

Selsdon Primary and Nursery School

Addington Road, South Croydon, CR2 8LQ

Inspection dates 30 April – 01 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Senior leaders, well supported by other staff, have ensured that the school has made considerable progress since the previous inspection two years ago. The quality of teaching, achievement and behaviour have all rapidly improved.
- Governors are knowledgeable and committed to supporting and challenging the school. They play a key part in ensuring that the school continues to improve.
- Pupils make good progress from their starting points. There has been a positive trend in attainment. By the end of Key Stage 2, pupils attain around the national average in reading and mathematics and significantly above the national average in writing.
- Children in the early years do well. Effective leadership and teaching ensure that they make good progress and are well prepared for Year 1.
- Teaching is good because teachers motivate and capture the imagination of all groups of pupils. Lessons are carefully planned.
- Pupils' spiritual, moral, social and cultural development is well promoted. Pupils are well prepared to take their place as citizens in modern Britain.
- Pupils behave well, they respect each other and their teachers. In lessons they show an eagerness to learn and ensure their books are neat and well presented.
- The school makes sure that all pupils know how to keep safe. They are given lots of advice about how to avoid risks.
- The curriculum is well planned. Pupils enjoy a good range of clubs. There are many opportunities for pupils to develop their musical and sporting skills.
- The majority of parents are very supportive of the school.

It is not yet an outstanding school because

- New middle leaders are not yet fully accountable for the progress of pupils in their areas of responsibility.
- The most able pupils are not always fully challenged in every year group. Not all make rapid progress and reach the highest standards by the end of Key Stage 2.

Information about this inspection

- Inspectors observed learning in 20 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors heard 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 vice-Chair of the Governing Body and one other member. 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 the school's own recent survey, correspondence from parents to the inspectors 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 and safeguarding.
- The views of staff were analysed through the 21 responses to the staff questionnaire.

Inspection team

Elizabeth Bowes, Lead inspector	Additional Inspector
Raminder Arora	Additional Inspector
Michael Sutherland-Harper	Additional Inspector

Full report

Information about this school

- Selsdon Primary and Nursery School is much larger than the average-sized primary school.
- The school is federated with Heavers Farm Primary School. Both schools have the same governing body and executive headteacher.
- The proportion of pupils known to be eligible for support through pupil premium funding is higher than the national average. Pupil premium money 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 similar to the national average.
- A high proportion of pupils enter the school at times other than the beginning of the Reception year.
- The early years provision consists of a part-time Nursery and full-time Reception.
- 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?

- Develop the role of new middle leaders so that they are more accountable for the progress of pupils in their areas of responsibility.
- Ensure that teachers in all year groups always provide enough challenge to the most able so that they can make rapid progress and reach higher standards by the end of Year 6.

Inspection judgements

The leadership and management are good

- The executive headteacher and head of school have an ambitious vision for the continued improvement of the school. Since their arrival two years ago they have been determined to bring about successful changes. As a result the quality of teaching, achievement and behaviour have all rapidly improved since the previous inspection two years ago.
- Leaders rigorously check the quality of teaching. They regularly visit lessons and look at pupils' books so that they are fully aware of the progress that every pupil is making each term. All staff have ambitious targets to improve their performance and pay awards are closely linked to the progress of pupils in their class.
- Most of the middle leaders are new to the school. As yet they are still developing their roles and are not fully accountable for the progress of pupils in their areas of responsibility.
- The school benefits from a close partnership with several schools as well as the school with which it is federated. As a result staff are able to share their ideas, expertise and resources.
- Pupils learn a broad range of subjects. The school has made good progress in developing its approach to the new National Curriculum. Spiritual, moral, social and cultural development is strong. There is a variety of after-school clubs which include a wide range of musical and sporting activities. Pupils are well prepared for life in modern Britain. For example, they vote for members of the school council and hence learn about democracy. Pupils are well informed about the forthcoming election. All pupils display a tolerance and respect for those whose beliefs or values are different to their own. They appreciate the need for the rule of law.
- The promotion of equal opportunities is a key part of the school. Leaders and managers work hard to foster good relations and make sure that discrimination of any kind is not tolerated. No pupil is denied access to anything that the school offers.
- Pupil premium funding is well used to provide extra support for disadvantaged pupils and to close the gap between their attainment and other pupils in the school. Additional support in reading, writing and numeracy ensures that the funding has a positive impact on pupils' achievement.
- The primary physical education and sports funding is well used to extend opportunities for sport and physical development. Some of the funding has been used to provide specialist sports teachers and coaches and this has enabled pupils to effectively develop their skills. Money has been spent on additional equipment and hire of a local swimming pool. A proportion of the funding has been spent on membership of the Croydon Sports Partnership; this has been effective because pupils can now play in a variety of tournaments. The impact of the funding has been increased participation in sport and the improved physical well-being of all pupils.
- The impact of the support from the local authority has been good. It ensured that a strong leadership team was quickly put in place after the last inspection so that the necessary changes could be swiftly made. Other support has been through staff training and guidance.
- When the new leadership team arrived they had to make considerable changes to improve the standard of education offered by the school. One of the areas of focus was Key Stage 1. The results in 2014 were low. Rigorous attention to improve the quality of teaching has led to standards improving. Work seen in pupils' books indicates that they now make good progress in Key Stage 1.
- As a result of the rapid changes brought about by senior leaders there were initially some issues with how they communicated the changes to parents. However, the school is working hard to develop this relationship and now the vast majority of parents would recommend this school to another parent. Many parents reported how much they liked the school website and blog that enabled them to find out what was happening in their child's class.
- Arrangements for the safeguarding of pupils are effective and meet statutory requirements. There are clear and robust plans in place for the recruitment of staff and the protection of pupils.
- **The governance of the school:**
 - The newly constituted federated governing body is highly effective. It challenges school leaders and holds them rigorously to account for the progress that all pupils in the school make. Finances are carefully monitored.
 - Governors use data about the school's performance to meticulously compare how the school is doing when compared against all schools nationally. All governors ask pertinent questions about the achievement of pupils in order to continue to drive forward further improvements.
 - Governors are well aware of the quality of teaching. They understand the strengths that now exist in teaching and the link between the performance of teachers and pay based on the progress of the

pupils. Additional pay awards are only given when the impact on pupils' achievement shows that they are fully deserved.

- Governors are very supportive of the leadership team of the school. They are well aware of the procedures to follow should they need to tackle any teacher underperformance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils say that they enjoy being at school and that it is a calm and welcoming place where they can all learn without any disruptions from poor behaviour. Pupils listen carefully to the teacher and quickly act on instructions.
- Around the school pupils are polite and helpful. Older pupils take their responsibilities seriously. Those in the school council are keen to help those less fortunate than themselves and run charity fundraising.
- The vast majority of parents consider that behaviour in the school is good. School records show that any incidents of challenging behaviour or bullying are carefully recorded and dealt with swiftly by staff.
- Pupils' moral development is good; they clearly know right from wrong. Pupils have a strong spiritual awareness; they have a good understanding of world religions and reflect carefully on the themes in assemblies. The school ensures that there are ample opportunities for social development and pupils demonstrate a good awareness of the needs of others in the school and wider community. Cultural development is enhanced in many ways. For example, enjoyment of music is enhanced through the school choir which performs at various regional venues.
- The breakfast and after-school clubs are very well attended. They provide an effective start and end to each day. Pupils said how much they like the activities that are provided for them.

Safety

- The school's work to keep pupils safe and secure is good. While at school, pupils are kept safe from harm. The school building and grounds are regularly assessed for any risks to the safety of pupils.
- Pupils have a good awareness of how to keep themselves safe in a variety of situations, such as the danger from strangers, the roads and railways. All pupils clearly understand about the importance of staying safe when using the internet.
- Pupils know about the different types of bullying such as homophobic and cyber bullying. Pupils and parents told inspectors that bullying is rare, but that they had confidence that staff would know how to deal with any issues.

The quality of teaching is good

- Teaching promotes good achievement in reading, writing and mathematics. Pupils' books show that work is well marked which helps pupils to move quickly on in their learning. Teachers have high expectations regarding how work should be presented.
- Apart from not always providing sufficient challenge for the most able, usually teachers provide work that is just of the right level of difficulty for pupils to make rapid progress.
- Leaders and teachers regularly monitor the progress of every pupil. Teachers make accurate internal assessments of how each pupil is doing. Any pupil who is falling behind is quickly identified and additional support is put in place to help them catch up.
- Disabled pupils and those who have special educational needs receive good support from teachers and learning support assistants. Most of the support is given within lessons; however, they sometimes provide support to small groups out of lessons. Often these take place at a time when pupils are not missing out on what the rest of the class are learning.
- Reading skills develop quickly because teachers ensure that pupils read books that are interesting and challenging. Parents play an active role in helping their children to make good progress in reading by regularly listening to their children read at home and recording what their child has read in the homework diaries.
- Mathematics is well taught because teachers provide clear explanations that deepen pupils' understanding of calculation.
- Writing skills are carefully developed and pupils are taught about different types of writing such as poetry. Books show extensive examples of writing in a range of styles.

- Pupils benefit from specialist teaching in French, music and sport. This greatly enhances pupils' enjoyment and progress in these subjects.

The achievement of pupils is good

- Leaders and staff have taken effective action to raise pupils' achievement. Throughout the school the majority of pupils are making good progress in reading, writing and mathematics.
- In 2014, published data show that standards at the end of Key Stage 1 were significantly lower than the national average. This was, in part, due to a high turnover of teachers. Concerted efforts by leaders and the new teachers in Key Stage 1 have ensured that a greater proportion of pupils are now on track to reach and exceed the national average.
- By the end of Year 6 pupils typically attain in line with the national average in reading and mathematics and significantly above the national average in writing. In 2014, pupils also attained well in tests to assess their punctuation, spelling and grammar skills.
- Those who are most able often achieve well by the end of Key Stage 2. In 2014, the proportions obtaining the higher Level 5 were higher than the national average in reading and writing. However, in some year groups teachers do not always provide sufficient challenge to enable the most able to make the best progress and hence achieve the highest possible standards.
- There is a high proportion of pupils at this school who enter at times other than the beginning of the Reception year. The school ensures that when these pupils arrive, a full assessment is made of their skills and additional support is provided to enable them to quickly catch up. From often low starting points these pupils usually make rapid progress throughout the school.
- Disabled pupils and those with special educational needs make good progress in reading, writing and mathematics. At times, for example in writing in Years 2, 4 and 6, they make better progress than their classmates. This is due to the effective impact of the support by skilled teaching assistants.
- Additional funding to support disadvantaged pupils has had a positive effect. They make good progress from their different starting points. In 2014, at the end of Key Stage 2 in reading, disadvantaged pupils were one term behind other pupils in the school and in line with all pupils nationally. In writing, they were a term behind other pupils in the school and all pupils nationally. In mathematics, they were about two terms behind other pupils in the school and all pupils nationally. Gaps are rapidly closing and in many cases disadvantaged pupils make faster progress than their classmates: for example, in reading in Years 1, 3, 5 and 6 and in mathematics in Years 2, 3, 4 and 5.
- Throughout the school, pupils develop a love of reading. This is because school leaders have developed a strong reading culture. Pupils enjoy reading and talk knowledgably about their favourite authors. Scores in the Year 1 national check on phonics (the sounds linked to letters) were above the national average.
- Pupils make rapid progress in writing because there are many opportunities for them to write at length about a range of subjects
- School leaders have worked hard to improve standards in mathematics and pupils now make rapid progress because they are often given the chance to see how the mathematics they are learning in the classroom relates to real life.

The early years provision is good

- Children arriving in the early years have skills and abilities that are overall typical for their age. In the Nursery children learn to settle quickly to routines. They are excited and challenged by the various activities that are available for them each day. In the Reception class children behave well and enjoy the new experiences they encounter.
- Children make good progress because teaching is good and teachers plan interesting activities that enthuse and excite children. As a result, a higher proportion than nationally reach a good level of development by the time they leave Reception. Almost all are ready to learn when they enter Year 1.
- Arrangements for keeping children safe are very effective. Parents report that their children are happy and well behaved. Staff have high expectations of behaviour. Established routines are consistently applied so that children know what is expected of them. For example, during the inspection children were very conscientious in tidying up after a role-play session.
- The early years leader knows the strengths of the provision, and understands which aspects need developing. They are very aware of what each child needs to do next to make good progress. Leadership has ensured that staff are well trained to support and challenge children of all abilities.

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	462177

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	591
Appropriate authority	The governing body
Chair	Graham Cluer
Headteacher	Susan Papas
Date of previous school inspection	1 May 2013
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