children in the Early

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Years Foundation Stage and pupils display excellent levels of concentration and collaborative working, but occasionally some lose concentration when they are sitting on the carpet for too long listening to the teacher. Pupils show care and consideration towards each other and adults. They have a strong sense of right and wrong and are knowledgeable and respectful of cultures different from their own. They speak enthusiastically about how the school's '3 steps' approach helps them sort out any problems they may have on the playground and helps them to feel safe. Pupils selected to be play leaders at lunchtime take their responsibilities very seriously and are keen to help others. As a Year 1 pupil explained to the inspector, 'If you've got no friends they help you.' Pupils are confident that if they have any worries the adults in school will help them. Parents and carers are unanimous in the view that the school ensures their children are well looked after and that the school takes swift action to deal with any incidences of bullying, whether physically, emotionally or racially motivated.

Typically, behaviour in the school has been good and there have been no exclusions in recent times. Adults provide very positive role models for pupils and insist on good manners and courtesy during and outside of lessons. Playtimes and lunchtimes are well managed so pupils move calmly around the school and have a secure understanding of expectations and routines. Attendance is improving because the school has clear systems and procedures in place to quickly follow up any absences.

Leadership and management

The headteacher, ably supported by the assistant headteachers, communicates high expectations which are shared and understood by all staff, and there is a strong sense of teamwork across the school. Careful and systematic planning by senior leaders and the promotion of professional development have secured improvements in the teaching of reading, writing and mathematics which has raised achievement since the last inspection. Current development plans identify clear priorities for the future, based on accurate self-evaluation. The headteacher recognises that current monitoring and tracking of achievement in foundation subjects are currently under developed. Members of the governing body have rigorous procedures in place which effectively hold the school to account and they monitor the impact of planned actions.

The well-planned curriculum makes a strong contribution to pupils' social, moral, spiritual and cultural development. This is because it is imaginative and promotes excitement, curiosity and interest in the world around them. Pupils' cultural development is strong, and enhanced through themed days, visits and clubs, including music, cookery and dance. Pupils have a good understanding of the cultural diversity of their own community and the wider world and are proud of their class research and displays for different countries in the Olympic Games.

Relationships with parents and carers are extremely positive and all agreed that the school helps them to support their child's learning. Parents and carers receive regular newsletters and reports on their children's progress and they are able to call in to see

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teachers informally if they wish. As one parent commented, 'I feel the school's open door policy makes parents feel welcome and that they can approach teachers at any time.' The school meets all safeguarding requirements. This is an inclusive school where leaders and managers at all levels promote equality and tackle discrimination very well. There are no discernible gaps in performance between different groups of pupils.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 May 2012

Dear Pupils

**Inspection of Woodside Children's Centre and Infant School, Croydon
CRO 6NF**

I would like to thank you very much for being so helpful when the inspectors came to visit your school. We really enjoyed meeting with you and looking at your work. Your parents and carers told us that you go to a good school where you learn lots of new things, and we agree.

Here is a list of some of the things that your school does well.

- The grown ups in school take good care of you and you feel happy and safe.
- You behave well in lessons and make good progress because you are taught well.
- You enjoy all the different things that the teachers plan for you and enjoy the activities you do in lessons and in clubs.
- You are kind and considerate to each other.
- The people who run your school are doing a good job.

Here are some of the things we have asked your school to do next to become even better.

- Make sure that your teachers plan activities for you a little bit more carefully so that you all understand what the lesson is about and check how well you are learning.
- Make sure your teachers don't let you sit on the carpet for too long without talking or doing something.
- Get the headteacher to make sure that you are achieving as well in your other subjects as you are in your reading, writing and mathematics.

You can help the school by continuing to try hard in all your lessons and behaving well. All the inspectors hope that you continue to enjoy your education.

Yours sincerely

Linda Pickles
Lead inspector

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