



Cypress Infant School

Inspection Report

Unique Reference Number 101715
Local Authority Croydon
Inspection number 286159
Inspection dates 22–23 January 2007
Reporting inspector Marianne Harris

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Infant	School address	Cypress Road
School category	Community		London
Age range of pupils	3–7		SE25 4AU
Gender of pupils	Mixed	Telephone number	020 8653 4203
Number on roll (school)	292	Fax number	020 8771 1792
Number on roll (day care)	11	Chair	Kathy Bee
Appropriate authority	The governing body	Headteacher	Ms Nicky Godetz
Date of previous school inspection	26 November 2001		
Date of previous day care inspection	1 January 1970		

Age group	Inspection dates	Inspection number
3–7	22–23 January 2007	286159

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger-than-average infant school in a socially deprived and culturally- mixed area. More than two thirds of pupils come from a minority ethnic group with the largest number coming from a Black Caribbean heritage. A significant minority of pupils are at an early stage of learning English. The proportion eligible for free school meals is almost twice the national average as is the number who experience learning difficulties and disabilities. The proportion of pupils who leave or join the school, other than at the normal times, is higher than in most schools. The school has an after school club for four and five year olds who attend the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Lessons are fun and the pupils really enjoy learning. Parents report that their children make good progress and one parent wrote that 'They love Cypress Infants'. The newly established after school club is providing a good level of care.

Whatever their ability, pupils achieve well. By the end of Year 2 standards in mathematics and reading are average, and above average in writing. This represents good progress because children start school with attainment that is below what is expected for their age. Provision for children in the Foundation Stage is good and they soon learn to settle to school routines. They make good progress, especially in their personal development. This good progress continues throughout Years 1 and 2. The school has been most successful in raising the standards reached by Black Caribbean pupils so that they achieve very well. Pupils who are new to learning English, or who have learning difficulties and disabilities are well supported so that they too make good progress. The systems used for welcoming pupils new to the school are good and mean that they can settle in quickly and achieve well.

Pupils' personal development and well-being are outstanding. Through well-planned activities pupils soon learn the benefits of eating healthily and keeping active. Behaviour is excellent. Pupils know that there is someone they can turn to if they have a problem and report that any rare incidents of inappropriate behaviour are dealt with swiftly. In school, they willingly take on many responsibilities and the school council is very active in making decisions that affect all of the school community. They are most proud of organising the 'buddy system' so that no-one is lonely in the playground.

The good curriculum is rich and varied and there are more clubs and other activities than are normally seen in an Infant school. Staff take excellent care of the pupils. The support they get, both for personal and academic guidance is exemplary. Staff set targets and pupils know what these are. Progress is tracked regularly to make sure all pupils are achieving as well as they can.

The leadership and management of the school are good. It has been most successful in maintaining good provision during a time of much maternity leave. The focus on raising standards in writing has been very effective and issues identified at the time of the last inspection have been tackled well. The senior leadership team monitor teaching and learning effectively so that it is consistently good across the school. The governors are very supportive of the school and are doing a good job.

What the school should do to improve further

- Raise standards in reading and mathematics so that pupils can achieve as well in these subjects as they do in writing.

Achievement and standards

Grade: 2

When they join the school children's attainment is below that normally expected for their age. They make a good start in the Foundation Stage and achieve well, especially in their personal development as they learn to work together and concentrate on their activities. By the time they enter Year 1 standards are broadly average and children are enthusiastic and are keen to learn. When they move to the Junior school standards are average in reading and mathematics and above average in writing. The school has focused on writing and provided dedicated, regular sessions for learning letter sounds and for pupils to write for enjoyment. The school has been particularly successful in raising the attainment of Black Caribbean pupils so that they achieve very well. Pupils who are learning English as an additional language settle in to school quickly and achieve well because work is well planned to meet their needs. Pupils with learning difficulties and disabilities are well supported so that they can achieve well.

Personal development and well-being

Grade: 1

Pupils are polite and helpful to one another. They are very keen to talk about why they like their school and how much they enjoy learning. Children in the Foundation Stage make particularly good progress in their personal development because staff encouraging them to work together and understand the needs of others. As they move through the school, pupils develop very good relationships with one another and with adults. They are keen to take on responsibility. For example, they are very eager to become buddies to help their friends at playtime or to settle into the school. Social and moral development is outstanding with spiritual and cultural development being good. Pupils have a good understanding of following a healthy lifestyle and enjoy the school's provision to enable them to be fit and active. Pupils develop very good skills in teamwork and the basic skills they will need in later life. The school has good effective structures to monitor and improve attendance.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers make learning fun and involve all pupils. Good use is made of 'talk partners' so that all pupils can be involved in discussions and can share their ideas. Work is well planned to meet the needs of all pupils, especially those who have learning difficulties and disabilities, or who are new to learning English. Teaching assistants support these pupils well and work effectively as part of a teaching team in each class. The purpose of each lesson is shared with the class so that they all know what they are going to learn. Work is marked effectively so that pupils know what it is they have to do to improve their work and consequently they make good

progress. Lessons are well organised and move at a brisk pace. There are, however, occasions when groups are left to work on their own with too little adult intervention, and, when this happens, progress slows for these pupils.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that is well planned. There are many more out-of-school activities offered than is normally seen, including French and learning circus skills. Pupils are very pleased with the opportunities they have to visit the local area. The programme for pupils' personal, social and health education is very good and results in pupils having an excellent understanding of how to get along together and how to stay safe. The curriculum for children in the Foundation Stage is good and effectively promotes their personal development. Good links have been built with the junior school so that when pupils move they soon settle. The school is now looking at the strategies that have been so successful in raising standards in writing and using these to raise standards in mathematics.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and make a significant contribution to the pupils' achievement. Adults know the pupils as individuals and ensure that they are safe and secure. Assemblies are used very effectively to praise the pupils and to raise their self-esteem. The school has rigorous and efficient systems in place to monitor the pupils' progress and well-being and set their future learning targets. Pupils are fully aware of their targets for improvement and are continually referring to them during lessons. Marking plays an important part in this process, with pupils responding to teachers' comments and advice. There are very effective structures in place to support those pupils with learning difficulties and disabilities so that their progress is reviewed each term to make sure they make good progress. The school works with a whole range of outside agencies to provide good care for its pupils. Parents value the information provided by the school.

Leadership and management

Grade: 2

Leadership and management are good. Leaders and managers have an accurate view of the school as a result of the school's clear and focused self-review. The senior leadership team supports the headteacher very well and they work in partnership for the benefit of the pupils. There are very effective structures in place to monitor and evaluate performance to bring about improvement. This is particularly noticeable in the successful raising of standards in writing, the high standards being achieved by Black Caribbean pupils and in making sure that all pupils are included in the life of the school. The school has taken effective action to address the issues raised at the last

inspection and has a clear and appropriate plan for future development. The school shows a good capacity to improve.

Governance is good. The Governors have a clear understanding of the standards being achieved and provide good support for school improvement. They are actively involved in monitoring the work of the school, working with team leaders to evaluate the outcomes of initiatives.

Effectiveness of registered day care

Grade: 2

Children are cared for well. Their enjoyment and enthusiasm for all the stimulating, well-resourced activities in the out-of-school club shine through the children's faces and actions. From the minute they walk through the door they are eager to talk about their day with the staff. While eating their snacks they engage in lively conversation with adults. As soon as they have finished eating they are keen to start one of the many exciting things provided for them to do on their own or with a grown up. Often the children appreciate the adult attention and involvement in art and play activities and story reading that match their age and interest. The results of their art work, to their delight, are valued and displayed on the walls. Children are very confident and display high levels of self esteem. Such is their enjoyment that they are reluctant to go home at the end of the session.

Children benefit from playing in a warm, colourful and welcoming environment. Space and resources are organised well and children can easily select the items they need. They can play safely in and out of doors, and enjoy the quiet areas if they wish. Behaviour is very good and children play together happily. They know how to keep safe and can explain clearly what to do in the event of a fire. Activities promote healthy life styles and healthy eating, although the routines to promote children's awareness of personal hygiene are not implemented consistently. For example, children do not always wash their hands before and after eating their snack.

The out-of-school care places strong emphasis on keeping children safe. There is a rigorous recruitment policy and all staff are checked thoroughly for their suitability before working with the children. They have good levels of qualification and a clear understanding of how young children like to learn through play. The staff are fully aware of child protection, safety and risk assessment procedures. The required documentation, including a complaints log, is in place. However, some of the policies are written for the school and have not been amended sufficiently to include their application to out of school care.

Since the provision was registered in October 2006 there have been no complaints about the registered day care that required Ofsted or the school to take action so that the day care continued to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

Recommendations or actions to improve the registered day care

- improve routines to promote children's awareness of personal hygiene more effectively
- ensure all policies are amended to include their specific application to the registered day care

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

The effectiveness of the registered day care

The quality and standards of the registered day care	2
How effective is the day care in helping children to be healthy?	3
How effective is the day care in protecting children and helping them to stay safe?	2
How effective is the day care in helping children to achieve and enjoy their learning?	1
How effective is the day care in helping children to make a positive contribution?	2
How effectively is the day care organised?	2
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	NA
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us into your school a few days ago and telling us all about your work. We really enjoyed our time with you and I am now writing to tell you what we found out.

You said that you really enjoyed coming to school and this was obvious by the way you behaved so well. You think that yours is a good school and we agree with you. We think that there are some things about your school that is excellent. The way that you all get along together is very good and you all have such a good understanding about how to stay healthy by eating fruit and keeping active.

We know that you all work hard and make good progress. We were really impressed with how much your writing has improved recently. We have asked your teachers to help you with your mathematics and reading so that you can do as well in those subjects.

Thank you once again for helping us find out all about your school and I wish you all good luck in the future.

Marianne Harris Lead inspector