

# Wolsey Infant School

## Inspection report

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<b>Unique Reference Number</b>	101748
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	323518
<b>Inspection date</b>	15 May 2009
<b>Reporting inspector</b>	Wendy Simmons

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	346
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Patricia Williams
<b>Headteacher</b>	Mrs Theresa Cefai
<b>Date of previous school inspection</b>	12 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	King Henry's Drive New Addington CR0 0PA
<b>Telephone number</b>	01689 842773
<b>Fax number</b>	01689 842112

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<b>Age group</b>	3–7
<b>Inspection date</b>	15 May 2009
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the school's overall effectiveness and investigated the following issues.

- How well is writing developed, especially for boys and the most able pupils?
- How well is the school providing fun and an exciting curriculum so that children can enjoy school to the very best effect?
- Are leadership and management outstanding?

The inspectors gained evidence from lessons and from the school's own evaluations of its work. Discussions were held with staff, pupils and four governors. A range of documentation was evaluated. Samples of pupils' work were scrutinised and the views of parents were gathered from questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

## Description of the school

The school is larger than average and oversubscribed. The school has an onsite pre- school and an after school club known as 'Wagtails Play Safe Club'. These are privately run and inspected separately. The school is in an area where many families experience challenging circumstances, as evident in the high proportion of pupils who receive free school meals. Also, it is not unusual for families to receive help from family support workers and help for their children with behaviour or speech and language support before they start school. Children join the school in the Nursery and their Early Years Foundation Stage experience continues on through to the end of the Reception Year. On entry to the school, many children have already been identified as having learning difficulties; these often link to difficulties with their behaviour and slow development in their speech and language skills. The school educates pupils from a very wide range of cultural backgrounds. The headteacher joined the school in April 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

At the time of the last two inspections, the school was found to be outstanding and inspectors are delighted to confirm that the school continues to maintain this exceptional high quality. Parents also have great confidence in the work of the school, noting such things as, 'I am proud that my child attends this school', and, 'Teachers do a tremendous job and my son's improvement is remarkably good'. One parent summed up why children achieve outstandingly well when saying, 'I put it down to the teaching and the support they receive' and inspectors agree. In particular, the nurturing care given to pupils is extremely impressive and this, when combined with outstanding teaching, helps pupils to make exceptionally good progress. The very friendly relationships show how much pupils enjoy coming to school. They like their teachers and say that all of the adults are 'Kind and helpful'.

When children join the school their skills and knowledge are often, although not always, much lower than would normally be expected for their age. By the time they leave Year 2, standards are consistently above average in reading, writing and mathematics. This represents outstanding achievement for all groups of pupils, whatever their cultural background, academic capability or learning need. For example, pupils learning English as an additional language do very well. As one parent proudly noted, 'My child has greatly improved in English, me as a mother from Africa, I am overwhelmed'. Pupils who have learning difficulties are very well supported and thrive at this school.

Pupils do especially well in mathematics. This is because there is a rigorous emphasis on learning basic skills and using these to do interesting problem-solving activities. For example, in Year 2, pupils confidently looked for patterns in calculations so that they understood and could explain why  $18+7$  is the same as  $17+8$  and  $16+9$  and  $15+10$ . Very high-quality extra support activities and group work (known as intervention groups) make a very significant contribution to pupils' progress.

Pupils enjoy reading and are eager to learn, as clearly seen in their own personal ambition targets when they start school. In the last year, the teaching of letters and sounds (phonics) has become more systematic and challenging and, together with additional group reading activities, pupils quickly develop their ability to read with confidence and accuracy. For example, pupils in Year 1 keenly researched facts about animals following their visit to the Science Museum.

Pupils are keen to write and their basic skills are good. However, there is more to do to ensure that the more able pupils have as many opportunities as possible to extend their writing skills. Pupils wrote some lovely stories about a creature known as 'Tidalic' but they were not shown how to go back over pieces of work to improve them, for example by making them really exciting through using more advanced descriptive words. The headteacher knows this. Consequently, it is a main focus for school improvement. Already, the school has focused on boys' writing and this is coming along very well. The outstanding support for group work is having a real impact and, over four terms children have doubled the rate of progress expected of them.

In April 2008, a new headteacher took up post. This was a challenging time with some staffing difficulties. However, these have been resolved and parents have been pleased with the way that the school has built on its past successes. In particular, the headteacher has been focusing on developing many aspects of the curriculum to ensure that new initiatives are developing as they should. She has been working to make sure that the curriculum is more flexible and exciting,

so that pupils enjoy all that they do to best effect. This is successful and staff are growing in their confidence to be flexible by linking subjects in a fun and imaginative way.

Pupils enjoy the many activities on offer. The current curriculum review is helping to improve this although there is still more to do. This is why the curriculum is judged to be good rather than outstanding. Nonetheless, some excellent developments are beginning to emerge. For example, in a Year 2 art lesson, pupils thoroughly enjoyed learning about Aboriginal artists. The activity was skilfully modified to allow a member of staff to show a presentation of her recent trip to Australia. Pupils loved this and said they would like more of this kind of thing. Activities such as these bring learning alive and ensure that subjects such as art, culture, history, music, geography and literacy are linked together in a meaningful way for pupils.

Pupils' wider personal development is outstanding, as they are helped to gain the very good social skills, confidence and academic knowledge necessary for their future lives. Their moral and social development is especially impressive. They love their new plant growing area within the sensory garden and value being able to work together to plant their own vegetables. The wide range of sporting activities helps them to be fit and healthy. The work of one of the governor play leaders really aids their enthusiasm for sporting activities. As the governor noted, 'Being a governor is fun, the more you put in the more you get out'. In particular, pupils' behaviour is outstanding and, considering so many have behavioural difficulties when they join the school, this is very impressive and reflects the outstanding support for these pupils. They actively contribute to the community and have a good awareness of different cultures, which enhances community cohesion very well. This is a very happy and culturally harmonious place. As a result of rigorous guidance, pupils' attendance has improved greatly and is now good.

The leadership, at all levels is energetic and fully committed to pupils as individuals. The headteacher is driving school developments very well and she is ably supported by her deputy headteacher, senior staff and governors. All leaders evaluate the work of the school very well and, as a result, they have very clear plans in place to develop the school still further. The very experienced and dedicated governors guide the school through many developments. There is an outstanding capacity for further development. Since the new headteacher has taken over, links with parents have increased considerably. The recently introduced literacy classes came from a request from parents and now 18 parents attend. Parental attendance in assemblies has increased and community cohesion is developing well, as evident in pupils' good social and cultural development and in the way that the curriculum has been organised to help pupils and parents to appreciate the lives of others in the world. The school also has good links with the local community.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The provision has improved well since the last inspection and the beautiful new Nursery building is shortly to open and will further enhance the provision. As a result of very good leadership and highly effective teaching and learning, children thrive and quickly learn how to behave well, socialise with others and show an excitement for learning. This shows outstanding progress and achievement from their starting point which is often much lower than usually expected. As a result, by the end of the Reception year, standards are at the expected level.

Children settle in very quickly because adults form extremely caring relationships with the children and their parents. This very close working partnership contributes to children's very good care, welfare and development. Children enjoy the many interesting activities, which are

well organised to encourage them to investigate things for themselves while also having time to work more formally in groups with an adult. Teaching is good in the Nursery and Reception classes and it is in Reception that some of the teaching is outstanding. Adults talk to children and show them how to speak in longer, more explicit sentences; this helps children to express themselves with greater clarity and detail. Children quickly learn how to start reading and they write keenly. For example, they wrote about how they had made their own milk shakes. They show a great willingness to talk about what they are doing. They keenly told the inspector about their targets and how to make such things as junk models. Children develop their imaginations, creativity and knowledge of the world around them. They learn how to count and enjoy the many mathematical activities, such as fishing for numbers in the water tray; they insisted that the inspector watched while they sorted and ordered the numbers.

### **What the school should do to improve further**

- Increase opportunities for pupils to be helped to look at and improve their writing so that more pupils work on higher level skills.
- Consolidate the work already started to help staff to have the freedom and confidence to be flexible in the way that they organise the curriculum.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

28 May 2009

Dear Children

Inspection of Wolsey Infant School, New Addington, CR0 0PA

You may remember that two school inspectors visited your school recently. Thank you for being so friendly and polite. It was a real pleasure to see you all busy and working hard. I am writing to let you know what we found out.

You go to an outstanding school. This means that it is fantastic! There is not much to be done to make it even better for you. You like your teachers and they are great; they want to do the very best that they can for you and you agree that they are kind and helpful. Your teachers work very hard to help you to learn new things very well and this means that when you go into the Juniors you know all of the things that will help you to do well. You enjoy school, especially all of the extra activities. We especially like the way that so many of you work in extra groups for mathematics, reading and writing. Well done for behaving so well and for being kind to others. Your excellent headteacher and all of the other adults are working very hard to make the school even better for you. I have asked them to:

- make sure that they give you time to look very carefully at your writing so that you can make some changes to it, which will make it even better
- make sure that all of the class activities are really exciting.

It was so nice to see your lovely sensory garden and I do hope that you keep growing plants and vegetables; it makes a great hobby for life!

Yours faithfully

Wendy Simmons

Lead Inspector