

South Norwood Primary School

Crowther Road, Croydon, SE25 5QP

Inspection dates

9–10 October 2012

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities, including disabled pupils and those with special educational needs, achieve well in this highly inclusive school. They make good progress in all subjects and pupils leave Year 6 with standards that are above the national average and rising steadily.
- Pupils in the special resource base make excellent progress because teachers and support staff are extremely skilled in planning work that is precisely matched to pupils' needs and levels of understanding.
- Good teaching and strong family support, means children in the Early Years Foundation Stage get off to a good start in their learning.
- Teachers, supported by a highly skilled team of teaching assistants, ensure lessons are exciting and enjoyable for all pupils. Good questioning by teachers allows pupils to extend their understanding.
- Pupils behave well in lessons and around the school. They are polite and get on well with each other.
- The headteacher's relentless drive and high expectations ensure a positive trend of school improvement. She is supported by an effective leadership team and governing body.

It is not yet an outstanding school because

- Teachers' planning is not always matched precisely enough to pupils' abilities, leading to some lessons being too easy for more able pupils.
- There are not always enough opportunities for pupils to respond to teachers' comments in marking.
- In some classes, time given for pupils to work independently is too short for them to fully demonstrate their understanding.
- Pupils' work in books is sometimes poorly presented.

Information about this inspection

- Inspectors observed 28 lessons or part lessons, some jointly observed with the headteacher, totalling over twelve hours of direct observation. Observations were also undertaken of interventions and sessions within the special resource base.
- Meetings were held with the headteacher, deputy headteacher, who is also the Inclusion Manager, members of the leadership team, a representative from the local authority and the chair of the governing body.
- Inspectors took account of the 15 responses to the online Parent View questionnaire and the consultation of parents undertaken by the school. They also spoke to parents informally at the start of the day.
- Inspectors looked at: pupils' books; the school's records on progress and attainment for all pupils; the school's records on monitoring and improving the quality of teaching, including information on the performance management of teachers; case studies for vulnerable pupils; records for behaviour and safeguarding; minutes of governing body meetings and the school's development planning.
- Detailed scrutiny was undertaken into how the school teaches reading and writing and mathematics.
- Inspectors heard pupils read and looked at assessment records for reading progress.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Michael Phipps

Additional Inspector

Maureen Coleman

Additional Inspector

Full report

Information about this school

- South Norwood Primary is larger than the average sized primary school.
- Since 2009, the school has taken in an extra Reception class every year. There are now 3 classes in Reception and Years 1, 2 and 3, and 2 classes in Years 4, 5 and 6.
- The school has a special resource provision for 12 pupils with specific educational needs, the majority of whom have autistic spectrum disorder.
- The proportion of disabled pupils or those with special educational needs, other than in the special provision, is broadly in line with that found in most other schools. Most of these pupils have emotional, social or behavioural difficulties or speech, language and communication needs.
- The proportion of pupils from a minority ethnic group is above average, although few of these are at the early stages of learning English. The majority of pupils are of Black African, Black Caribbean or mixed White and Black Caribbean heritage.
- The proportion of pupils in receipt of the pupil premium is above average.
- Many more pupils than average join or leave the school partway through their education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club each morning which is managed by the governing body and was part of this inspection.
- There have been several new appointments since the last inspection, to cover the extra Reception classes, strengthen the senior leadership team and cover maternity leave.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and further raise achievement, by:
 - ensuring all teachers' planning of lessons matches pupils' abilities, especially those who are more able
 - giving sufficient time in all classes for pupils to work independently to complete tasks and extend their learning
 - providing regular and consistent opportunities for pupils to respond to marking and feedback
 - having consistently high expectations for the presentation of pupils' work in books.

Inspection judgements

The achievement of pupils

is good

- Very detailed analysis of pupils' attainment and progress by the school shows that those pupils who have been at school from Reception consistently attain at or above the national average and those who arrive later make good progress from their starting points.
- Attainment in Key Stage 1 is below the national average in all subjects. Very high mobility as a result of the extra classes to accommodate a shortage of places within the borough means many pupils arrive and leave throughout the key stage, causing a disruption to their learning and overall attainment. A fifth of the Year 2 cohort in 2012 did not start in the Reception class and around an eighth joined during Year 2.
- A specific extra focus on the teaching of phonics, the linking of letters and sounds, has had immediate impact on the achievement of Year 1 pupils. Results from the national phonics screening test were above the national average. Attainment at the end of Key Stage 2 has risen steadily. Improvements in the quality of teaching have steadily increased the rates of progress over time and attainment is above the national average by the time pupils leave school.
- There is little difference in achievement between groups of pupils. All pupils from different ethnic groups and pupils supported by the pupil premium make good progress and achieve as well as their peers.
- A concerted approach by the school to engage boys in literacy has seen boys' achievement in writing improve steadily over time and the gap with girls has closed.
- Disabled pupils and those who have special educational needs do well and make good progress from their starting points. This was observed, for example, in a phonics session, led by a specialist teaching assistant, where pupils made good progress because the work was fun and carefully matched to their level of need.
- Achievement in the special resource provision is good because pupils have carefully tailored programmes to match their needs.
- Pupils enjoy reading and read a wide range of books. They were keen to talk about their favourite authors and stories. Younger pupils had a strong understanding of how to link together letters and sounds in order to read unfamiliar words.
- The majority of parents who responded both to Parent View and to the school's own survey think their children are achieving well. This view was borne out by inspectors during the inspection.

The quality of teaching

is good

- The quality of teaching has improved steadily over time and, as a result of rigorous monitoring by the headteacher and the leadership team, is typically good.
- Careful deployment of staff means newly qualified teachers are well supported and make rapid progress in becoming confident in the classroom.
- In the best lessons, work is carefully matched to pupils' needs and the level of challenge for all pupils is high. In an outstanding Year 6 literacy lesson, pupils were highly motivated to succeed because the teacher had ensured they fully understood how to move forward in their learning and had matched the activities to the pupils precisely.
- Teachers in the special provision are well trained and the atmosphere is purposeful and calm.
- In less successful lessons, planning is not sufficiently well matched to pupils' individual abilities and is too general. This means that some pupils are not challenged enough because the work is too easy.
- Substantial investment in teaching staff to help pupils who are weaker readers to improve, combined with good subject knowledge and effective teaching practice by class teachers, has resulted in accelerated progress for many pupils.
- Teachers use a wide range of strategies to ensure pupils are confident and understand the task.

Good use is made of 'talk partners' to allow pupils to share their knowledge with each other. However, these tasks sometimes take too long and pupils do not have enough time to work independently to show their understanding or complete the task.

- Teaching assistants are motivated and well trained, and contribute highly to the achievement of pupils. They actively engage with pupils during all stages of the lesson and are confident to take the initiative, where necessary, to adapt tasks for pupils.
- Support assistants who work individually with pupils make sure that these pupils are involved in lessons and contribute to class discussions.
- Teachers mark books regularly and there is a consistent approach to showing pupils how to move on to the next step. However, there is no consistent approach for pupils to respond to these comments and learning opportunities can be lost.
- The presentation of pupils' work is often poor and handwriting is inconsistently taught. As a result, it is often difficult to assess the quality of pupils' understanding or their ability.
- 'Nimble number' sessions and ways of learning as pupils line up are very effective initiatives that have been introduced, to maximise every moment, to reinforce such things as addition facts, times tables and spelling.
- The vast majority of the parents and carers agree that their children are taught well.

The behaviour and safety of pupils are good

- Pupils are eager to learn, willing to take part and keen to be involved in their lessons.
- They get on well together and are polite.
- Pupils in all year groups were observed working together cooperatively. Where some pupils with specific needs were observed becoming disengaged with their learning, they were quickly supported by the teacher and teaching assistants to make the right choices.
- The secure and consistently applied behaviour policy is a strength and the school has a successful record in improving the behaviour of vulnerable pupils who are at risk of exclusion or who have been excluded previously.
- Analysis of responses by parents and carers to the questionnaires shows a very high level of satisfaction with behaviour and the school's approach to bullying. Parents who spoke to inspectors were full of praise for the school and the way in which it looked after their children.
- Behaviour logs are well kept and show recorded incidents are followed through rigorously.
- Pupils who spoke to the inspectors felt behaviour was good almost all of the time and any incidents were quickly dealt with by an adult. Bullying is rare and pupils were confident that it was always dealt with.
- Pupils are aware of dangers to themselves and understand how to keep safe. The school is proactive in ensuring pupils, parents and carers are aware of the potential dangers of unsafe internet use.
- Pupils attending the breakfast club start the day well, with a nutritious breakfast in a safe and secure environment.
- Attendance and punctuality has improved significantly and is now average. The school has been rigorous in pursuing parents who do not bring their children to school.

The leadership and management are good

- The headteacher provides very strong leadership, fully supported by her senior leaders and staff, to continue improving outcomes for all pupils. Her commitment to the school and the vision for its continued success permeate all aspects of school life.
- The headteacher has driven the improvements to teaching through rigorous and consistent monitoring of staff performance. Self-evaluation and analysis of assessment information is accurate and insightful, indicating that the school has excellent potential for continued

improvement.

- Other leaders provide substantial support. Excellent systems and links with outside agencies have been forged to support vulnerable pupils and their families.
- Professional development and training are closely linked to school priorities. Teachers who show potential are quickly given opportunities to improve their practice.
- Leaders at all levels, including those recently appointed, are confident and continually develop their understanding of the impact they have on learning.
- The school benefits greatly from partnerships within a local cluster of schools to deliver joint training and share expertise.
- The curriculum is broad and relevant. It provides excellent opportunities for pupils to understand global issues and different cultures through its varied topic themes.
- Significant work by the headteacher to increase parental involvement in their children's learning is having an impact, with better attendance at meetings and parental consultations.
- As this good school has continued to improve, the school has become less reliant upon the useful support provided by the local authority.

■ **The governance of the school:**

- is good because the experienced and knowledgeable governing body offers a good level of challenge to ensure progress and attainment continue to rise
- is fully involved in monitoring and evaluating the work of the school
- ensures that all safeguarding practices and policies meet exacting standards.

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

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| Unique reference number | 101736 |
| Local authority | Croydon |
| Inspection number | 404777 |

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

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|--------------------------------------------|------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 495 |
| Appropriate authority | The governing body |
| Chair | Susan Takwani |
| Headteacher | Della Williams |
| Date of previous school inspection | 18–19 January 2011 |
| Telephone number | 020 8654 2983 |
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