

Woodside Children's Centre and Infant School

Inspection report

Unique Reference Number	101750
Local Authority	Croydon
Inspection number	323519
Inspection dates	15–16 September 2008
Reporting inspector	David Marshall

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.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	410
Government funded early education provision for children aged 3 to the end of the EYFS	104
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Derek Cooper
Headteacher	Mrs Claire Howarth
Date of previous school inspection	19 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Morland Road Croydon CR0 6NF
Telephone number	020 8654 8082
Fax number	020 8656 2013

Age group	3–7
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Woodside is a large Children's Centre and Infant school with 410 pupils on roll, including the 104 part-time Early Year Foundation Stage (EYFS). The proportion of pupils identified as having learning difficulties and/or disabilities, including those with statements of particular need, is around the national average. The number of pupils from ethnic minority backgrounds is above average. Although the number of pupils with English as an additional language is also around the national average, this figure has risen in this new academic year. The school population is relatively stable. Staffing changes have been significant over the past three financial years (2005-8). The headteacher was appointed in September 2007 after an interim headteacher and a member of the senior leadership team led the school for a year. An assistant headteacher for EYFS was appointed in January 2008. Two acting deputy headteachers were appointed in March 2008 for two terms. The Children's Centre has recently opened for some services and is partially staffed. The school was awarded Healthy School Status in February 2008. Sportsmark has recently been awarded for the second year running. The school retained the Investors in People Award in 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Woodside is a good school. In the last year, the energy and resourcefulness of the new headteacher have galvanised the staff into making considerable improvements. They have responded by making the pupils' learning and the creation of a supportive, inspiring atmosphere central to all that they do. All staff now share a clear vision of where they want the school to be. As one parent observed, reflecting the views of many, 'I feel the school has really progressed since the arrival of the new head last September. Morale is high and the and;quot;feel goodand;quot; factor has returned among parents.'

When joining the school, children's skills are well below those expected for their age. They make exceptionally good progress in the EYFS. Consequently, they start Year 1 with attainment broadly in line with expectations for their age, and are especially secure in their language development. Their progress in Years 1 and 2 is improving and is now good. Therefore, at the end of Key Stage 1 in the 2008 national assessments, pupils' provisional results were broadly in line with those usually attained nationally. This was a considerable improvement from the previous year. In writing, the proportion of more able pupils who reached the higher Level 3 standard was also much improved. However, in mathematics and reading, a lower percentage of more able pupils reached this standard, although there has been recent improvement in each subject.

The curriculum is good and is enhanced by a wide range of additional, extra-curricular, activities. Despite this, the curriculum has some shortcomings because it does not consistently meet the needs of the more able pupils. The plan to be more creative with the curriculum in order to ensure that all pupils are consistently challenged is now the school's highest priority. Teaching and learning are good, and occasionally outstanding. The rigorous monitoring by the headteacher and subject managers has improved the quality of teaching. Teachers' expectations of what pupils can achieve have been raised. Lessons are very well planned, making sure that all pupils enjoy learning. There have been significant improvement in the last year in the collection and use of assessment data. This has underpinned the effective support by teaching assistants to the least able pupils, who now make very good progress.

Pupils are cared for very well and they feel safe and secure. They really enjoy school. Their behaviour in lessons and around the school, and their attentiveness, are excellent. The relationships between adults and pupils are also excellent. Pupils say that they like everything about the school, and that their teachers make learning fun. The spiritual, moral, social and cultural aspects of pupils' development are good, which shows in the mature ways in which they co-operate and collaborate with each other in class.

The headteacher provides excellent leadership. She is supported very ably by the two acting deputies and all staff and developments are now being driven forward at a good pace. Strengths and weaknesses are speedily identified because the school has very good systems for monitoring its work. Teamwork is excellent. The school has improved considerably from being satisfactory at the time of the last inspection. Capacity to continue to improve is good.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make an excellent start to their education in the EYFS classes. It is testament to the huge level of commitment and care shown by the inspirational Foundation Stage Leader, the

Reception Year Group leader and all staff that children settle into the school exceptionally well. It was impossible for the inspector to spot which of the children had only been in the school for one day, so well were they settling in. The enthusiasm and enjoyment of the children on these first days in the Nursery, including learning how to put on an art apron, had to be seen to be appreciated, and was a good indication of how successful the provision and organisation are. One parent wrote, 'My son was in the Nursery, and has just started at Reception, and loves it. They must be doing something right!' Children make rapid progress and achieve exceptionally well, especially in speaking and listening and in their social and emotional development.

The Children's Centre is well organised, and has a good impact throughout the community. Throughout the EYFS, all adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The rooms are stimulating and resources are used exceptionally well as children move from one activity to another. A very calm and purposeful atmosphere is created where the children make very good progress. The outstanding outside areas provide an exceptional level of challenge and stimulation for all children. Staff get to know the children's needs very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle very well.

What the school should do to improve further

- Adapt the curriculum further so that it consistently meets the needs and enthusiasms of all pupils.
- Improve provision for more able pupils in order to increase the proportion who attain the highest level.

Achievement and standards

Grade: 2

Throughout the school, the vast majority of pupils achieve well. Children make excellent progress in their Nursery and Reception years and consistently achieve all the goals expected for their age. The school is now much more effective at assessing how well its pupils are doing so that gaps and weaknesses are identified straightaway and tackled speedily. By the end of Year 2, pupils' attainment is now in line with that found nationally, and improving. In the 2008 national assessments, pupils achieved, and often exceeded, the challenging targets they were set. This represents very good progress from their starting points. There are increasing opportunities for pupils to develop their creative, sporting and musical talents. Information and communication technology (ICT) is used effectively across the whole curriculum and pupils demonstrate good ICT skills. The provision for pupils with learning difficulties is good and these pupils achieve highly and make very good progress.

Personal development and well-being

Grade: 2

Many aspects of pupils' personal development are good but their enjoyment, attitudes to school and behaviour are outstanding. Pupils know right from wrong and have a good understanding of the school's Golden Rules. The school works hard to raise attendance but it is still slightly below the national average. Pupils miss important work when parents take them on holiday during school time. Pupils form excellent relationships and know that they can talk to an adult if they have any worries or problems and that they will be helped. Pupils' knowledge of healthy lifestyles is good. During playtimes, they make good use of the playground equipment and

greatly enjoy the physical challenges. As one boy said as he pulled himself along a beam, 'I couldn't do this when I was 4, but I'm stronger now.' The school council takes its responsibilities seriously and makes a significant contribution to the school community. For example, pupils are really pleased with the way in which the wall murals in the playground have transformed the area. Pupils work well together, sharing and supporting each other. Their good social skills and their grasp of basic skills prepare them well for their future learning and life.

Quality of provision

Teaching and learning

Grade: 2

In most lessons, the pace is brisk and all pupils are engaged in their learning. The school is developing the use of assessments well to plan the next steps for pupils. However, occasionally teachers miss the opportunity to extend the learning of the more able pupils by not providing additional appropriately challenging tasks. The purpose of each lesson is clearly explained so that every child knows what they are learning and what teachers expect to see. In an exceptional lesson observed, the class were involved by the teacher in singing as they went from the carpet to their activities. In all classes, whiteboards, puppets and 'learning hats' are used to great effect to capture pupils' attention. In another class observed pupils were engaged in physical activities which made learning of mathematics fun. Teachers and special needs assistants work well so that pupils with learning difficulties have full access to all available opportunities. In some of the best lessons pupils were enthusiastic and engaged and the teacher's passion for their teaching shone through.

Curriculum and other activities

Grade: 2

The school provides a varied curriculum, with good opportunities through visits and visiting guest speakers. The curriculum meets the needs of the least able pupils very well. It is satisfactory for the most able but the school has correctly identified the need to improve provision further so that more pupils attain the highest level. The themed weeks enable pupils to usefully explore different subjects in depth. One such week made it possible for pupils to gain good insights into other cultures by experiencing the food and customs of various countries around the world. There are many clubs for the pupils to attend, such as choir and sporting activities, that enhance their progress in music and physical education well. The displays around the school demonstrate the developing cross-curricular work. The 'Working Walls' observed in all classrooms showed how the layered targets are being used effectively in numeracy and literacy. Pupils were able to explain how these walls are challenging, what their targets are and their purpose in helping them to improve.

Care, guidance and support

Grade: 2

This is a caring school where pupil's welfare is given a high priority. The school is fully compliant with all safeguarding requirements. Pupils are well looked after and careful attention is paid to their individual needs. Parents agree that their children are safe and cared for well. The school also makes every effort to extend support to parents. Academic guidance and support are good. Assessments are used effectively to identify what pupils need to do in order to progress. These are shared with pupils through the setting of targets so that they know what

they need to learn. The school is working on developing its provision to ensure that the needs of all groups of pupils are totally met.

The provision for pupils who have learning difficulties or disabilities is very good. The effective use of the expertise of outside agencies enhances the provision. The well-focused targets and intervention programmes, led by the energetic teaching assistants, enable these pupils to make very good progress in relation to their difficulties.

Leadership and management

Grade: 2

The headteacher's leadership is outstanding. The acting deputy headteachers, assistant headteacher, all staff and governors provide good quality support. Thanks to the changes the headteacher has introduced with such care and clarity, teamwork is outstanding and everyone is helping in moving the school forward. Management at all levels is good with new, but effective, systems in place to monitor pupils' progress and the quality of teaching and learning. These have contributed significantly to pupils' rising achievement. The school's self-evaluation is accurate. As a result, there is a clear understanding of strengths of the school and areas that need more development. The school improvement plan provides clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources.

The governors are very supportive of the school and are fully aware of its strengths and areas that they wish to develop. The opinions of parents and pupils are valued and acted upon well. The school has developed excellent links with a range of other schools and organisations, to promote a high quality education. Within the school, there is a high commitment to include all pupils in all activities and the care and concern for all pupils is high priority.

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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?	2
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	2

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?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

29 September 2008

Dear Pupils

Inspection of Woodside Children's Centre and Infant School, Croydon, CR0 6NF

We would like to thank all of you, and your teachers, for your help during the inspection. We really enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. Woodside is a good school, and it is a happy place for children to be, as many of your parents say. There are many really good things about your school. These are the most important ones.

- Your school has a really lovely atmosphere about it.
- The headteacher and the other school leaders do a very good job. They know what is good about your school and they want to make it even better.
- You enjoy school and your behaviour in lessons and around school is excellent.
- You have excellent relationships with the teachers and other adults. They take very good care of you.
- You are making good progress in your learning because the teaching in your school is good.
- The teachers have planned a good curriculum, which you find interesting and enjoyable.
- Your school has excellent relationships with your parents.

The headteacher and the other leaders have worked hard to make the school such a good place. I have asked the school to make things even better by:

- changing some of the work you do so that it suits everyone even better
- doing more to help those of you who learn fast so that you do even better, especially in reading and mathematics.

You can help too by always coming to school when you can, and continue to work hard and take advantage of the improvements that your teachers have made. We wish you every success in the future.

Yours sincerely

David Marshall

Lead Inspector