

Davidson Primary School

Dartnell Road, Croydon, Surrey, CR0 6JA

Inspection dates

17–18 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well across the school. They make good progress from their starting points because teaching is good and leaders keep a close eye on how well pupils are doing.
- Teaching is good with some that is outstanding. Teaching has improved since the last inspection. Teachers have good relationships with pupils and make learning lively and fun.
- Pupils have extremely positive attitudes to learning. They are keen to improve their work and know what to do to get better because teachers' marking tells them exactly how to improve.
- Pupils behave well and are welcoming and polite. They are well cared for and feel safe. Attendance has improved.
- Leaders and managers, including governors, ensure that teaching is good. The whole team is dedicated to improving teaching further and has clear plans in place to achieve this.
- Good systems and support ensure that the large number of pupils who join the school at different times during the year integrate seamlessly alongside their peers.
- Senior leaders carefully check that all pupils are doing as well as they should and ensure that pupils falling behind are provided with closely matched support.
- Pupils from all ages, backgrounds and gender get on well together. The school respects and celebrates all individuals.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Outstanding practice needs to be shared between teachers more often.
- More-able pupils do not always start independent work quickly enough.
- Effective marking practises are not applied to all subjects.
- Occasionally, teachers do not check learning regularly enough to move pupils on to the next task.
- Some parents are not clear how and when concerns they have raised have been resolved.

Information about this inspection

- Inspectors observed 25 lessons with the headteacher and deputy headteacher. Inspectors visited parts of other lessons during shorter focused visits.
- Discussions took place with a range of school staff including senior leaders and subject leaders. They chatted with groups of pupils both formally and informally. Inspectors discussed training opportunities with teachers.
- Inspectors spoke to and met members of the local authority, the governing body and other partnership agencies involved with the school.
- They took account of 31 responses to the online questionnaire (Parent View), two letters from parents and carers and spoke with parents and carers in the playground.
- During the inspection they looked at pupils' books and a variety of school documents, including information about pupils' progress, correspondence logs, school development planning, behaviour and safety records.

Inspection team

Melanie Clapton, Lead inspector

Additional inspector

Avtar Sherri

Additional inspector

Kate Robertson

Additional inspector

Full report

Information about this school

- Davidson Primary School is a larger than average primary school.
- The proportion of pupils supported through school action is slightly lower than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- A large number of pupils come from a variety of ethnic groups. The largest groups are White British, Black African and Caribbean. Almost half of the pupils speak English as an additional language, which is higher than the national average. There are 50 languages spoken as first languages at home.
- A large number of pupils leave and join part-way through the year with an increasing number who have not previously attended school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government), including those eligible for free school meals, is higher than average.
- The school meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - extending the effective marking procedures seen in English and mathematics to all subjects
 - allowing more-able pupils to start independent tasks more quickly
 - checking pupils' learning more regularly during lessons and, when necessary, responding promptly by moving them on to the next task
 - sharing outstanding examples of teaching.
- Improve communication with parents and carers so that they are clear about how any issues they raise have been resolved.

Inspection judgements

The achievement of pupils is good

- All pupils achieve well and make good progress from different starting points. Pupils enjoy learning and are keen to discuss their work. They focus well in lessons because of good attitudes to learning and interesting approaches. For example, as preparation for writing a persuasive argument, Year 6 pupils were excited about their task when they received an upsetting letter from the council outlining a proposal to turn a park into a supermarket.
- Children in Early Years Foundation Stage make good progress. Many children enter with skills and knowledge well below expected levels for their age, particularly in their language skills. For many, English is not the main language spoken at home. Children come from various settings, some with no experience of schooling. They settle well because the staff are caring and effective at helping the children and families learn the class routines and systems.
- Language development in the Early Years Foundation Stage is good because adults act as models. Children are soon keen to apply skills of letters and sounds in their writing. Adults plan and support learning well, encouraging children to talk about what they are learning rather than what they are doing. Effective leadership and good teaching mean levels of attainment by the time children join Year 1 have risen steadily since the last inspection.
- Good progress continues across Key Stage 1. Attainment at the end of Year 2 is rising steadily as pupils join with improving skills from the Early Years Foundation Stage. The number of pupils attaining higher levels in reading, writing and mathematics is rising.
- School information and scrutiny of pupils' work confirm that all year groups make equally good progress. The proportion of pupils that make better than expected progress compares favourably with pupils nationally.
- Attainment in Year 6 has improved and is in line with national expectations, despite many pupils leaving and joining the school at different times. Many who join have no English. A large number of these enter school at the very early stages of learning English. They make good progress because they are quickly involved in school and many go on to gain higher levels in Year 6.
- A focus on improving the number of pupils who attain expected levels in both English and mathematics has been successful. The proportion of pupils who attain the higher levels in Year 6 is similar to that of pupils nationally.
- Achievement of pupils from different groups, including those who are disabled, have special educational needs or receive the pupil premium, is good. This is because leaders check the progress of all groups well, adapting teaching and support if they are falling behind. As a result, any gaps between the levels reached by different groups are getting narrower.
- Pupils read confidently. They apply reading and writing skills well because the teaching of phonics (the sounds that letters make) and guided reading are well organised and fun. Pupils talk enthusiastically about choices of books and are clear about preferences for different authors and types of texts. Older pupils discuss maturely how and why books are often very different from film versions.

The quality of teaching is good

- Teaching over time is good and as a result, pupils make good progress. While some teaching is outstanding and progress rapid, this is not yet consistent practice across all classes and lessons.
- Teachers have good relationships with pupils and make learning lively. Pupils enjoy learning and talk accurately about their work because teachers explain learning activities well. Presentation in books is neat as pupils take pride in work and are keen to do their best.
- Other adults are highly skilled, have good relationship with pupils and effectively support learning. For example, pupils who speak English as an additional language get good support by translation of tasks, particularly in mathematics, so that they complete work matched to their ability. Such support is tailored for the specific needs of an individual or groups of pupils.

- Teachers regularly question pupils to check learning, particularly when they are together as a class. Questions encourage pupils to respond in full sentences and explain what they have learnt or understand and give reasons. Sometimes, however, when pupils are working independently, teachers miss the opportunity, if pupils have grasped an idea quickly, to add more challenge and move learning on more rapidly.
- Marking is particularly effective in English and mathematics. Comments tell pupils how well they have done and what to do to improve their work. Pupils enjoy using green pens to correct work and respond at length to these suggestions. This improvement since the last inspection has helped to improve pupils' rates of progress. Marking is not, however, as effective in other subjects.
- Teachers plan learning that makes good links with other subjects to enhance knowledge. For example, pupils enjoyed pretending to be a rich Tudor child and answering questions in role in preparation for their writing about what it was like to live in those times.
- Planning different activities for different abilities means pupils are usually appropriately challenged. For example, Year 6 pupils, converting distances from kilometres to metres, worked on similar questions. The more able were stretched to convert the measures, then round the answer and draw a line representing the distance to scale. However, sometimes in lessons pupils who are more able are not allowed to start their independent activities soon enough and spend too much time listening to the teacher. This hinders the progress they make.

The behaviour and safety of pupils are good

- Pupils behave and concentrate well. The same approaches to managing behaviour are consistently used in all classes and pupils respond well to these. For example, all respond well to 'give me five' with even the youngest children quickly learning this whole-school approach to getting all to listen. Teachers rarely need to remind pupils to listen, because they are respectful and interested.
- Pupils themselves agree that behaviour is good, particularly inside school, but some pupils do not behave as well outside. They work well in groups and support each other's learning. They listen to each other and respect each other's views. A calm, harmonious and positive working atmosphere is apparent.
- Pupils are extremely welcoming and polite. Pupils routinely wait to hold doors for adults and other pupils. They take pride in responsibilities around the school. The school council is active in making decisions, for example in the design of new toilets, including requesting automatic flushing to prevent the spread of germs.
- Pupils say that they feel safe. They are certain that there is no bullying. They understand the difference between bullying and minor disagreements. They are certain that if it did happen it would be dealt with quickly.
- Parents and carers are clear that their children are happy at school and they are safe. Pupils learn how to keep themselves safe on the internet and the school makes good use of community police to develop understanding of unsafe situations.
- Attendance has improved since the last inspection. Leaders have focused on improving this through support for families to reduce persistent absence and make clear the importance of attending school. Most pupils arrive on time but a small number are late. The school is working to improve this.

The leadership and management are good

- Leaders are relentless in their drive to improve teaching, which has resulted in improvements since the last inspection. Senior leaders visit lessons regularly to check the quality of teaching. Findings shared with staff help, for example, identify where individual teachers may need extra support through training. However, examples of outstanding teaching in the school are not shared regularly enough with staff to help give them ideas as to how they can improve their own

practice. Year group and middle leaders work effectively together to improve teaching, supporting colleagues well to ensure ways of working across the school are the same.

- Leaders focus sharply on areas that need to improve, often with quick results. For example, attendance was previously just average. In just over a year it has improved to just above average as a result of their work with those families concerned. The number of pupils attaining expected levels in English and mathematics improved last year because leaders developed better systems for checking how well pupils were doing in their work. As a result they made sure teachers knew which pupils to target specifically.
- Leaders monitor teachers' performance well, give clear targets for how to improve and link these to a programme of training and to movement up the salary scale. The targets they set are personalised and closely linked to levels of responsibility. All teachers want to do their best and understand how their improved performance closely links to the achievement of pupils.
- The curriculum is well organised with good links between subjects to develop understanding. Pupils write at length in most subjects. Opportunities to enrich learning spark enthusiasm and deepen pupils' spiritual, moral, social and cultural development, for example, the visiting author who supported the focus on 'Black History' month well during the inspection and the gardening club in the 'Solar Dome', encouraging pupils to grow fruits and vegetables and tend the school orchard. Pupils learn French as well as words from the range of other languages spoken in school as part of the 'language of the month' focus.
- Most parents and carers are happy with the information they receive about their child's progress and appreciate the additional English classes the school provides for them. However some feel that leaders do not follow up concerns they have raised. Inspectors found that the school keeps comprehensive and detailed notes of conversations and communications with parents and carers. However inspectors also found that leaders do not always make clear to those involved all the actions taken and how such concerns have been resolved.
- Pupil premium funding is well monitored by leaders and governors. Some, allocated to fund an online mathematics programme, has successfully improved attainment in mathematics for targeted pupils.
- The level of support given by the local authority in the past has rightly reduced because the school is well placed to improve further. The strength of school leaders and good partnership links with other schools to share ideas helps with this.
- **The governance of the school:**
 - is well informed. Governors are clear about the quality of teaching and the need to share outstanding examples to improve teaching further. They know the strengths and areas for development of the school because they are fully involved in development planning and monitoring initiatives. They work with senior leaders to ensure that all pupils are treated equally and that there is no discrimination.
 - provides good support and challenge to leaders. The Chair of the Governing Body is well versed in education policy and new initiatives. He meets the headteacher regularly. Other governors are visible in school, some organising clubs.
 - reviews budget and performance data regularly. Checks on other data, for example for attendance, informed decisions to fund a home-school support worker, which has strengthened links with families and improved attendance.
 - ensures safeguarding meets requirements, such as the vetting of new members of staff.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134449
Local authority	Croydon
Inspection number	402610

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing body
Chair	Richard Mallinson
Headteacher	Linda Watson
Date of previous school inspection	30 November – 1 December 2009
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