



# Elmwood Junior School

## Inspection Report

**Unique Reference Number** 101720  
**LEA** Croydon LEA  
**Inspection number** 276574  
**Inspection dates** 4 October 2005 to 5 October 2005  
**Reporting inspector** Brian Evans AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Lodge Road
<b>School category</b>	Community		Croydon
<b>Age range of pupils</b>	7 to 11		Surrey CR0 2PL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02086844007
<b>Number on roll</b>	459	<b>Fax number</b>	02086656486
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Sandra Ramsbotham
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Mrs H L Jones

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 4 October 2005 - 5 October 2005	<b>Inspection number</b> 276574
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Elmwood Junior is a large, popular, mixed community school. Pupils have a wide range of ethnic backgrounds and cultural experiences. Over half the pupils speak English as an additional language including 18 who are at an early stage of learning English. It shares the site with an Infants School. The number of pupils with learning difficulties and disabilities is below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

The school perceives itself as being a good school with a significant number of strengths. Inspection evidence indicates that it is outstanding overall. Attainment on entry to the school is well below average. By the time they leave school pupils make very good progress and attain above average standards. Pupils of all ages, ethnic group and gender feel safe and enjoy school. Nearly all parents are happy with the school's successful approach to the personal and academic development of their children. The school provides good value for money. The headteacher and her deputy and a senior member of staff provide outstanding leadership and a clear vision for the school. Standards have risen steadily because teaching is good and there is a strong focus on basic literacy and numeracy skills. Provision for pupils with English as an additional language is very good. Creative arts, especially music, are central to the school's successful philosophy of developing pupils' self-esteem. The school is well placed to build on its success. The senior management team has a good understanding of what needs to be done to move the school forward. It recognises the need for greater creativity in a number of foundation subjects. Improving pupils' thinking skills and their ability to work independently are also a priority. Since the last inspection, the school has made good progress in raising standards in design and technology and in information and communication technology (ICT). It has addressed all key issues in the last inspection report effectively.

### What the school should do to improve further

\* Ensure that all foundation subjects are taught in an integrated and creative way that mirrors the fine work already evident in the school's arts curriculum.\* Raise achievement by placing greater emphasis on developing the pupils' thinking skills.

## Achievement and standards

### Grade: 1

Standards by the time pupils leave school in Year 6 are above average. Both boys and girls make excellent progress through the school. Results over the past few years have been above average. In 2005, however, there was a small dip in English and mathematics test results because the year group had a larger proportion of pupils with learning difficulties and disabilities. The improved use of assessment data helps teachers to evaluate pupils' learning, plan future work and set pupils challenging targets. The school correctly identifies the strengths and areas for development such as implementing a major project on writing in the last academic year. This 'Big Writing' initiative, recently started, is already having a good effect in raising pupils' standards. The school effectively monitors and evaluates standards and the achievement of minority ethnic groups. Individualised learning programmes are devised for underachieving pupils and, where appropriate, for others who arrive at the school during the school year. Pupils with learning difficulties and disabilities make good progress because of the effective support they receive. The introduction of a national

SEAL (Social and Emotional Aspects of Learning) programme assists the school in responding to pupils' diverse learning needs. Record keeping and assessment procedures are very good. They are used to set realistic and challenging targets for each pupil. Standards in ICT have risen since the last inspection. A well-equipped computer suite is used by all pupils on a regular weekly basis. However, there is still room for improvement in the use of ICT to improve learning in the classroom. Standards in design and technology are now satisfactory with good examples of pupils working to design and make their own puppets and masks.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy school and talk with enthusiasm about the things that they do. They are confident, polite and courteous when speaking to adults and co-operate well with each other in lessons. This is one reason they achieve so well. The school has a number of strategies to provide for the needs of pupils such as the lunchtime club which offers a quiet space where support and comfort is available for those that need it. Consequently, behaviour is good and pupils feel safe knowing that adults will support and encourage them. The school encourages pupils to develop a healthy and safe lifestyle. Pupils understand the importance of recycling. The fire and police services involve Year 6 pupils in citizenship training that heightens their awareness of the dangers around them and how to avoid them. Assemblies share spiritual and moral messages and many displays around the school promote and celebrate a range of cultures. Black History Month is celebrated and pupils empathise with the plight of others during Refugee Week. As a result, pupils respect the views, values and beliefs both of each other and of members of the wider community. Pupils contribute well to the local community. They have contact with commando veterans at an annual ceremony when 'Good Citizen' awards are presented and pupils reflect on the ultimate sacrifice of an ex-pupil awarded the Victoria Cross. Attendance fluctuates but the latest school figures show it to be above the national average. Authorised absence is higher than average. This is because a number of pupils take holidays during term time and struggle to catch up with other children in their group when they return.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and as a result pupils make at least good progress in all years. Adults manage pupils' behaviour skilfully. Teachers have good relationships with pupils, respecting their contributions in lessons and listening to them carefully. Teachers build very carefully on pupils' previous learning; as a result, pupils develop good learning habits, concentrate well and co-operate effectively as they learn. The impact of teaching is very good because of the close watch kept on pupils' progress and any difficulties are dealt with quickly and effectively. Pupils' work is marked constructively with helpful comments on how they can improve. Homework is set

regularly, monitored well and is relevant to pupils' learning. Pupils' positive attitudes and good behaviour make a significant contribution to a good learning ethos in the school. Pupils with learning difficulties and disabilities, including those with statements, are well taught and make good progress. Careful monitoring of lessons by senior staff gives the school very good information on the quality of teaching. Priorities arising from these observations include a greater emphasis on creativity in teaching some foundation subjects and the introduction of more activities that develop pupils' thinking skills. New and inexperienced teachers are being supported very well.

## **Curriculum and other activities**

### **Grade: 3**

The needs of individuals and groups are identified in each year group and programmes of work are established that support them effectively. This is reflected by the good progress made by black Caribbean boys in Year 6 and the impact of the additional support in small groups for literacy and numeracy. Teachers use national strategies well to support their planning of lessons. These plans are even more effective when teachers adapt them to meet the needs of pupils in their own particular class. The school is exploring further links between subjects and looking for more opportunities for pupils to apply their literacy, numeracy and ICT skills across other subjects. All pupils have the opportunity to sing, compose and perform and the wide variety of instrument tuition is testimony to the importance the school gives to music. These opportunities are complemented by a good range of extra-curricular activities organised at lunchtimes and after school. In addition, a wide range of visits are arranged to sites of historical and cultural interest.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support offered to pupils are good. All adults show an interest in what the pupils are doing and they work hard to provide a safe and secure environment. Child protection procedures are effective. There is a welcoming ethos towards visitors. Parents state that the school responds quickly to their concerns. Supervised provision for pupils that need to calm down or have the privacy to talk to an adult is an effective resource that reflects the high level of care provided by the school. Pupils with learning difficulties and disabilities receive good support as do those who speak English as an additional language. The school works hard to contact and liaise with parents when necessary. The school's assessment and target setting procedures ensure that pupils receive appropriate guidance and understand what they need to do in order to improve. Targets are set by class teachers and shared with parents who are kept well informed of their child's progress. Pupils' comments in their final annual report indicate that they are well prepared for the next stage of their education.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding and a major strength of the school. The headteacher, deputy headteacher and senior staff work together as an excellent team. They are fully committed to school improvement and to ensuring that all pupils achieve well. Members of staff are closely involved in the production of the school improvement plan through discussion in year group teams. The school is strongly focused on raising standards and promoting the personal development of all pupils and staff. The senior management team and subject leaders monitor carefully the quality of planning, learning and teaching throughout the school. Senior staff moderate pupils' work and address weaknesses through effective action plans. Strong leadership from senior staff ensure that each member of staff is supported in developing high quality teaching skills. Governors meet regularly and have a close working relationship with the school. Their strengths are used effectively to support the school. Governors are active in the community and reflect the community's view of the school. Newly qualified and overseas teachers are well supported by the deputy headteacher. The school is well resourced and capital funding has been saved to improve space for learning and teaching and to develop play areas. School administration is efficient. The office manager has established very effective systems for tracking financial expenditure and monitoring attendance. The school provides good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and telling us about your work. There are a great many things about your school that we like very much. You behave well and you are a pleasure to talk to. You help teachers and each other.

Many of you are aware of how to live healthily and join in activities outside lessons. We were very impressed with the school bands and with your musical talents across a wide range of instruments from steel drums to flutes. We like your school song 'Elmwood Junior School is groovy'. Most of you work hard and are good learners. Your writing in lessons and other work on display around the school are of a high quality. You are learning new things much quicker than children in many schools. This is because your headteacher leads the school with great skill and flair and because teachers help you learn.

We have asked your school to look at finding more opportunities for you to learn more about some subjects, such as geography. We would also like you, with help from teachers, to explore how 'thinking skills' can help you in your work.

Best Wishes,

Brian Evans, Lead Inspector