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14 November 2019

Mr Timothy Rome
Woodcote Primary School
Dunsfold Rise
Coulston
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CR5 2ED

Dear Mr Rome

No formal designation inspection of Woodcote Primary School

Following my visit with Jonathan Roddick, Lynn Martin and Stephen Hall, Ofsted Inspectors to your school on 2–3 October 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school as concerns had been raised with Ofsted about aspects of the quality of education, the effectiveness of leadership and management in the school (including governance) and the behaviour and attitudes of pupils.

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. Inspectors also scrutinised documentation, including policies and records of incidents relating to behaviour management. We met with you and other senior leaders, groups of staff and representatives from the governing body and the local authority. We visited all classes in the school. We observed pupils at work and leisure times. We spoke with them formally and informally. I spoke on the telephone with one parent and considered the views of parents and carers who responded to the parent survey.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

Woodcote Primary School currently has 768 pupils on roll. In recent years, the number on roll has increased and the needs of pupils have become more complex. The number of pupils who enter or leave the school during a school year is high.

Safeguarding arrangements are effective. There is a strong safeguarding culture across the school. Children tell us they feel safe and secure and know that adults care about them. Leaders know the school's context well and the issues affecting their pupils. Additional support to care for and keep children safe is swift and timely.

All staff receive up-to-date training for safeguarding. They know it is everyone's responsibility to keep children safe. They are not complacent. Teachers know what to do and who to turn to with any concerns. This helps them to keep all children safe. A wide range of external agencies help support and meet the needs of children and families. School policy and safeguarding practices follow national guidance. All documentation is up to date. Practice is monitored well, including by governors.

Leaders respond promptly to concerns raised with them. Inspection activities showed that there were no concerns relating to: leadership and management; safeguarding; provision for pupils with special educational needs and/or disabilities (SEND); behaviour; or the early years. The vast majority of parents who responded to Parent View said their child is happy at the school and that they would recommend it to others.

The school has recently improved its support for pupils through the recruitment of an assistant special educational needs coordinator. It is too soon to judge the impact of this additional support in the work with specific pupils.

The school identifies pupils with SEND early and tracks their progress regularly and well. Teachers plan work for pupils with SEND in accordance with what is expected for their year group. They give support in different ways, for example modified resources and/or extra adult support. Discussions with pupils and scrutiny of their work show that they are knowing more and understanding their learning. There are strong links with external agencies. This helps the school to make sure that the support meets the needs of pupils.

Appropriate ongoing SEND training for staff ensures that teachers are more skilled at providing support for this group of pupils. This includes those pupils with autism spectrum disorder and significant need.

Pupils with SEND feel safe in school. They can name an adult they would talk to about any concerns or problems they may have. They feel well supported by adults in class. These positive relationships help them to take part in lessons. Although some pupils lack confidence, no pupils raised any concerns with inspectors.

Governors follow appropriate practice in responding to complaints. They hold school

leaders to account well for their actions. They do this, for example, in meetings with leaders and with planned visits to the school. When safeguarding concerns arise, governors and school leaders work effectively with the local authority to resolve the concerns.

Teachers expect all pupils to behave well. However, in a minority of classrooms, inspectors saw some off-task behaviour. Pupils were sometimes distracted, talking and/or fidgeting during introductions to lessons. When this happens, teachers talk to pupils calmly. They remind them about expectations of behaviour. Most pupils quickly respond to the reminders by teachers and refocus on their learning. Teachers use strategies listed in pupils' individual plans to support those pupils who struggle to manage their behaviour.

Movement around the school is calm and respectful. Pupils are supervised well at breaktimes. They play well together. Pupils said that they feel safe. Adults help younger children to enjoy lunchtime. They show care and consideration to nurture the children and support their needs. Most pupils are happy with the way the school manages behaviour. They know how the school tries to help them. Leaders frequently review their ways of managing behaviour. This has led to changes in policy and practice.

Parents are positive about behaviour in the school. They feel that children are safe. Some parents raised concerns about a minority of pupils whose behaviour is more challenging. However, the school has received support to manage behaviour and inspectors had no concerns about pupils' behaviour. The majority of parents believe that the school makes sure that pupils are well behaved. They say that their child feels safe at school.

Adults in the early years have appropriate qualifications. Their training has included safeguarding and general early years practice. Staff expect children to behave well. Children are very responsive to adult directions. Children who may need more help are identified early. When appropriate, referrals are made to outside agencies to provide extra support.

External support

The local authority has provided a range of support to the school to help keep pupils safe. For example, it has provided mediation services through its learning access team, for families and the school. They work closely with families where there have been communication difficulties with the school.

The local authority inclusion adviser supports those pupils with SEND and their parents. She has also provided advice on how to deal with challenging behaviour. She has regularly met with staff and children. Her support has helped the school meet the needs of all pupils.

A SEND specialist from the local authority has helped the school improve learning

for children with SEND in the early years. An educational psychologist and members of the speech and language team have also provided additional support for specific pupils.

The local authority has undertaken a safeguarding audit. This has provided helpful feedback for the school to further develop its practice.

Priorities for further improvement

- Leaders should continue to use the full range of information about behavioural incidents. This will help develop strategies to support pupils with SEND and enable them to achieve well.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Croydon. This letter will be published on the Ofsted website.

Yours sincerely

Rick Barnes

Ofsted Inspector