



Woodside Nursery and Infants' School

Inspection Report

Unique Reference Number 101750
LEA Croydon LEA
Inspection number 276581
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Robert Ellis HMI

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

Type of school	Primary	School address	Morland Road
School category	Community		Croydon
Age range of pupils	3 to 7		Surrey CR0 6NF
Gender of pupils	Mixed	Telephone number	02086548082
Number on roll	441	Fax number	02086562013
Appropriate authority	The governing body	Chair of governors	Mr D Cooper
Date of previous inspection	6 December 1999	Headteacher	Mrs Kate Magliocco

Age group 3 to 7	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 276581
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Woodside is a popular school that is larger than most schools of this type. Pupils' standards are usually below average on joining the school although the balance of higher and lower attaining pupils can vary considerably from year to year and one in six of the pupils have learning disabilities. Around one third of the pupils are from ethnic minority backgrounds including 26 pupils who are at the early stages of learning English as an additional language. One in five pupils comes from homes experiencing economic hardship.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Woodside Nursery and Infants School is an improving school where provision is satisfactory overall with many good features. The school is well led and efficiently managed. The senior managers have identified areas for development. Parents have confidence in the school and feel that their children are well cared for. Pupils feel safe and enjoy coming to school. Standards are mostly below average but many pupils achieve well. The school recognises that there remain areas for development including improving standards in the foundation stage, developing the curriculum, improving attendance, and improving the quality of teaching. The school provides satisfactory value for money but has a deficit budget which the school attributes mainly to staffing issues. Senior managers have prepared a two year recovery plan to remove the deficit. Issues raised by the previous inspection have been successfully addressed and the school is well placed to improve. Managers closely monitor the work of the school and there are effective systems to monitor the school's performance and to track the pupils' progress. The resulting information is analysed well and is used to inform the deployment of resources and set the priorities for future development. The school's managers judge its overall effectiveness to be good rather than satisfactory, largely because their assessment of pupils' achievements and the improvement in quality of teaching is a little too high. In other respects, their judgments match those of the inspection. Grade: 3

What the school should do to improve further

* Improve the quality of teaching to eradicate inadequate teaching and increase the proportion of teaching that is good or better* Continue to develop the curriculum so that it meets the needs and interests of the pupils* Raise standards, particularly in the reception year* Improve attendance.

Achievement and standards

Grade: 3

When pupils enter the school their standards overall are below average and some have significantly lower than expected communication and language skills. The pupils make good progress in the nursery and by the end of Reception many reach the standards that are expected for five-year-olds. However, the school recognises that further development in this area remains a priority because the teaching is not consistently good or better. The pupils' standards in Key Stage 1 from 2000 to 2004 were in decline and this is reflected in results in national tests that, for the most part, have been below the national average and the performance of schools with a similar intake. However, the most recent test results show a marked improvement and far more pupils are achieving the expected levels. However, the school recognises that the next step is to increase the progress of the brighter children so that more achieve the higher levels. The pupils' progress in many classes over recent terms has been at least satisfactory and often good, but weaknesses in past provision have led to some underachievement.

There is no significant variation in progress between boys and girls when compared to the national picture and those who have low prior attainment or learning disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development is promoted well. Their spiritual, moral, social and cultural development is good. The children reflect sensitively on what it means to be a friend and celebrate together the good things that they have done. They have a clear understanding of right and wrong and know the reason why rules are important. All adults provided good role models for them to copy. Pupils' behaviour in class and around the school is good, as are the relationships throughout the school community. Pupils show interest in lessons and they are keen to do well. The sensitivity and respect which teachers show to pupils and their work is a major factor to explain these strengths and why pupils enjoy school. Pupils appreciate some of the main features of their own culture and have a sound understanding of the impact of other lifestyles. Pupils are aware of the importance of being healthy and they have regular exercise both in physical education lessons and also through the use of the outdoor activity areas. They are encouraged to be safe and learn to recognise and avoid potential dangers. Pupils make comments about the life of the school through questionnaires and circle time, where pupils sit together and discuss issues which concern them. They had an important say in the recent redevelopment of the playground. There are particularly good links with the local community which help pupils in the Nursery to settle quickly to their time at school. Older pupils' work with money and their ability to work and play co-operatively develop important skills for later in life.

Quality of provision

Teaching and learning

Grade: 3

The school and inspectors agree that teaching is satisfactory overall. Teaching in the nursery is good. However, progress slows in Reception because some teaching is unsatisfactory and too many lessons, while satisfactory, fail to fire the enthusiasm of the pupils because they lack the pace and attention to detail seen in the very best teaching. In Years 1 and 2 some teaching is excellent and a model for others to follow. For instance in one outstanding lesson the pace was brisk and pupils were encouraged to think for themselves and work together in groups on tasks that challenged and excited them. Taken overall the pupils' learning has improved since the last inspection. This is because good practice has been shared. Although there are still inconsistencies, pupils are generally clear about the focus of each lesson and what the teacher is looking for them to achieve. Teaching assistants help ensure all pupils are supported well. Most teachers have a very clear view on how well pupils are doing. This helps them set work which suits and challenges individual pupils. Consequently, progress has quickened in Years 1 and 2 and the decline in standards has been reversed. Pupils are becoming

more successful in assessing how much they have learnt. They use their thumbs to indicate to the teacher how much they have learnt and in their written work they draw faces with smiles or frowns to show what they have understood. Teachers use different colours when marking to indicate good work or whether pupils need more support in their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and contributes to pupils' achievement and enjoyment. Pupils with learning needs or disabilities are included well. The younger children benefit from a sound curriculum which offers them choice and the opportunity to learn through play. In Years 1 and 2 all the required subjects are taught. There is a strong emphasis on speaking and listening and pupils' personal development. Provision for ICT has been improved. Work across subjects is organised in themes such as 'Why was a palace made out of crystal'? This has usefully strengthened links between subjects and added relevance. Regular visits and creativity weeks successfully help pupils develop their imagination and talents. Parents and pupils value the interesting extra curricular activities on offer. The dance, ballet, choir, soccer and French clubs are well attended. The good attention given to healthy living, road safety and 'stranger dangers' are three of the ways the school helps pupils look after themselves.

Care, guidance and support

Grade: 2

This is a caring school and all adults ensure that procedures for the safety and welfare of pupils are a high priority. Teachers know the pupils well. Procedures for managing child protection are good and Health and Safety and the elimination of possible risks are taken seriously. All pupils are fully involved in all aspects of the school's work. Pupils with special educational needs and those using English as an additional language benefit from good levels of support and encouragement. This helps them to make progress in their learning. Their learning targets are organised in small steps and are regularly reviewed. Several important initiatives have been developed to promote pupils' self-esteem. The Breakfast and After School Clubs encourage pupils' enjoyment of and commitment to the school's work. The lunchtime Lego Club provides a welcoming, relaxed environment where pupils meet with the Headteacher and peers in an informal situation. All adults value pupils' work. The needs of pupils in the Foundation Stage are met well. Pupils in the Nursery are introduced quickly to school routines and expectations. As a result they feel secure and valued and are soon ready to learn. Although improving, attendance is still just below average and rates of authorised absence are too high.

Leadership and management

Grade: 2

There has been a high turnover of staff in the last two years and the deputy headteacher post is currently shared by two staff in a temporary capacity. Since she arrived at the beginning of the school year in 2003, the headteacher has provided good leadership and management. She promotes a caring and supportive ethos and has a strong commitment to improving standards. Lessons are rigorously monitored and appropriate action is taken to address evident weaknesses. Staff development and equality of access to training are key features of the school and there has been some success in developing the quality of teaching through peer coaching and mentoring. The school's commitment to continuing professional development is shown by two teachers who achieved advanced skills teacher status in June 2004. The school has an accurate picture of most aspects of its performance and uses self-evaluation well to identify priorities for improvement. The views of parents and pupils are sought and most feel that they are listened to and that their views and opinions are valued. The school improvement plan identifies appropriate priorities. However, projected budgetary deficits threaten to undermine planned developments. The governors support the school and exercise their statutory responsibilities. They monitor the school's progress and are increasingly holding the school to account for the standards it achieves. However, the governors acknowledge that they are not all as involved with the day to day life of the school as they would like.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	3	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

As you know, we visited your school to check on how well it is doing.

Thank you very much for making us feel so welcome, with a special thank you to all of you who showed us your work or spoke to us and told us about your life at school. Everyone that we spoke to said that you enjoy being at school and feel safe and well looked after and I am pleased to say that we agree. The grown-ups all help you to learn the right sorts of things in your lessons. They encourage you to do your best. By the time you move on to your next school most of you know the same sorts of things as other seven year olds.

Mrs Magliocco and the others who are in charge of your school check on how well it is doing and have some good ideas about how it can be made even better. We have encouraged the school to continue the improvements that it is making and to try to make all of your lessons as good as the best. We would also like you to try to come to school every day and do as well in your lessons as you can. We enjoyed seeing the activities that you took part in at Lego club and it was obvious to us that you really enjoy using the new outdoor play equipment. Remember to tell your teachers about all the other ideas you have for things that you could do at play times. Thank you again for helping us with our work.

Yours faithfully

Robert Ellis, Her Majesty's Inspector