

Inspection of a school judged good for overall effectiveness before September 2024: Cypress Primary School

Cypress Road, London SE25 4AU

Inspection dates:

17 and 18 December 2024

Outcome

Cypress Primary School has taken effective action to maintain the standards identified at the previous inspection.

The acting head of lower school is Claire Binks and the head of the upper school is Nikki Carpenter. This school is part of the Pegasus Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jolyon Roberts, and overseen by a board of trustees, chaired by Richard Hill. There is also an executive headteacher, Lynne Sampson, who is responsible for this school and five others.

What is it like to attend this school?

All staff and pupils are proud to be 'Pegasus People'. Pupils understand what this means and they are rewarded for demonstrating the school's values. As a result, children in early years are kind. They learn to take care of the school dog and share, work and play alongside one another well. This extends through to older pupils, whose lessons are rarely interrupted by poor behaviour. Pupils are respectful of each other's differences. This contributes to pupils feeling safe and happy.

All staff are aspirational and have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve well. The school extends pupils' learning beyond the academic. There is a strong focus on developing important life skills. Pupils are given opportunities to learn first aid and to engage in important discussions about staying safe in the community. Pupils can apply for school-wide responsibilities in areas such as well-being, reading and eco ambassadors. Pupils talk with pride about these roles and the impact they have on the school. Pupils recommend books to others, make additions to the school library, plant trees and set up the new greenhouse.

One parent represented the views of many by saying, 'This school is a caring, calm and motivational space where my children are thriving.'

What does the school do well and what does it need to do better?

The curriculum, including in early years, is ambitiously planned and sequenced. It clearly sets out the key skills and knowledge that pupils will develop over time. Teachers typically deliver subject content in the right order. This helps pupils to build on what they already know as well as learn new and more complex concepts. However, the teaching of early writing does not ensure that pupils practise and develop writing fluency and transcription skills as frequently. This means that some gaps develop in pupils' early writing, which hinder their progress with more complex writing tasks.

Teachers use activities that align to the intended learning. These are adapted so that pupils with SEND can learn the same curriculum alongside their peers. The school identifies pupils who may require additional support from the beginning of early years.

The school has embedded a positive culture of reading. Key texts have been carefully selected to enhance the curriculum as well as to represent the diversity amongst pupils. This further enhances the promotion of mutual respect and inclusion. Throughout the school, staff have the expertise to deliver the school's phonics and reading curriculum. There is a systematic approach to teaching reading, which is followed by all staff. Staff routinely and robustly check reading skills and sounds that pupils know. They identify where pupils have gaps and put support in place to help pupils to catch up and keep up. As a result, pupils quickly gain the knowledge and skills they need to become confident, fluent readers.

Children are taught routines and behavioural expectations when they begin in early years. This prepares them for their next stage of learning. Consequently, behaviour of pupils is calm. Pupils build respectful working relationships with adults and with one another. Pupils' behaviour in and outside of classrooms is typically sensible.

The school's personal, social and health education (PSHE) and wider curriculum prepares pupils well for life in modern Britain. Pupils are taught about relationships, consent and the consequences of actions. When children join in Nursery, teachers plan around what each child is motivated by and work on what is important to them. As pupils move through the school, there are opportunities to attend clubs such as creative arts, inventing club and ballet. Pupils take part in sporting competitions and performances, such as singing at local care homes. This all contributes to pupils' development of character and resilience.

The school makes sure that pupils have access to rich and engaging experiences including learning outdoors, gardening or overnight camping trips. The curriculum is further enhanced by visits to museums, places of worship and local sites of historical significance.

The school has high expectations for pupils' attendance. This is communicated routinely to parents. They are told about the positive impact regular attendance has on pupils' academic and personal outcomes. Leaders have clear and effective systems to monitor when attendance at school may drop. This means they can intervene and find solutions quickly. Therefore, the majority of pupils attend school regularly.

The school works closely with the trust to share expertise. All staff receive regular training needed to fulfil their roles. Staff value this training and the positive impact it has on their workload and well-being. Leaders, including the trust and those responsible for governance, set and implement priority improvement plans. They work collectively to ensure that the school maintains its high standards.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Opportunities for pupils to practise their spelling, letter formation and transcription skills when developing early writing are sometimes limited. As a result, some pupils develop gaps in their early writing knowledge and skills. Leaders should ensure that all staff have the knowledge and expertise needed to improve pupils' writing composition, spelling and transcription.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144626
Local authority	Croydon
Inspection number	10346051
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	685
Appropriate authority	Board of trustees
Chair of trust	Richard Hill
CEO of the trust	Jolyon Roberts
Headteacher	Lynne Sampson (executive headteacher) Claire Binks (head of lower school) Nikki Carpenter (head of upper school)
Website	www.pegasusacademytrust.org/cypress-primary-school
Dates of previous inspection	30 and 31 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.
- The school operates and manages a breakfast and after-school club.
- The school's Nursery is registered to provide for children aged from two years old upwards.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with senior leaders, teachers and the wider school team.
- Inspectors met with the chair and other members of the academy council.
- Inspectors met with representatives from the trust and the chair trustees.
- The inspectors also considered responses to Ofsted's online survey for parents, Ofsted Parent View, and the free-text responses. They also took account of responses to the online staff survey. They spoke with pupils to gain their views on the school.

Inspection team

Kieran Bird, lead inspector

His Majesty's Inspector

Jamie Hallums

Ofsted Inspector

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