

Selsdon Primary and Nursery School

Addington Road, South Croydon, CR2 8LQ

Inspection dates

1–2 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- While progress is improving, it is not yet good. This is because progress in writing and mathematics has been historically weak.
- The quality of teaching varies too much within the school. Not enough is good or outstanding, especially in Years 3 to 5. Teachers do not always have high enough expectations of what pupils can do.
- Teachers do not consistently plan activities that meet the needs of all pupils, especially those who are working at lower levels. They do not always tell pupils how to improve work or give them time to respond.
- Although there have been improvements since the last inspection, leadership and management, including that of the governing body, are not yet good. Some teachers who are new to the school or inexperienced do not get enough individual support to improve their teaching and this affects pupils' achievement.
- Some parents do not feel that school leaders and managers respond to their concerns.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage because provision is consistently good.
- Pupils behave well and feel safe. They show respect and care towards each other and have positive attitudes to learning.
- The school provides good opportunities for pupils' spiritual, moral, social and cultural development.
- Year group and subject level leadership has improved since the last inspection. Governors are more effective in holding the school to account.

Information about this inspection

- Inspectors observed parts of 32 lessons, some of which were joint observations with the headteacher and senior leaders. They heard pupils read and observed teaching of reading. They also observed pupils during lunch and break times.
- The inspectors looked at various aspects of the school’s work, including documentation about safeguarding, pupil progress, behaviour and attendance. They looked at pupils’ books, planning and evaluation records, minutes of the meetings of the governing body and external reports.
- Inspectors took account of the 84 responses on the Parent View website and the school’s most recent parent survey. They spoke to some parents at the beginning of the school day and during the inspection.
- Meetings were held with the Chair of governors and three other representatives of the governing body, various members of staff including senior and other leaders and a small group of pupils. The lead inspector also talked to a representative from the local authority.

Inspection team

Helen Howard, Lead inspector

Additional Inspector

Sara Benn

Additional Inspector

Richard Boswell

Additional Inspector

Matthew Klimcke

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- Approximately one third of the pupils are eligible for pupil premium funding, which gives additional funding to those who are known to be eligible for free school meals, those looked after by the local authority and the children of service families. This is a higher proportion than that found nationally and is increasing.
- The proportion of pupils who have special educational needs who are supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- Just under a half of the pupils have a minority ethnic heritage. The largest groups have Black Caribbean or Black African heritage.
- Nearly a quarter of pupils join or leave the school part way through their education. This is a much higher proportion than found nationally.
- In 2012, the school met the government's floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The governing body manages before and after-school provision, including clubs and holiday activities.
- The school is part of a group foundation with two other schools.
- Occasionally, pupils on the school roll attend the local pupil referral unit either full- or part-time.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and more is outstanding by:
 - consistently giving pupils activities that match their individual needs, especially those who are less able
 - ensuring that some pupils can learn in smaller steps and have more time to practise their skills
 - making sure that when teachers mark pupils' work, they always show pupils what they need to do to improve
 - giving time for pupils to respond to teachers' comments in books.
- Raise achievement to good especially in Year 3 to 5 by:
 - raising teachers' expectations of what pupils are capable of achieving
 - making sure that in mathematics, pupils have more activities that help them practise and apply their skills in order to choose the best way to solve problems.
- Improve the effectiveness of leadership and management by:
 - providing individual support for teachers who are new or inexperienced to help them improve their teaching
 - giving teachers more opportunities to share the best practice that exists in the school
 - making sure that leaders and managers always respond promptly and consistently to concerns raised by parents.

Inspection judgements

The achievement of pupils

requires improvement

- While attainment at the end of Year 6 is average, achievement requires improvement. Pupils do not make good progress from their starting points because the quality of teaching is too variable within the school.
- Achievement in writing and mathematics is weaker in Years 3 to 5, where teaching is not consistently good. In mathematics, pupils do not always have enough practical activities that help them practise and apply their skills when they are solving problems and this slows their progress.
- Children start Nursery and Reception with skills and abilities that are well below those expected for their age. They make good progress and by the time they start Year 1 they achieve in line with expectations. This is as a result of high expectations, good teaching and excellent resources.
- School data, lesson observations and pupils' work show that progress is now improving, especially in Key Stage 1. A wide range of extra support and better teaching are improving progress rapidly in Year 6, especially in writing. Attainment in reading at the end of Year 2 and Year 6 is improving and is now average.
- The pupil premium has funded a range of strategies, including developing the 'Sunshine Room', where adults support pupils who are underachieving. In Year 6 tests in 2012, the gaps in attainment between Year 6 pupils who benefitted from pupil premium funding and other Year 6 pupils widened, compared with the previous year. This represented four fifths of a level lower in English and three fifths of a level lower in mathematics. These gaps are wider than those found nationally. However, a scrutiny of pupils' work shows that they are narrowing this year.
- Disabled pupils and those who have special educational needs make expected progress from their starting points. They are well supported by teaching assistants. Groups of pupils, including those who have minority ethnic heritages, make similar progress to other pupils in the school. The school promotes equality of opportunities well and takes steps to ensure that there are good relationships between pupils who have different ethnic heritages.

The quality of teaching

requires improvement

- Leaders and managers carefully monitor the quality of teaching and, as a result, it is improving, particularly in Key Stage 1. However, it is not consistently good across the school and has not led to good achievement over time. Some teachers do not have high enough expectations of what pupils can achieve and this results in slower progress, especially in Years 3 to 5.
- Teachers in Years 3 to 5 do not always offer activities or resources that are carefully matched to pupils' individual needs. Some teachers do not always support well enough pupils who are working at lower levels. Consequently there are occasions when these pupils struggle because the work is sometimes too difficult or because they have not had enough time to practise skills.
- In mathematics, especially in Years 3 to 5, teachers do not consistently offer practical activities or equipment to support pupils' progress. This means that pupils are unable to practise and apply their skills when they are solving problems.
- Where teaching is good or better, teachers write useful comments to show pupils how they can improve their work and give pupils time to respond to them. Pupils say that they find this very helpful because they can practise skills that they have found difficult. However, not all teachers mark in this way and pupils make slower progress as a result.
- Teachers have good relationships with pupils and are enthusiastic. In the best lessons, they make learning fun. For example, in a Reception lesson about Jack and the Beanstalk, children practised moving 'like a giant' to music and made their own 'beanstalks'. They enjoyed the activities and made good progress with putting their version of the story in order.
- Teachers use other adults well in lessons to support disabled pupils and those who have special

educational needs. Consequently these pupils make expected progress. Learning support assistants are particularly effective in supporting pupils who have behavioural and emotional difficulties and individual pupils who have complex special education needs.

The behaviour and safety of pupils are good

- The school provides a respectful and happy environment for pupils. Pupils behave well in lessons and around the school. They work well together and are polite to each other and to adults.
- Children quickly settle in the Nursery and Reception classes and are encouraged to share and play well together. Good role modelling by adults makes sure that children learn by seeing what is expected of them. Adults take every opportunity to praise good behaviour.
- Attendance has improved since the last inspection and is now average as a result of the actions taken by leaders. This includes raising the profile of attendance and giving certificates to pupils who are rarely or never absent. Pupils enjoy coming to school and feel safe as a result of the effective actions taken to protect them. Most parents and carers who spoke to the inspectors or who responded to the school survey and to Parent View agree.
- Adults manage behaviour very effectively and pupils respond well to the frequent praise given for work and behaviour as well as the reward points and certificates. There is good support for pupils who have behavioural and emotional difficulties. This includes a range of strategies to manage behaviour such as support for managing anger and counselling. The school regularly monitors the progress of pupils who use alternative provision in the pupil referral unit and these pupils make good progress.
- Pupils are very aware of different forms of bullying. The school has taken determined steps in managing incidents and tackles discrimination effectively. Pupils say that incidents are rare but that when they do occur, they are confident that adults manage them well. Pupils are encouraged to think about the consequences of their actions and are given a range of strategies to manage arguments.
- A few examples of low-level off-task behaviour occur when teaching is weaker. Pupils are not always given opportunities to learn independently and so are not as actively engaged in their own learning as seen in the best teaching.

The leadership and management requires improvement

- Leaders and managers are making an impact on pupils' achievement, especially in Key Stage 1 and in Year 6, but this is not yet consistent across the school and so is not leading to good achievement overall.
- Teaching is regularly and accurately monitored. The performance management system is linked to teachers' standards and the school improvement plan. However, not all teachers, especially those who are new to the school or who are inexperienced, have enough individual support to develop their skills. There are not enough opportunities to share the best practice that exists in the school.
- A recent school survey shows that the majority of parents and carers are positive about the school. However, a minority who responded to Parent View or spoke to inspectors expressed concern about leadership and management. In particular, they feel that they do not always receive responses to their concerns.
- Literacy and numeracy are embedded across the curriculum and there are increasing resources for information and communication technology, including the use of mobile technology and programmes to support pupils who need to catch up. Religious education is well resourced and includes a popular after-school club. Specialist physical education, French and music teachers give pupils extra activities that they may not otherwise experience.
- The school provides good opportunities for pupils' spiritual, moral, cultural and social development. Staff and pupils celebrate diversity through resources in the curriculum and in visits and activities. Pupils are encouraged to consider the difference between right and wrong

and they are offered opportunities to reflect on others' values and beliefs.

- Since the last inspection, achievement, teaching and attendance have improved. Pupils' good behaviour has been maintained. These demonstrate the school's capacity for further improvement.
- The local authority has provided good support to the school, including providing information for evaluating the performance of the school and sharing this with governors. There are strong partnerships with other local schools and this has helped teachers to accurately assess pupils' work. Outside agencies have helped the school to support disabled pupils and those who have special educational needs.
- **The governance of the school:**
 - Governors are supportive of the school and are taking an increasingly rigorous approach to challenging leaders and managers about the school's performance. They have a good understanding of pupils' outcomes through knowledge of the data and the quality of teaching. This helps them to compare the school with other schools nationally and identify strengths and weaknesses. They make links between finance and pupils' achievement. They know how teachers' pay is linked to performance. They are involved in decisions about promotion and make sure that teachers are rewarded appropriately. They have tackled underperformance. They know how the pupil premium is spent and the impact on achievement.

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	101815
Local authority	Croydon
Inspection number	404784
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	633
Appropriate authority	The governing body
Chair	Charles Howard
Headteacher	Nicholas Wollaston
Date of previous school inspection	3–4 March 2011
Telephone number	0208 6574038
Fax number	0208 6579334
Email address	admin@selsdonprimary.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

