

Woodcote Primary School

Inspection report

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| Unique Reference Number | 135525 |
| Local Authority | Croydon |
| Inspection number | 341661 |
| Inspection dates | 8–9 March 2010 |
| Reporting inspector | Jane Chesterfield |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 683 |
| Appropriate authority | The governing body |
| Chair | Roz Turner-Drage |
| Headteacher | Timothy Rome |
| Date of previous school inspection | Not previously inspected |
| School address | Dunsfold Rise Coulsdon Surrey CR5 2ED |
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons or parts of lessons and observed 24 teachers. The majority of the inspection time was spent observing pupils' learning. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governors' meetings. Questionnaires from staff, pupils and 224 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies to improve mathematics across the school
- the current quality of learning and progress in Key Stage 2
- how well leaders at all levels are managing change in the school
- how well the provision in the Early Years Foundation Stage meets the needs of the children.

Information about the school

Woodcote Primary is a new school which opened in September 2008 following the amalgamation of the infant and junior schools on the same site. It is a very large school serving a residential area to the south of Croydon. Few pupils are eligible for free school meals. An above-average proportion of pupils come from minority ethnic backgrounds, though the proportion learning English as an additional language is in line with the national average. The proportion of pupils who have special educational needs and/or disabilities is below average. These needs relate mainly to speech and language difficulties or autistic spectrum disorder. The proportion of pupils who have a statement of special educational needs is just below average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Woodcote Primary is a good school which has made great strides in its development since its opening. Pupils are happy at the school and enjoy the opportunities available to them, particularly the excellent range of clubs. Typical comments from pupils included, 'This is a great school! The teachers listen to your views and help us with work', and, 'I love the lessons because they are all fun!'. The large majority of parents are supportive of the school and of the changes needed to blend two separate schools into a coherent and consistent whole. One commented, 'The headteacher has made significant changes since amalgamation which have proved visionary', while another said, 'This school has really helped improve my daughter's learning'. A small minority of parents are understandably concerned about how these changes may affect their children and the progress they make. Senior leaders recognise these concerns and have done their best to allay them, keeping parents informed through meetings, workshops and consultations.

Thanks to the inclusive ethos and good pastoral care, pupils all get on well together and behave well in school. They develop good social skills and readily accept others whose backgrounds are different from their own. Children join the school with levels of skills and understanding which are generally above those expected for their age. They make satisfactory progress in the Early Years Foundation Stage, but a lack of permanent leadership in this area of the school has meant that the range and balance of activities is not always effectively matched to the needs of the children. Pupils make good progress through the rest of the school so that, by the time they leave, their attainment is high in English, mathematics and science. They are well prepared for secondary school.

The headteacher, senior leaders and governors have a clear vision for creating a new primary school and have shared this with the whole school community. They have carried almost all staff with them and established a sense of teamwork and common purpose. A number of innovations have been swiftly and successfully introduced. The school's main priority is focused on how well pupils are learning. Good new systems for tracking all pupils' progress are used effectively to identify any who may be underachieving and, if necessary, prompt action is taken to provide additional support. This is linked to the redeployment of teaching assistants to support targeted pupils rather than the whole class, a strategy which is working well. There is regular monitoring of the quality of teaching and learning, and expectations are shared to ensure that there is a consistent approach to teaching across the school. Senior leaders have recognised that not all teachers are using their assessments effectively to plan work to meet the needs of all pupils. This has been identified as a next step for development in the school's strategic plan, which is well prioritised and directed on

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necessary areas for improvement. School self-evaluation is honest and accurate. Change is rapid but sustainable, and pupils' learning is improving as a result. The school has a good capacity for further continuous improvement.

What does the school need to do to improve further?

- Improve provision for children in the Early Years Foundation Stage by:
 - appointing a leader for the setting as soon as possible
 - introducing systematic processes for assessing children's skills on entry and their progress through the setting
 - using assessment information to plan for the next steps in children's daily learning
 - planning for a good balance of child-initiated and adult-led activities across all the areas of learning, both indoors and outdoors.
- Raise the quality of teaching across the school to that of the best by:
 - ensuring all teachers use their assessments of pupils' learning to plan to meet individual needs in subsequent lessons
 - giving pupils in all classes opportunities to assess their own work and evaluate their understanding of what has been taught
 - making sure that teachers' marking makes it clear to pupils how they can improve their work and make progress.

Outcomes for individuals and groups of pupils

2

The work seen in lessons and in pupils' books confirms that attainment is high by Year 6 and progress for all groups of pupils is good across the school, particularly in Key Stage 1 and in Years 5 and 6 where progress accelerates rapidly. Pupils are on track to meet challenging targets at the end of this academic year. Pupils have positive attitudes and are ready and willing to learn. They are interested in what their teachers have to offer them, and welcome opportunities to work independently or in groups. In a Year 5 geography lesson, for example, groups of pupils worked together enthusiastically to write the script for a documentary on clean water, using their computer skills for research and their literacy skills for drafting.

Senior staff had identified that pupils' achievement in mathematics was uneven across the school, but this has now been addressed well through replanning the mathematics curriculum and providing focused support for pupils who find mathematics difficult. In a Year 2 mathematics lesson, for example, pupils understood how to tackle their tasks and worked excitedly at a range of different challenges matched to their different abilities.

Pupils say they enjoy school and feel safe, though some feel that behaviour in the Key Stage 2 playgrounds is rather boisterous. This is due to the number of activities going on in a confined space, and the school has identified the need to reorganise playtime arrangements to overcome this. Behaviour in class is consistently good at all times, and

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relationships are very positive. Pupils have a good understanding of how to live a healthy lifestyle. They know what constitutes a balanced diet and have plenty of opportunities to be active. Pupils play their part in the life of the school community, for example through the school council or as play leaders. One group of pupils has set up their own prayer session at lunchtime. Pupils take these roles seriously and carry them out responsibly. Their workplace skills are good. Last year, for example, pupils won an enterprise competition and used the prize money to set up a school stationery shop. Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of right and wrong, a strong sense of fairness, and a respect for others' differences.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 1 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

All teachers manage their classes well and set high expectations for behaviour. They make good use of resources to motivate pupils and plan interesting lessons which engage them. Teaching assistants are well deployed and give good support to individuals and groups of pupils. Teachers set clear learning objectives and success

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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criteria, so that pupils understand what they have to achieve and how they will know when they have done so. They give pupils good opportunities to discuss their work and to be independent. Most teachers set challenging tasks that are well matched to the different ability groups in their classes, but in some lessons work is not well targeted and pupils find it too difficult or too straightforward. Teachers do not always assess how well pupils have learnt or give them the chance to assess their own learning. There are inconsistencies in the quality of marking throughout the school. Some very good marking establishes a dialogue with pupils and takes them through the next steps in their learning, but this is not always the case. In some instances, teachers accept work which is untidy or insufficient in quantity.

Pupils who have speech and language difficulties or an autistic spectrum disorder, and those learning English as an additional language, are well supported so that they make similar progress to their classmates. The school makes good use of outside support services to meet pupils' particular needs. Provision for vulnerable children is carefully organised to help them and their families. All pupils benefit from a well-planned curriculum which places the right emphasis on literacy and numeracy and has good links between subjects. An outstanding range of sporting, music and other clubs is available to pupils to help them discover new talents and learn new skills. The school is planning to do an audit of pupils' skills in order to improve curriculum provision further.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and leaders at all levels have achieved a great deal in the short time since the school opened. Those with leadership responsibilities are full of enthusiasm for their roles and determination to bring about change and improvement to the school. The lack of a permanent leader in the Early Years Foundation Stage has meant that change and improvement has not been so rapid in this area of the school. Governors have worked hard in bringing about the amalgamation, and have a good understanding of where the school is now and where it needs to be. They provide it with a good balance of support and challenge. Good attention is given to safeguarding pupils. All the required checks on adults who come into contact with pupils are carried out, and risk assessments are thorough. Procedures for child protection are rigorous and staff training is up-to-date.

The school works well to promote equal opportunities and tackle discrimination. The

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achievement of all groups of pupils is carefully tracked so that any dip in progress can be quickly resolved. The school makes a good contribution to community cohesion. Its particular strength here is in the links it has with schools in other countries, which increase pupils' awareness of the world around them and of the global issues that affect everyone. The school works hard to inform and involve parents, and to help them to understand the changes it has made and the reasons behind them. Its website is an excellent resource for family learning. Partnerships are used well to help the school in its development and to benefit the pupils. It works closely with the local authority, for example, and with outside providers to facilitate extra activities for pupils.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage. Staff provide an appropriate range of activities covering all the areas of learning in the classrooms, though opportunities for role play and dressing up are sometimes limited. There are good opportunities for children to use computers. However the outdoor areas, though large and well resourced, are not used enough, and the activities set up outside mainly promote physical development and knowledge and understanding of the world. Relationships between adults and children are good, and welfare requirements are met. Good attention is given to children's daily care and safety. However, too many activities are directed by adults and there are not enough opportunities for children to learn through exploration and discovery in carefully planned and structured activities.

The absence of a permanent leader for the Early Years Foundation Stage has meant that systems for planning and assessment lack coordination and consistency. This has had a

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detrimental impact on the progress made by the children. Senior leaders have done a good job in monitoring provision, identifying development needs and garnering local authority support, but there is currently no one in the setting to lead by example on a daily basis. Nonetheless, staff are willing and ready to take on the challenge of improving the provision and keen to be guided in this task.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

The large majority of the parents and carers who responded to the questionnaire expressed satisfaction with the school and what it offers their children. A small minority felt that they were not well informed about their children's progress, that their child was not making enough progress, that the school did not take enough account of their concerns or that the school was not led and managed effectively. Some parents also expressed dissatisfaction with homework provision. Inspectors investigated these concerns carefully but did not uphold them. Reports to parents are detailed and of a high quality, and there are adequate opportunities for parents to discuss progress with their children's teacher. As this report identifies, pupils are making good progress in Key Stage 1 and Key Stage 2. The school provides parents with good opportunities to express any concerns they may have and has consulted with them to canvas their views on several occasions. The school is led and managed well, and there have been a number of significant good innovations since the amalgamation, such as whole-school tracking systems. The independent learning projects which are set for homework provide pupils with excellent opportunities to develop their skills and knowledge. One parent commented, 'My child has flourished since independent learning was introduced, showing much more interest in homework and self-learning'. Times-tables and spelling lists are available on the school website for parents who wish to practise these with their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodcote Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 224 completed questionnaires by the end of the on-site inspection. In total, there are 683 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 104 | 46 | 103 | 46 | 15 | 7 | 1 | 0 |
| The school keeps my child safe | 97 | 43 | 116 | 52 | 9 | 4 | 0 | 0 |
| The school informs me about my child's progress | 37 | 17 | 131 | 58 | 37 | 17 | 13 | 6 |
| My child is making enough progress at this school | 52 | 23 | 115 | 51 | 34 | 15 | 15 | 7 |
| The teaching is good at this school | 73 | 33 | 108 | 48 | 22 | 10 | 10 | 4 |
| The school helps me to support my child's learning | 76 | 34 | 104 | 46 | 27 | 12 | 9 | 4 |
| The school helps my child to have a healthy lifestyle | 74 | 33 | 127 | 57 | 11 | 5 | 3 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 46 | 21 | 51 | 51 | 24 | 11 | 10 | 4 |
| The school meets my child's particular needs | 45 | 20 | 53 | 53 | 28 | 13 | 10 | 4 |
| The school deals effectively with unacceptable behaviour | 49 | 22 | 56 | 56 | 22 | 10 | 13 | 6 |
| The school takes account of my suggestions and concerns | 37 | 17 | 55 | 55 | 28 | 13 | 13 | 6 |
| The school is led and managed effectively | 62 | 28 | 45 | 45 | 32 | 14 | 16 | 7 |
| Overall, I am happy with my child's experience at this school | 73 | 33 | 50 | 50 | 20 | 9 | 13 | 6 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 March 2010

Dear Pupils

Inspection of Woodcote Primary School, Coulsdon, CR5 2ED

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is giving you a good education, and that there are some excellent things going on, such as all the clubs, the independent learning projects and the website. These are the main things we discovered.

- You enjoy being at school and you are making good progress as you move through the school.
- You behave well, though some people are a bit too lively in the playground, and you respect one another's different backgrounds.
- You have good relationships with your teachers and you are keen to learn.
- You feel safe and secure in school, thanks to the efforts of your teachers.
- You are well looked after and get extra support if you need it.
- The senior leaders are doing a good job and know how to make the school even better.

To help the school improve even further, this is what we have asked the staff to do:

- plan your work so that it gives you the right amount of challenge
- give you the chance to say how well you have understood what you have learnt
- let you know through marking what you need to do to improve your work
- improve activities for the children in the Nursery and Reception classes to help them make faster progress.

You can help by letting teachers know if the work they give you is too hard or too easy, and by thinking hard about how well you have done in each lesson. Always act on the advice the teachers give you in your books and make sure you present your work as neatly as you can!

Yours sincerely

Jane Chesterfield

Lead inspector

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