

Selsdon Primary and Nursery School

Inspection report

Unique Reference Number	101815
Local Authority	Croydon
Inspection number	355075
Inspection dates	3–4 March 2011
Reporting inspector	Melanie Knowles HMI

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	629
Appropriate authority	The governing body
Chair	Sharon Lidbury
Headteacher	Nicholas Wollaston
Date of previous school inspection	15 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty three lessons were observed and twenty two teachers were seen. An inspector also visited a small group support session. Meetings were held with senior leaders, members of the governing body and pupils. Inspectors observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, evidence of the school's monitoring and lesson plans. Inspectors considered the 275 responses to the parental questionnaires issued during the inspection. They also analysed questionnaires completed by 101 pupils in Key Stage 2 and members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- The consistency of the improvements in attainment and progress across year groups
- How well pupils with weaker basic skills are supported in class and through intervention programmes
- The quality of teaching and how well this helps pupils of different abilities to learn and progress
- The effectiveness of leaders and managers at all levels in driving improvement
- The effectiveness of the school's actions to improve attendance.

Information about the school

Selsdon Primary and Nursery School is a much larger than average school. There are three classes in each year group and places for 52 children in the nursery. The school is part of the Bourne Foundation which consists of two secondary and two primary schools in the locality. Although the majority of pupils are White British, the proportion of pupils from different minority ethnic groups has risen. The proportion of pupils eligible for free school meals has also risen and is now slightly above average. The percentage of pupils with special educational needs and/or disabilities is slightly above average, but there are relatively few pupils with statements.

The school has gained 'Artsmark' gold and has been awarded the 'Activemark' in successive years. It also has National Healthy Schools accreditation.

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?

3

The school's capacity for sustained improvement

3

Main findings

Selsdon Primary and Nursery School provides a satisfactory standard of education, but it is clearly an improving school where the quality of teaching is getting better and standards are beginning to rise. Pupils are happy and behave well, staff work as a good team and a very large majority of parents and carers are satisfied with the education their children receive. One parent reflected the views of many others writing, 'I am pleased to say that Selsdon Primary School is on the up again.'

Attainment by pupils at the end of Year 6 declined markedly in 2008. By summer 2010 the school's results in the Key stage 2 tests had recovered to be broadly average, but the overall progress made by Year 6 pupils was still significantly below average. The school's tracking data and work in lessons and pupils' books indicate that rates of progress are improving and are now satisfactory overall. However, progress is still uneven across year groups and across subjects and the achievement of boys remains lower than that of girls.

Since the last inspection, the leadership team has been strengthened by the appointment of year group leaders and an additional assistant headteacher. Although some leaders are relatively new in post, they all have a clear sense of purpose and ambition and a good understanding of the school's strengths and weaknesses. School leaders have been effective in improving behaviour in lessons and around the school. There are clear behaviour management systems and processes in place which are being used consistently by all staff. The introduction of the 'Responsible Thinking Classroom' has had considerable impact on reducing incidences of poor behaviour. As one pupil said, 'there are a lot less naughty people now.' Pupils behave considerately towards each other and are welcoming and polite. The curriculum has been reviewed and developed since the last inspection so that lessons are relevant to the interests of pupils and they enjoy their learning more.

Rigorous monitoring and determined tackling of underperformance have resulted in improvements in the quality of teaching. This has led to an increasing proportion of good lessons. School leaders are aware that this is not yet consistent across all year groups and in all subjects and that there is more work to be done to ensure that the information provided by pupil tracking systems is used to tailor teachers' planning so that it meets the needs of all pupils.

Over the last three years, levels of attendance have been low, but recent data indicate that the situation is improving strongly and the attendance of the majority of pupils is at least satisfactory. The school is making good use of its home-school support worker to visit the parents and carers of pupils with the lowest attendance. Nevertheless, there is still more to be done and the school rightly has plans to continue addressing this issue.

Self-evaluation is broadly accurate though inspectors found that school had an overgenerous view of the progress made by pupils. Senior leaders and governors have a

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good understanding of what the school needs to do to improve further and school development planning has appropriate priorities, but targets for improvement do not have measurable outcomes that can be monitored and evaluated and lines of accountability are unclear. The achievements since the last inspection indicate that the school has satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve rates of progress, particularly that of boys by:
 - using information from monitoring to target support and intervention more effectively and modify lesson planning so that the needs of all pupils are met
 - ensuring that more able pupils can move more quickly to more challenging activities
 - increasing opportunities for writing across the curriculum
- Leaders and managers should drive improvement by ensuring that:
 - all aspects of the school development plan have measurable outcomes which can be monitored rigorously
 - priorities for improvement have clear lines of accountability with responsibility and monitoring roles clearly separated.
- Improve attendance by:
 - building on existing strategies for working with vulnerable and hard to reach families
 - analysing patterns of absence to ensure that groups and individuals with poor attendance are identified and supported at an early stage.

Outcomes for individuals and groups of pupils**3**

At present, children in the Early Years Foundation Stage make the most progress in their learning. They enter the nursery with attainment levels well below those expected for their age, but by the end of Reception their attainment is broadly in line with that seen nationally. This represents good progress. Elsewhere, work in lessons and in books shows that most pupils across the school are now making satisfactory progress in English, mathematics and science and some are making good progress. Pupils are taking pride in their achievements. Improved standards of behaviour are also contributing to better progress in lessons. Generally, pupils make more progress in reading than in mathematics and writing and, across the school, girls achieve better than boys. Pupils who have special educational needs and/or disabilities make satisfactory progress and, in the best lessons, have work that is carefully tailored to their particular needs. The progress of pupils from minority ethnic groups has improved and is now satisfactory overall.

Pupils' spiritual and moral development is good. These aspects of development are well supported by the curriculum, whole school assemblies and a well-planned programme of school visits. The five school values of respect, honesty, responsibility, effort and self

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control clearly underpin all aspects of school life. Pupils contribute well to the local community as well as to helping their school to improve. The school council is well established, but because of the size of the school, some pupils do not feel that they have a strong voice in decisions relating to their learning. Pupils have a good understanding of how to stay safe and are very aware of the risks posed by the internet. They have a good understanding of how to live healthy lives, engage in plenty of exercise at playtimes and take advantage of the many after school clubs such as football, contemporary dance, athletics and street dance.

Pupils are developing some of the wider skills and personal qualities needed to equip them for the world of work. Pupils show that they can work purposefully on their own or in collaboration with others and they co-operate well on planning tasks and sharing resources. A Year 5 'Micro-Society' project run in partnership with local businesses provides good opportunities for pupils to work together in teams, develop leadership and problem solving skills and learn about managing money and marketing. Levels of attendance are rapidly improving, but punctuality is satisfactory rather than good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The quality of teaching and learning is improving, but is not yet consistently good. Nevertheless, there are pockets of outstanding teaching. In one lesson, the teacher ensured that all pupils were able to make very good progress by providing an interesting

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context for writing, setting high expectations and carefully targeting his support. All pupils clearly enjoyed their learning in this lesson and were disappointed when the lesson came to the end.

Pupils are clear about what they are learning and some of the teachers' feedback, both during lessons and in books, is of high quality. In some lessons pupils are encouraged to evaluate their own work or give thoughtful feedback to each other. The school tracking system has been refined and is giving very clear information about individuals and groups of pupils in each class that may be falling behind, but this information is not yet being used effectively enough by class teachers. Year group lesson plans are not being adapted by each class teacher to meet the specific needs of different pupils and so some are not making the progress that they should in lessons.

The changes to the curriculum mean that this is matched increasingly well to pupils' interests and teachers work hard to make learning enjoyable for pupils by linking subjects together. For example, in Year 6 pupils were linking their learning in history and English by writing instructions on how to invade Troy. The impact is clear in pupils' enjoyment, but there has not been enough time for this to make a full impact on raising standards.

Links with outside agencies enhance the good work the school does to ensure that all pupils, especially those whose circumstances make them more vulnerable, are well cared for guided and supported.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

All senior leaders have clear roles and responsibilities and are committed to driving improvement. They are becoming an increasingly effective team under the clear guidance of the headteacher and have made changes that are starting to have a positive impact on pupils' achievement. Efforts to improve standards of behaviour since the last inspection have been concerted and effective. Accurate monitoring of the quality of teaching and learning has led to carefully targeted support for weaker teachers and this has had a positive impact on the overall quality of teaching in the school. However, improvements in the use of assessment to support learning are not yet fully embedded and consequently achievement remains satisfactory.

School action planning is focused on appropriate priorities, but the plans do not specify what pupils and teachers are expected to achieve or how their progress will be measured. It is not clear who is leading on each priority and how and when this will be monitored or

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evaluated. There are no milestones for improvement through the year. Consequently, it is difficult for school leaders to evaluate progress.

Governors provide satisfactory support and challenge. They have undertaken training to enable them to fully understand the data the school receives and are now in a better position to ask pertinent questions and challenge school leaders to improve further. Governors make visits to the school, but they do not yet monitor or evaluate its work systematically.

School leaders and governors ensure that arrangements to keep pupils safe are good and are well understood by staff. They have good regard to the need to promote equality and avoid discrimination and the school's tracking system is now used to monitor the performance of different groups of pupils, including those who are frequently absent from school. The school's contribution to community cohesion is satisfactory. Pupils are well involved in the local community and the curriculum has an international perspective. The school recognises that pupils would also benefit from links with schools in different areas of Britain.

The school has good relationships with other local schools and these have contributed to improvement. The home school support worker is employed by a group of four local schools. Relationships with parents and carers are highly positive. Parents and carers are kept well informed through a weekly newsletter, regular reports on their children's progress, open days and informal discussions with teachers at the start and end of each day.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. Initial assessments are made soon after the children enter the nursery to give a baseline and then children's progress is reviewed at regular intervals through the year. Transition from the Nursery to the Reception class is managed well so that rates of progress are maintained. Data collected at the end of the reception year show that children make particularly good progress in learning letters and sounds and using numbers as labels for counting. The overall rate of progress has improved considerably over the last three years with more children reaching expected levels by the time they enter Year 1.

Provision is good. Children settle quickly into both the Nursery and Reception classes because staff are skilled at adapting the curriculum to their needs. Staff make regular observations of children's achievements and make appropriate use of this information to plan exciting opportunities for children to explore and find things out for themselves. The outdoor area is often used well to promote most areas of learning and children's ideas are valued. Staff pay good attention to children's welfare.

Leadership and management are good. There is a clear understanding of what is helping to raise achievement, for example in the teaching of phonics, although there is more to be done on developing aspects of writing and calculating skills and on improving liaison with teachers in Year 1. Staff work closely together in supporting all children and there are good relationships with parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The return to the Ofsted parents' and carers' questionnaire was in line with the national average. A very large majority of parents and carers believe that their children enjoy school, that the school keeps their child safe and helps their children to have a healthy lifestyle. Most parents and carers also felt that teaching is good and that they are kept well informed about their children's progress. Although most parents and carers believe the school deals well with unacceptable behaviour, there are a few who disagree. Inspectors saw good behaviour in almost all lessons and at break times. On the rare occasions when behaviour was less than good in lessons, it was linked to the quality of the teaching, which was not well suited to their needs. There is evidence that the standard of behaviour has not always been as good in the past. However, increased consistency in the way staff manage behaviour has led to improvement. A large majority of pupils agreed that behaviour is good in school when they responded to their questionnaire. Particularly

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positive comments from parents and carers include how approachable the staff are, how happy their children are at school and appreciation of the care their children receive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selsdon Primary and Nursery 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 275 completed questionnaires by the end of the on-site inspection. In total, there are 629 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	140	51	126	46	7	3	1	0
The school keeps my child safe	143	52	122	44	7	3	1	0
My school informs me about my child's progress	115	42	139	51	16	6	1	0
My child is making enough progress at this school	96	35	150	55	23	8	3	1
The teaching is good at this school	119	43	135	49	14	5	0	0
The school helps me to support my child's learning	93	34	147	53	23	8	0	0
The school helps my child to have a healthy lifestyle	107	39	157	57	9	3	0	0
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)	78	28	155	56	12	4	2	1
The school meets my child's particular needs	90	33	149	54	17	6	5	2
The school deals effectively with unacceptable behaviour	83	30	139	51	30	11	12	4
The school takes account of my suggestions and concerns	77	28	149	54	19	7	6	2
The school is led and managed effectively	102	37	147	53	10	4	5	2
Overall, I am happy with my child's experience at this school	126	46	128	47	12	4	6	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



7 March 2011

Dear Pupils

Inspection of Selsdon Primary and Nursery school, Croydon CR2 8LQ

Thank you for making us feel welcome when we visited your school recently. While at your school, we visited lessons, talked to some of you, looked at the work in your books and talked to teachers and school leaders about the work of the school. We enjoyed seeing your African drumming session and hearing about all the exciting clubs you can attend. All this has helped us to understand how well your school is doing and what would help it to improve.

These are the main things we found to be best about your school:

- the way you behave has improved and is now good and you get on well with each other
- the staff at the school care for you well, and this helps you to feel safe
- the curriculum provides you with many exciting experiences
- the way the school works with your parents, carers and other people makes a good contribution to your learning and well-being.
- the school's five values help to remind you to be respectful, honest, responsible, make a good effort in your work and act with self-control.

We have asked your school to do three very important things to help it to become even better:

- for teachers to ensure that more of you make better progress particularly in writing and mathematics
- for leaders and managers to get even better at helping the school to improve
- for the school to work with parents and carers to ensure that more of you come to school every day.

It was a pleasure to visit your school. You can continue to help by working hard and making sure that you attend school every day. We wish you every success and happiness for the future.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector

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