

Woodside Primary School and Children's Centre

Morland Road, Croydon, CR0 6NF

Inspection dates 19–20 June 2014

| Overall effectiveness | Previous inspection: | Not previously inspected | |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| 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 pace of improvement in the school has not been rapid enough to secure pupils' good achievement.
- The quality of teaching is not consistently good enough for all pupils to achieve well. Teaching does not always provide the right level of challenge for all pupils.
- Too few pupils reached the higher levels in writing at the end of Year 2 and Year 6 in 2013.
- Additional funds are not used well enough to close the achievement gap between different groups.
- Some teachers' expectations of pupils' work and behaviour are not high enough. The quality and quantity of pupils' work varies widely.
- Behaviour and safety require improvement. In some lessons, pupils are inattentive and disengaged. This distracts their classmates, and hinders progress.
- Some pupils are unclear about the steps they can take to help to keep themselves safe.
- Subject leaders' checks on teaching and on pupils' achievement are not rigorous enough. Some do not have a strong enough understanding of their responsibility in securing improvements.
- The governing body does not have a sharp enough knowledge of how additional funds are spent and the difference this is making to pupils' achievement.

The school has the following strengths

- The school is improving steadily. Teaching has improved over the past year and pupils' progress is speeding up.
- Woodside is a friendly and inclusive school. Most pupils are keen to learn and respond with interest to tasks which are stimulating and engaging.

Information about this inspection

- Inspectors observed 30 lessons or part-lessons, including 11 observations carried out jointly with the executive headteacher and senior leaders. Inspectors also observed small groups of pupils working with an adult other than their teacher.
- Discussions were held with the executive headteacher, senior leaders, teachers, members of staff, parents, pupils and a representative of the local authority. A meeting was also held with the Chair of the Governing Body and additional governors.
- Inspectors took account of 112 responses to the online questionnaire (Parent View). In addition, inspectors considered the views expressed by a number of parents who spoke with them informally at the start of the school day or who sent letters or emails. Inspectors also took account of 33 staff questionnaire responses.
- Inspectors observed the school’s work and considered a range of documents and policies, including the school’s improvement plan, information about pupils’ progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils’ work provided by the school, as well as looking at pupils’ work in lessons. Inspectors also listened to pupils read.

Inspection team

| | |
|-------------------------------|----------------------|
| Julie Sackett, Lead inspector | Additional Inspector |
| John Hicks | Additional Inspector |
| Frances Hawkes | Additional Inspector |
| Alastair McMeckan | Additional Inspector |

Full report

Information about this school

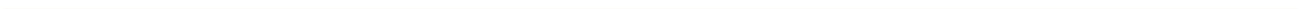
- Woodside Primary School and Children's Centre opened in September 2012, following the amalgamation of Woodside Infant School and Woodside Junior School.
- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion of pupils for whom English is an additional language.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a children's centre on site, which is managed by the school, and will be inspected separately. There is also a privately run breakfast club and after-school club on site, both of which will be inspected separately.

What does the school need to do to improve further?

- Improve teaching so that all pupils achieve well, including those eligible for additional funding, and particularly in writing, by ensuring that:
 - teachers always have high expectations of the amount and quality of work produced by pupils
 - work is set at the right level for individual pupils
 - teachers regularly mark pupils' work
 - pupils are clear about how they can tackle tasks set in lessons
- Improve pupils' behaviour during lessons by ensuring that:
 - all teachers have the highest expectations of pupils' behaviour and deal with misbehaviour promptly
 - all teachers insist that pupils present their work consistently well
 - the work set for pupils is sufficiently challenging
 - pupils are clear about the steps they can take to help to keep themselves safe.
- Improve the role played by all leaders by ensuring that:
 - checks on the quality of teaching are rigorous
 - leaders check that teachers have acted on advice given to improve the quality of their teaching
 - subject leaders are more accountable for driving improvements in teaching and in pupils' achievement
 - governors know how additional funds are spent and the difference this is making to pupils' achievement.

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

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.



Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because some pupils do not make the progress they should make and have gaps in their knowledge.
- Pupils make slower progress in writing than in reading and mathematics, including the most-able pupils in the school. This is because some teachers' expectations of the quality and quantity of pupils' work are not high enough. Last year, too few pupils attained the higher levels in writing at the end of both key stages.
- Pupils eligible for support from additional funding make variable progress. In 2013, their attainment was about a year behind their classmates in mathematics, eight months behind in reading and 10 months behind in writing. They make slower progress than their classmates in some classes because teaching is not consistently good and checks on their work are not frequent enough. As a result, the gaps in achievement are not closing quickly enough.
- Pupils' progress is speeding up where teaching is consistently good. Last year, pupils achieved broadly average standards of attainment at the end of Year 6. Pupils now make better progress because the quality of teaching has improved. As a result, more pupils are on track to attain at least average levels in reading, writing and mathematics at the end of Year 6 in 2014.
- Pupils make better progress in reading than in writing and mathematics. Children in Early Years Foundation Stage quickly develop the knowledge needed to read and write confidently because the teaching of phonics (the sounds that letters make) is effective. Learning in Key Stage 1 builds well on this good start. In 2013, the results of the Year 1 phonics check were above the national average. The proportions of pupils attaining the higher levels at the end of Year 6 in 2013 were in line with the national average.
- Pupils' progress in mathematics has improved over the past year because teachers are more knowledgeable about teaching basic mathematics skills. Focused teaching outside the classroom is successfully helping pupils to make up for lost time in the past, although some groups are still at a level of understanding which is lower than average for their age group.
- The school is committed to ensuring equal opportunities for all pupils. In the past, pupils from some ethnic backgrounds made slower progress than other pupils in the school. Increased attention given to the needs of these pupils means that these pupils now make similar progress to their peers in most classes.
- Those pupils for whom English is an additional language make good progress across the school. This is because teachers and leaders regularly check their progress and respond quickly to their needs.
- Disabled pupils and those with special educational needs make similar progress to their peers, with some variation according to the quality of teaching.
- Children make secure progress during Early Years Foundation Stage. While children's knowledge and skills are generally below those expected for their age when they join Nursery and Reception classes, they are keen to learn and respond with interest to increasing levels of challenge. Improvements in teaching mean that more children are well prepared for Year 1 this year than in 2013.

The quality of teaching

requires improvement

- The quality of teaching is too variable between classes to ensure that all pupils achieve well. Recent improvements in the quality of teaching are not sufficiently secure to ensure pupils' good achievement.
- Teaching does not meet the needs of all groups of pupils well enough in all classes. Some teachers expect too little of pupils, particularly the most able. As a result, the work is not pitched at the right level of difficulty. Some of the work set for the most-able pupils is not challenging enough to extend and deepen their understanding.

- Sometimes teachers' explanations of what pupils need to do during lessons lack clarity. As a result, pupils are unclear about how to go about tackling the tasks set.
- There are too many variations in the quality of teachers' marking across the school. In some classes, pupils' work is not marked regularly enough to ensure that pupils know how well they are learning. Some teachers are too quick to accept untidy or unfinished work.
- In the past year, the teaching of writing has been a focus for school development. More opportunities to write longer pieces of writing, and for different purposes, mean that pupils practise their writing skills more frequently and make better progress. However, in some classes expectations of pupils' work are not high enough, and the quality of some pupils' written work is poor.
- Some teaching in the school is consistently good and occasionally outstanding and, where this is the case, pupils make rapid progress. Pupils are excited about learning when the tasks set for them are challenging and thought provoking. For example, during the inspection pupils in a Year 6 lesson worked very well together to organise and present well-argued points of view in a class debate.
- Teachers and teaching assistants work well as a team in Early Years Foundation Stage. They enjoy working with the children and relationships are strong. A wide range of purposeful and stimulating activities, both in the classroom and in the outdoor areas, ensure that children are interested in learning and make increasingly good progress, particularly in Reception Year.
- The school places an effective focus on the development of reading and writing skills in the Early Years Foundation Stage. During the inspection many children in Reception Year confidently and routinely used phonics' knowledge to complete written tasks.
- Effective training during the past year has strengthened the role played by teaching assistants. Teaching assistants often play a confident and successful part in supporting pupils' learning, including disabled pupils and those with special educational needs.
- Reading is given a high priority in the school and pupils who read to inspectors demonstrated a real enjoyment of books. Pupils told inspectors that they read regularly in school and so frequently practise their reading skills. Awards for pupils who read at home increase their motivation to read outside lessons and several parents who spoke with inspectors said that their children were expected to read daily.
- 'Catch up' mathematics groups ensure that pupils who have fallen behind in the past learn the basic number skills they need to solve mathematical problems. For example, during the inspection pupils in Year 5 applied their knowledge of tens and units to solve calculations successfully because teaching was targeted to meet their individual needs.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. In some classes pupils become fidgety and chatty during lessons. This happens when teachers' expectations of pupils' behaviour are not high enough and when the work set for them is not challenging enough.
- Some teachers do not respond quickly enough when pupils lose concentration during lessons, so that noise levels rise and the pace of learning slows. Pupils told inspectors that the behaviour of some of their classmates disturbs their work.
- Pupils behave very well when moving between lessons, during break times and in assemblies. They are polite, friendly and welcoming. Pupils from different backgrounds and cultures get on well together. They are respectful towards adults and towards one another and show a genuine concern for their peers, including the youngest in the school.
- The school's work to keep pupils' safe and secure requires improvement. Pupils generally feel safe and know who to go to if they are concerned, although some raised concerns about pupils sometimes being unkind to each other.
- Pupils understand why bullying can be harmful and know about different forms of bullying. They are less clear, however, about the potential risks of using the internet and about what they can do to help to reduce the risks.

- Discrimination is not tolerated in the school. A 'zero tolerance' policy towards bullying means that incidents of bullying, including racism, are rare. School records indicate that the very few incidents which have occurred have been dealt with promptly and thoroughly.
- Pupils attend school regularly and arrive on time. Attendance and punctuality have improved since the school opened. The family support worker provides an important link between home and school for some pupils and their families. In 2013, attendance levels were above average with further increases this year. Parents told inspectors that school leaders are 'very strict' about getting pupils to school on time.

The leadership and management

requires improvement

- Leadership and management require improvement because senior leaders have been too slow to insist on improvements in teaching and better quality pupils' work in all classes. While some teaching has undoubtedly improved, in some cases teachers have been slow to put recommended improvements into practice in the classroom. This is because leaders' checks on the quality of teaching are not rigorous enough.
- While some middle leaders have been quick to take on board the advice and support provided by senior leaders and the local authority, others do not have a sufficient understanding of their responsibility for checking and supporting improvements in the quality of teaching.
- Sports funding is not being used to secure improvements in the teaching of physical education quickly enough. There are some indications that pupils' participation and enjoyment of sport has increased, including more pupils competing with other schools in the local authority. However, leaders, including governors, are not sufficiently clear about how funding is used and the difference this is making to pupils' achievement in physical education.
- The executive headteacher and associate heads have successfully steered the school through a period of transition. Parents told inspectors that they are pleased with the smooth transition from two schools to one primary school and several commented on the executive headteacher's success in bringing two schools together.
- The executive headteacher and associate heads have an accurate view what needs to be done to secure further improvements. This is already evident in recent developments to some aspects of teaching and demonstrates the school's further capacity to improve.
- The local authority has provided appropriate support for school development, including training for governors and for subject leaders. However, the impact of this support has been variable because some members of staff have been quicker to implement recommendations than others.
- Subjects are generally taught in an interesting way so that many pupils enjoy learning. Pupils make perceptive and sensitive comments during lessons and respond thoughtfully during assemblies.
- **The governance of the school:**
 - Governors' understanding of the quality of teaching and how performance management procedures are used to support and reward teaching are not sharp enough. They are not sufficiently aware of what is being done to reward good teachers and tackle underperformance because they are too reliant on senior leaders' reports. Governors are not sufficiently clear about how additional funds are spent and the difference this is making to pupils' achievement. For example, while governors have a view about how funding is improving some pupils' behaviour and attendance, they are less clear about the difference these funds are having on pupils' achievement. The role played by governors has developed over the past year. For example, governors debate aspects of the school more regularly, including pupils' achievement. Recent training by the local authority has increased governors' understanding of how well the school is performing in relation to other schools nationally. However, governors recognise that more needs to be done and are committed to improving their role. Safeguarding arrangements are in place and meet statutory requirements.

What inspection judgements mean

| School | | |
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| 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 | 101750 |
| Local authority | Croydon |
| Inspection number | 439923 |

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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 947 |
| Appropriate authority | The governing body |
| Chair | Chris Adams |
| Headteacher | Claire Howarth |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 0208 654 8082 |
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