

Downsview Primary and Nursery School

Biggin Way, Upper Norwood, London, SE19 3XE

Inspection dates 19–20 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides clear direction. She has had a positive impact on pupils' achievement. There has been a trend of improvements and pupils now attain above the national average at the end of Key Stage 1 and Key Stage 2. They are above the national average in writing and mathematics.
- All leaders have worked well together to ensure that teaching is typically good. They have a comprehensive understanding of the performance of the school.
- The governing body is supportive of leaders and has a clear awareness of the school's strengths and areas for development.
- The curriculum is exciting and fun. Pupils' spiritual, moral, social and cultural awareness is well developed. There are many opportunities for pupils to develop their creative skills in music, art and dance.
- Teaching is typically good. Classrooms are well resourced and attractive displays make the school an exciting place to learn.
- Teaching assistants work well with pupils. They are well trained and provide good support to pupils who have particular needs.
- Pupils relate very well to each other. They behave well in lessons and at lunchtimes. Pupils say that the school works hard to keep everyone safe. There are strong relationships between staff and pupils. Attendance and punctuality are good.
- The school uses its specialist physical education (PE) and sports funding well. Pupils have enjoyed considerable success in a range of sporting events. Active and healthy lifestyles are very well promoted.
- Parents are very supportive. They like the opportunities that the school provides for their children.

It is not yet an outstanding school because

- Teachers do not have consistently high expectations of pupils.
- Not enough pupils, including those who are most able, make better than expected progress in reading in Key Stage 2.
- There are gaps between the attainment of boys and girls in the early years provision.
- Children's progress is not always tracked regularly or systematically in the early years provision.

Information about this inspection

- Inspectors observed learning in 21 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors listened to pupils reading in Year 2 and Year 6.
- Meetings were held with two groups of pupils and school staff. There was a discussion with the Chair of the Governing Body and four other members. A meeting was held with a representative from the local authority.
- Inspectors took account of 81 responses to the online questionnaire, Parent View. Other sources of parental views that were considered included correspondence and discussions with parents at the end of the day.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance, risk analysis and safeguarding.
- The views of staff were analysed through the 56 responses to the staff questionnaire.

Inspection team

Elizabeth Bowes, Lead inspector	Additional Inspector
Roger Fenwick	Additional Inspector
David Webster	Additional Inspector

Full report

Information about this school

- Downsview Primary and Nursery School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium is similar to the national average. Pupil premium is additional funding provided by the government for disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs on the school roll is higher than the national average.
- The proportion of pupils who speak English as an additional language is higher than the national average.
- The early years provision consists of a part-time Nursery and full-time Reception classes.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast and after-school club which are run by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by ensuring:
 - all teachers have consistently high expectations of pupils
 - more pupils, including the most able, make better than expected progress in reading in Key Stage 2.
- Develop the early years provision by ensuring that:
 - the gap in attainment between girls and boys closes rapidly
 - children's progress is regularly and systematically tracked.

Inspection judgements

The leadership and management are good

- The headteacher has introduced a culture where all are encouraged to succeed. She has a strong ambition to continue to improve the school and has high expectations of both staff and pupils. Consequently, the quality of teaching is now consistently good and pupils achieve well. In the majority of lessons, pupils behave well and have a real interest in their learning.
- Middle leaders are effective and take clear responsibility for the progress of pupils. They have been well trained and are making a clear impact on the standards that pupils achieve.
- The progress of all pupils in Years 1-6 is rigorously tracked and, as a result, any pupils identified as falling behind are quickly identified and given appropriate support. One example of this is the way that the school has used the pupil premium funding. The progress of all eligible pupils is now good because of the extensive support that is provided.
- The curriculum is particularly effective in providing pupils with a range of exciting opportunities. The school's aim is to find and develop the strengths and talents in every pupil. Pupils have the opportunity to be taught by specialist teachers in art, Spanish, physical education and music. Pupils say that they really enjoy the range of interesting visits and visitors. For example, for the topic on Romans, pupils visited the British museum. As one pupil said, 'It brings a subject to life when you dress up as a Roman citizen and see all the things that the Romans used every day.' These experiences contribute well to pupils' spiritual, moral, social and cultural development.
- Pupils are well prepared for life in modern Britain. There are well-planned opportunities for pupils to learn about the rules of law and democracy. The school fosters good relations by teaching pupils about individual liberty and respect for all. The school promotes equality of opportunity well and discrimination of any kind is not tolerated. Pupils celebrate the range of different languages that are spoken at the school.
- Primary PE and sports funding is well used. There is an effective partnership with Crystal Palace Football Club where specialist sports coaches have had a positive impact, both in sports and academic work. There are now over 18 sports clubs that are run by the school and the majority of pupils participate. Pupils have been successful at both borough and district competitions. The school will be representing the borough in the London Youth Games in gymnastics. Dance is also well promoted and pupils participated in an event at the New Wimbledon Theatre. All of these activities contribute well to pupils' well-being and developing healthy lifestyles.
- The local authority has provided effective 'light-touch' support to this school. It has supported the provision for helping those who speak English as an additional language. It has also supported the early years provision.
- Parents are highly complimentary about the school and most would recommend the school to another parent. Many parents praised the open and supportive atmosphere, and said that they are well informed about their child's progress.
- The school has effective arrangements for safeguarding that meet statutory requirements. There are careful arrangements for ensuring that children are protected and kept secure. All staff are checked rigorously.
- **The governance of the school:**
 - The governing body challenges the school well so that improvements continue to be made. It has a clear understanding of the school's strengths and how to accomplish what needs to be done to improve. Governors know how well the school is doing when compared against other schools. They have had training in understanding the performance data of the school. As a result, they can challenge the school effectively for the standards that pupils achieve.
 - Governors come into school regularly and often attend staff training. They are very well aware of the challenging targets that are set for teachers regarding the progress of the pupils in their class. They have a good understanding of the quality of teaching in the school and reward good teachers with pay increases. They are aware of the procedures that leaders follow should they need to tackle any teacher under-performance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are polite to staff and each other when around the school. They routinely stand back for others to go through doors. They exhibit good manners when talking to each other.
- Pupils have good attitude to learning. They are hard-working and proud of their achievements. Work is neat and well presented. Behaviour is not outstanding because there are occasional minor disruptions in class.
- Spiritual development is fostered by a range of visits to different religious organisations. Pupils are taught to think about their moral development and consider the difference between right from wrong.
- Pupils' cultural development is good. All pupils have the opportunity to learn an instrument, there is an active orchestra and the choir has recently performed in the Royal Albert Hall.
- Relationships are warm and supportive, and pupils work well together. Residential visits in Year 5 and 6 help to develop pupils' social development.
- The breakfast and after-school clubs provide a valuable resource. Sessions are calm and purposeful, and pupils enjoy what is on offer.
- Attendance is good and pupils are punctual into school.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe. They are taught about how to use the internet safely. Numerous opportunities are taken to tell pupils about the danger of strangers.
- Pupils are taught about the importance of travelling safely, especially those who are about to go to secondary school.
- Pupils know and understand about the different types of bullying. They are very knowledgeable about e-safety and the possible dangers associated with social networking sites. Pupils say that that bullying is rare and they would know who to go to if they had any concerns. School records confirm that there are very few incidents of bullying.
- Parents who responded to the Parent View survey agree that their children are happy, feel safe and well looked after.

The quality of teaching is good

- There is a positive impact of teaching on the achievement of pupils. Teachers use their detailed knowledge of how pupils are doing to plan and prepare interesting lessons and activities.
- The impact of teaching on mathematics is positive and there is a strong focus on ensuring that pupils know their times tables and other key facts.
- Writing is carefully developed. Teachers help pupils understand how sentences are structured. Pupils write regularly and this ensures that pupils' skills are quickly improved.
- Teaching is not outstanding because teachers do not always have the highest expectations for pupils. In reading, for example, Key Stage 2 pupils do not always work as hard as they could because teachers do not expect them to. Teaching assistants provide a valuable role in pupils' learning. They are well briefed and support all pupils, including those with disabilities or special educational needs. They help in improving the learning of those who speak English as an additional language and give sensitive help while at the same time making sure that pupils do not become too dependent on them.
- Homework is consistently and effectively promoted through the school. This enables pupils to consolidate their skills and pursue research for their topics.
- Teachers' marking is good and clearly shows pupils what they need to do to improve. Pupils have enough time to respond to teachers' comments.
- Staff use wall displays well to celebrate pupils' achievements. In classes, displays provide a good reference for pupils to check their numeracy and literacy skills.

The achievement of pupils is good

- Pupils make good progress from their starting points and leave at the end of Year 6 with standards that are above the national average in writing and mathematics, and in line with the national average in reading.
- In Key Stage 1, pupils make good progress. They achieve above the national average in the Year 1 phonics reading check. By the end of Year 2, pupils attain significantly above the national average in reading, writing and mathematics. This is because the quality of teaching is good and teachers know exactly where each pupil is in their learning.
- As pupils move through the years in Key Stage 2, progress continues to be strong in both writing and mathematics. However, fewer pupils than the national average make better than expected progress in reading in Key Stage 2.
- Disadvantaged pupils make good progress from their different starting points when compared to other pupils nationally. In 2014 in reading, disadvantaged pupils were over a term behind other pupils in the school and other pupils nationally. In writing, disadvantaged pupils were over two terms behind other pupils in the school and a term behind other pupils nationally. In mathematics, disadvantaged pupils were over three terms behind other pupils in the school and two terms behind other pupils nationally.
- Gaps between disadvantaged pupils and others in the school are closing rapidly. In many cases, disadvantaged pupils are making better progress than their peers. For example, in Year 4, they are making better progress in reading, writing and mathematics.
- With the exception of reading, those who are most able usually do well. In Key Stage 1, pupils attain significantly above the national average. In Key Stage 2, they attain in line with the national average in reading, and above the national average in writing and mathematics. In 2014, nearly a quarter of all pupils attained the highest Level 6 in mathematics.
- Those who are disabled or who have special educational needs make good progress from their starting points because of the quality of assistance that is offered to them. They are well supported in lessons by staff, many of whom have received specialist training.
- Those who speak English as an additional language make good progress. The school tracks their progress carefully and ensures that all groups of pupils are well supported to achieve.

The early years provision

is good

- Children join the Nursery with skills that are below those typical for their age, particularly in communication and language. They make good progress in both the Nursery and Reception. They leave the early years provision with a slightly higher proportion of children compared to national reaching a good level of development. This ensures that the majority are ready for learning when they enter Year 1. However, boys do not always do as well as girls in the early years provision.
- There are good relationships and children behave well. They play well together, and are kind and helpful towards each other. The school's work to keep pupils safe and secure is good. Parents are very happy with how well the school ensures that children who are new to the school are helped to settle down. Many parents reported that they liked the opportunity they had to talk to teachers informally at the end of the day.
- The quality of teaching is good and teachers ensure that children have a range of exciting and interesting activities. They create a happy and supportive atmosphere. Teaching assistants offer a good level of support. Children's learning is enhanced by visits that really enthuse children, such as the visit from the planetarium.
- Leadership of the early years provision is good because leaders have worked hard with the local authority to ensure that the early years provision is strong. Much has been accomplished; however, the tracking of children's progress is not regular or systematic enough to ensure that all children make the best progress.

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	101778
Local authority	Croydon
Inspection number	453183

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	538
Appropriate authority	The governing body
Chair	Josie Harrison
Headteacher	Nicky Wright
Date of previous school inspection	24 November 2010
Telephone number	020 8764 4611
Fax number	020 8679 8023
Email address	sec1@downsview.croydon.sch.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 and 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 2015

