

St Cyprian's Greek Orthodox Primary School

Inspection report

Unique Reference Number	132009
Local Authority	Croydon
Inspection number	293915
Inspection dates	19–20 June 2007
Reporting inspector	Grace Marriott

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	331
Appropriate authority	The governing body
Chair	His Eminence Archbishop Gregorios of Thyateria and Great Britain
Headteacher	Mrs Kate Magliocco
Date of previous school inspection	13 January 2003
School address	Springfield Road Thornton Heath CR7 8DZ
Telephone number	020 8771 5425
Fax number	020 8771 8045

Age group	3–11
Inspection dates	19–20 June 2007
Inspection number	293915

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

St Cyprian's is the only Greek Orthodox Primary School in England. It takes pupils from a wide area of South London. About half the families are of Greek or other white European origins. Over a third of pupils are from Black British, Black Caribbean and Black African origins and relatively few are from White British families. The pupils come from generally advantaged backgrounds. The proportion of pupils with learning difficulties and/or disabilities is average. The school has gone through a period of some turbulence and over a period of 18 months it had several interim headteachers. The new headteacher and deputy joined the school in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Cyprian's is providing a satisfactory education with some significant strengths. The Greek Orthodox ethos underpins everything that is done and pupils' spiritual and moral development is excellent. Support for pupils' personal development and well-being is good, as is the quality of care. Pupils are proud of their school and value what the school offers them. Their parents are similarly appreciative of the school and the way in which it is improving. 'The school is clearly on its way to a high level all round', is typical of comments from many parents. Pupils, parents and staff were all very clear that behaviour is now much improved. Most pupils behave well and show respect for others. They also say they feel safe and know whom to turn to if they need help. One pupil said, 'there are always teachers to go to if things aren't right.'

In the Foundation Stage, good teaching and resources, and a well-planned curriculum gives children a good start to their education. The children enjoy their time at school and make good progress. Overall, in Years 1 to 6, pupils' achievement is satisfactory. In Year 2 standards have improved recently and are above the national average in English and average in mathematics. In Year 6, standards in English and mathematics are in line with national expectations. The leadership team is very aware that standards should be above average. The headteacher and senior leadership team (SLT) have put a range of measures into place to assess and track progress systematically and take appropriate action to deal with underachievement. As a result of these initiatives, pupils are now making faster progress. In some year groups progress is good but the inconsistency between year groups reflects variation in the quality of teaching. The support being provided for vulnerable pupils, those with learning difficulties or disabilities (LDD), and those learning English as an additional language (EAL) is effective and they are making satisfactory progress.

Though leadership and management are satisfactory overall, the headteacher provides exceptional leadership. She is well supported by the deputy head and new senior leadership team (SLT). They have been prepared to tackle difficult issues and the changes they have introduced are resulting in higher standards, faster progress, improved behaviour and a more consistent standard of teaching. The school has good capacity to improve.

The quality of teaching, learning and the curriculum are satisfactory overall. The head teacher and SLT monitor teaching regularly and provide effective support and guidance for inexperienced or less effective teachers. They are providing teachers with much more detailed information about pupils' standard of work and progress and helping them to tailor work more appropriately to pupils' needs. Senior staff recognise, however, that the use of assessment in planning work is still not consistent enough across the school. The use of information and communication technology (ICT) in teaching and learning is also not consistent across the school.

What the school should do to improve further

- Improve the teaching to accelerate the progress pupils make in English and mathematics and raise standards
- Improve teachers' use of assessment in planning work so it is better matched to the needs and abilities of all pupils
- Make better use of ICT to support teaching and learning

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

On entering the nursery, most children meet the expected standard for their age, except in areas of language and mathematical development, where they are below. Foundation Stage children make good progress. By the end of Reception, they reach the standards expected and exceed them in personal development and well-being.

Pupils in Year 6 are on track to achieve the targets set and in Year 2 they have exceeded challenging expectations in English, and met them in mathematics. Achievement is satisfactory and improving, which reflects improvements in teaching. Progress is satisfactory in English and mathematics, and the emphasis on improving reading and writing is beginning to accelerate progress in English. Staff have identified differences in achievement and progress between groups of pupils and are taking appropriate action. For example, although LDD pupils have made satisfactory progress, the numerous strategies and additional support mean that they have now begun to make good progress. The school is also tackling the underachievement of more able pupils. The improvements to the teaching have resulted in these pupils making at least satisfactory progress.

Personal development and well-being

Grade: 2

Spiritual, moral, cultural and social development is good overall, with outstanding strengths in spiritual and moral development because of the school's strong Greek Orthodox ethos. Most pupils enjoy school and are motivated to learn. Attendance is in line with the national average. Pupils are very polite, friendly and keen to talk about what they are doing. Relationships are good and racial harmony and tolerance are apparent in every aspect of the school's life. Pupils agree that the school responds quickly to any bullying or other inappropriate behaviour. Pupils are adopting a healthy lifestyle and are very complimentary about the healthy options available at lunchtime. Pupils of all ages take on responsibilities: as monitors, serving on the school council or as playground buddies. They learn to work independently and as part of a group which helps to prepare them for their future employment. Relationships and behaviour in the Foundation Stage are very good. Children play and work harmoniously together, engaging in conversations and role-play that support their learning well.

Quality of provision

Teaching and learning

Grade: 3

In the foundation stage the teaching and learning are good. Teachers use a good range of activities to encourage children to learn. In Years 1 to 6, teaching and learning are satisfactory, with some good features. In good lessons, teachers are clear about what pupils should learn and share this with them. Pupils understand what to do to succeed and are well-motivated. The needs of LDD and EAL pupils are identified accurately. Focused support from teaching assistants helps them achieve individual targets and participate in whole class activities. Where teaching is less effective, explanations are not always clear enough and sometimes opportunities

are missed to involve pupils fully in lessons. Some marking is good, giving pupils a clear indication of how they can improve their work. In other classes, work is marked regularly but the comments are less helpful. During this year, the school has put comprehensive assessment systems into place, but assessment information is not being used consistently enough in all classes to plan for the next steps in pupils' learning. Information and communication technology is not being used effectively and consistently enough to support learning and raise standards.

Curriculum and other activities

Grade: 3

The wide variety of relevant topics means that the Foundation Stage curriculum provides children with a good start and prepares them well for their future. In Years 1 to 6, provision for English and, mathematics is satisfactory and helps prepares pupils for the future. The use of ICT is increasing but it is not yet used enough in all year groups. The programme for personal, health, social and citizenship education is well thought out and helps pupils to adopt a safe and healthy lifestyle well. The programmes for LDD and EAL pupils are well-structured. The provision for gifted and talented pupils is not yet fully developed though support groups have been started recently for these pupils.

The curriculum is enriched by the provision of specialist teaching of RE and Greek and a range of extracurricular activities and clubs, including many unusual activities such as Fame Academy, Greek dancing and ikon painting. Participation in residential trips in Year 6 is high. Pupils have good opportunities to make contributions to the local community and to the school community.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Child protection, health and safety and risk assessment procedures are good. Pupils are very positive about the help they get whenever they face difficulties. The school has surveyed parents' and pupils' opinion this year and has taken notice of their views. The Autumn Term 2006 survey showed that improving behaviour was a high priority and appropriate action was taken. The adults in the Foundation Stage ensure that all children are well cared for and adopt safe practices. Teachers' assess children's progress carefully, setting them targets and providing good support. However, they do not always summarise progress in a way that helps plan the next steps. Information from assessment and monitoring is used to provide effective additional support to individuals and groups of pupils. Targets are set and shared with pupils and their parents. Through its commitment to meeting the needs of all pupils and links with external agencies, the school provides good support to LDD and EAL pupils.

Leadership and management

Grade: 3

The new headteacher has a very clear view of what needs to be done to raise academic standards, without losing any of the school's distinctive ethos. With the deputy and the SLT she provides strong direction. Staff share a sense of purpose. and are willing to work hard to improve the school. The governors are passionate in their support and keen to see the school succeed. They are aware of strengths and weaknesses, but have not been involved enough in developing the school improvement plan.

The school's evaluation of its work is accurate and action plans are appropriate. As a result, pupils are making satisfactory progress and the teaching is improving. Systematic monitoring gives the headteacher and SLT good information about standards, progress and teaching and they use this to plan development. Achieving consistency in teaching and learning, particularly in the use of assessment and marking are seen as key to raising standards. The school is committed to the inclusion of all learners. Teachers in the Foundation Stage have worked well together to develop a cohesive Foundation Stage with good support from the SLT. Many of the recent whole school initiatives have also had a significant impact on raising achievement for the youngest pupils. The progress in dealing with issues from the previous inspection has been satisfactory, but some of this is very recent.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

2 July 2007

Dear Pupils

Inspection of St Cyprian's Greek Orthodox Primary School, Thornton Heath, CR7 8DZ

Thank you for your help when we visited your school recently. You were polite, friendly and keen to let us know how much you like school. Many of you and your parents told us that the school is getting better and we agree with this.

We think that the education you are receiving is satisfactory, though many things about the school are good:

- You behave well, get on well with each other and want to learn
- The Greek Orthodox nature of the school means that you have some interesting and unusual opportunities. The ikon paintings were beautiful, the Year 6 trip to Cyprus is much enjoyed and even those of you who didn't speak Greek before you came to the school seem to like learning it
- You know how to stay safe and that being healthy is important. Several of you told us that the school lunches are good and we noticed that quite a lot of you were eating fruit, vegetables and salads
- You learn to take responsibility and you really feel that adults listen to you and take notice of what you say
- The adults are good at looking after for you and you know there are people to turn to if you need help

The headteacher and leaders of the school know that you could be doing better and we agree with them that they need to work with your teachers to see that:

- You do better in English and mathematics
- They use what they know about your progress to plan lessons which will help you to achieve higher standards
- You make more use of ICT to help you learn

You can also help by making sure that you always take notice of the advice your teachers give you when they mark your work.

We really enjoyed meeting you and listening to your views and ideas about the school. We are sure St Cyprian's will continue to improve and we wish you well for the future.

Best wishes

Grace MarriottLead inspector