

# Rowdown Primary School

## Inspection report

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<b>Unique Reference Number</b>	131339
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	293740
<b>Inspection dates</b>	20–21 March 2007
<b>Reporting inspector</b>	Arnalena (Nina) Bee

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	359
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nathan O' Gilivie
<b>Headteacher</b>	Mrs Linda Shute
<b>Date of previous school inspection</b>	7 October 2002
<b>School address</b>	Calley Down Crescent New Addington Croydon CR0 0EG
<b>Telephone number</b>	01689 843367
<b>Fax number</b>	01689 843523

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Rowdown is an above average sized school that serves a community recognised as having high levels of social deprivation. Most pupils are from White British backgrounds. Very few pupils speak another language other than English. The proportion of pupils with learning difficulties and disabilities is above average. Children enter the nursery with attainment that is well below that found nationally. The proportion of teachers leaving and joining the school during the last two years is high.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Rowdown is a satisfactory school. It is a bright and cheerful place to learn and the pupils enjoy coming. As a result, attendance has improved although it is a little below average. Pupils' personal development is good. In all classes the need to get on with each other and behave well is a high priority. Consequently, pupils are polite and respectful of each other and the adults who help them. Their good personal and social skills help them considerably when they move on to other schools. Pupils make a good contribution to the community. This is a caring school where pupils say they feel safe and well looked after. Pupils are given good personal support. The academic guidance they are given is satisfactory. Progress is now tracked more regularly and clearly shows how well individuals are doing. However, not all teachers use the information they gain from assessment when matching work to pupils' needs.

At the end of Key Stage 2, standards are below average. School tracking information shows that achievement is satisfactory and occasionally good. Because of inconsistencies in teaching, a small minority of pupils do not do as well as they should. Teaching and learning are satisfactory. They are better in some parts of the school than others. In the Foundation Stage teaching is good. The curriculum that is provided for these youngest children in the school enables them to achieve well. The curriculum for Years 1 to 6 is satisfactory. The personal, social and health education programme (PSHE) is a strength. The need to eat healthily and take regular exercise is promoted well and positively contributes to the pupils' good personal development.

Leadership and management are satisfactory. Despite a recent high turnover of staff, the leaders and managers have a clear idea of how well the school is doing. They acknowledge that too few pupils receive good quality teaching. Monitoring of teaching has not focused sharply enough on identifying and addressing weaknesses in many satisfactory lessons. Although governors have a broad understanding of the work of the school, they are insufficiently involved, as a whole, to be able to challenge the school and act as a 'critical friend'. Governance is inadequate. Issues from the previous inspection, in particular improving the relationship with parents, have been satisfactorily addressed. One parent wrote 'The teachers are always there to listen if you need them'.

### What the school should do to improve further

- Raise standards and improve pupils' achievement by ensuring that all teachers use assessment information more effectively when planning lessons.
- Monitor teaching more effectively so that all weaknesses are identified and addressed.
- Develop the role of the governors so that they are better placed to carry out their duties and contribute more effectively to the management of the school.

## Achievement and standards

### Grade: 3

When they first enter the school many children have language and mathematical skills which are much lower than one would expect. Children in the Foundation Stage achieve well although most do not reach the expected levels by the start of Year 1. In Year 2, standards are well below average in reading, writing and mathematics. The 2006 assessments showed a dramatic dip in reading. As a result, the school has focused more on the teaching of basic reading skills in the Foundation Stage and Years 1 and 2. Evidence of the effectiveness of this was seen in lessons and pupils' work. Improved systems, which track pupils' progress more regularly, show that

pupils in Year 2 are making satisfactory progress, as does the work in their books, and they are on track to meet their challenging targets.

Standards at the end of Year 6 are below average. Tracking information shows that pupils are making satisfactory progress and are on course to meet higher targets, in particular in mathematics. This is an improvement on the 2006 national tests results, which were well below average, with mathematics being low. These results had been an improvement on those of 2005, which were low in all three subjects. Although the school reached its targets for English and mathematics in 2006, targets for 2007 are higher, in particular for mathematics and represent appropriate challenge. School data show that the majority of pupils are achieving satisfactorily or better as they move through Years 1 to 6. Pupils with learning difficulties and disabilities and the few pupils who speak another language other than English achieve as well as the other pupils because they are appropriately supported. Because pupils' progress is now regularly checked, the few pupils who are not doing as well as they should are given extra support to put them back on track.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Pupils show extremely positive attitudes to learning. Most are keen and eager to do well. They all know how to behave well and generally do so. The pupils' spiritual, moral, social and cultural development is good. With smiles on their faces, pupils are keen to accept responsibility and are sensitive to the needs of others. For example, they willingly offer to help visitors who cannot find their way around their large school. They enthusiastically work as monitors, prefects or members of the school council. Pupils have a good understanding of the need to eat healthily, keep themselves safe and take regular exercise because these issues are focused on well as they move through the school. The good personal and social skills that the pupils develop prepare them satisfactorily for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers and their assistants develop good relationships with pupils and give them many opportunities to learn to work independently. All teachers expect pupils to behave well. As a result, most pupils show mature attitudes to learning and generally try to do their best. However, not all teachers insist that work should be neatly presented. The quality of teaching and learning throughout the school is inconsistent. Where teaching is good, teachers use the information that they collect on individuals well when they plan lessons. Consequently, activities are well matched to individual needs and pupils learn well. In less effective lessons, activities are sometimes too easy or too difficult for a few pupils; learning is then not as good. Although there is some good teaching, in particular in Year 6, too much is satisfactory. There are good examples of teachers' marking informing pupils well about what they need to do to improve, but this is inconsistent across the school.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and promotes pupils' PSHE well. National strategies and guidelines are used appropriately to ensure that learning is built on year by year. The provision for literacy,

numeracy and ICT is satisfactory. Many subjects are soundly enriched by visits, which also enhance pupils' spiritual, moral, social and cultural development. Teachers are beginning to develop links between subjects so that skills learnt in some subjects can be used in others. The pupils enjoy the range of sports, musical and fitness activities that take place at lunchtimes and after school.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. The way pupils are supported personally is good. Pupils say that adults respond quickly to any concerns they may have. Procedures for health and safety and child protection are in place. However, the checks required on all adults who work with children are not fully up-to-date, so the school does not currently comply with requirements. As a matter of urgency, the school is addressing this. Good links have been developed with external agencies to help provide for the specific needs of some pupils. Additional support is provided through the 'Place2B' project that provides counselling for pupils with specific difficulties. Much help is given to parents to support them in helping their children at home. The school has satisfactory procedures for tracking pupils' progress in English, mathematics and science. School data clearly shows an improving picture, with the majority of pupils making satisfactory or better progress. However, the use of this information is inconsistent throughout the school. Pupils have targets for literacy and numeracy but they are not used consistently in all classes to raise achievement and standards. Pupils in Year 6 say their targets in literacy and mathematics are helping them to get better.

## **Leadership and management**

### **Grade: 3**

The headteacher provides clear direction and has developed a team of middle leaders who work well together and share a common vision for the development of the school. The school has improved satisfactorily since the last inspection, despite major staffing issues. Satisfactory self-evaluation procedures enable leaders to have a clear understanding of the main strengths and weaknesses of the school. Action taken, as a result, is leading to improvement and shows that the school has the capacity to improve further. For example, teaching has improved because the weakest teaching has been eliminated and improvements in assessment procedures are enabling the school to track pupils' progress better. However, the monitoring arrangements do not enable the school to develop teaching systematically so that more of it is good. The school improvement plan is a useful document, which accurately identifies the main priorities for the school and appropriate action. Its implementation is leading to improvement, for example, in the mathematics curriculum and the teaching of mathematics, but as much of the action is recent it has not had time to impact fully on pupils' progress across the school. Governors are supportive of the school but a relatively high turnover of governors and difficulties in recruitment have reduced the effectiveness of the governing body, which is inadequate.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

You may remember that we came to visit your school to see how well you are doing. Thank you for making us so welcome and talking to us about the interesting things you do at school.

I am writing to let you know what we found out about your school.

- Everyone who works in the school has worked hard to make the inside of your school a nice place to be.
- We think that you behave well, are kind to each other and polite to adults who you see in school.
- We know that you have a good understanding of the need to eat healthily, take regular exercise and keep yourselves safe.
- Your school gives you a satisfactory education. We think that the youngest children, in the Nursery and Reception classes, do well and pupils in the rest of the school make satisfactory progress.
- The standards you reach in literacy and mathematics lessons are not as high as in most schools.

To make the school even better, we have asked your teachers to:

- Make sure that teaching is good in all lessons so that you all reach higher standards by the time you leave in Year 6.
- Check that your work is not too hard or too easy so that you all make good progress.
- Help the governors to become more involved in the running of the school.

Keep smiling as you learn and best wishes for the future.

Yours sincerely,

Nina BeeLead inspector