

# Courtwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	101774
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	307800
<b>Inspection date</b>	8 July 2008
<b>Reporting inspector</b>	Joanna Toulson

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kirsten Kendall
<b>Headteacher</b>	Mrs Meg Gibbons
<b>Date of previous school inspection</b>	26 January 2004
<b>School address</b>	Courtwood Lane Addington Croydon CR0 9HX
<b>Telephone number</b>	020 8657 8454
<b>Fax number</b>	020 8651 4084

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector. The Inspector evaluated the overall effectiveness of the school and investigated the following issues: how much progress had been made since the previous inspection, whether the school's self-evaluation is accurate and effectively driving school improvement and whether the recent improvement in standards at the end of Year 6 is sustainable.

Evidence was collected from lesson observations, interviews with the headteacher and a governor, and discussions with pupils and teaching staff. A range of documentation was evaluated. Samples of pupils' work were scrutinised and the views of parents were gathered from questionnaires. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is an average sized school with one class in each year group. The proportion of pupils from minority ethnic groups is in line with the national average. Most pupils are White British with the largest other group being of Black or Black British African heritage. The proportion of pupils with English as an additional language is slightly higher than in most school but there are very few pupils who are at the early stages of learning English. The proportion of pupils who are eligible for free school meals is much lower than the national average. The proportion with learning difficulties and/or disabilities is below the national average and most of these pupils have dyslexia type difficulties. The school has several awards, including the Activemark, the Basic Skills Quality Mark and the Artsmark. It also has Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'A great community school with a good head and committed and hard working teachers'. This is how a parent described Courtwood Primary, reflecting the findings of this inspection which found it to be a good school. There is a very real sense of community in the school, which pupils and parents appreciate. As a parent said, 'My child finds new situations very hard, but the school has helped her in many ways and I am thankful for their hard work and patience.'

The good care and support that staff show towards the pupils is echoed in the way in which pupils treat each other. They work and play in a safe, secure and stimulating learning environment. Pupils say that there is very little bullying and are confident that staff will always help them if they have any concerns. Pupils' behaviour is good, both in class and around the school. They enjoy school and are proud of it. Pupils know that walking to school, taking part in sports and making sensible food choices contribute to being healthy. Attendance has improved since the last inspection and is now good, due to the firm line taken with some parents by the head and governors. Overall, the school prepares its pupils well for their future.

Children join the school with skills and experiences broadly typical for their age but with often weak communication but strong social skills. Progress is satisfactory through Reception and Key Stage 1 and pupils reach standards which are average by the time they enter Year 3. The mobility rate within the school is increasing, for example, in last year's Year 2 class, 31% of pupils joined the school other than in Reception and so although teaching in Key Stage 1 is good, new pupils make less progress and progress overall is satisfactory. The rate of pupils' progress increases in Key Stage 2 and they achieve well overall. Standards over time at the end of Year 6 have been average in mathematics and science and average or significantly above average in English. The school's own data shows that this year, as the quality of teaching has improved, so have standards, which are now above average. Pupils with learning difficulties and/or disabilities make similar progress to other pupils.

A great deal of work has been done since the last inspection to improve provision. The curriculum is now well planned and provides good opportunities for links across subjects. For example, in a good mathematics lesson seen, pupils worked enthusiastically to find the cost of activities chosen during an imaginary holiday to Trinidad and Tobago which they had been studying as part of their geography topic. Good use is made of the school's grounds to provide opportunities for science, for example, children grow fruit and vegetables which they later eat. Pupils' work around the school reflects the good use of information and communication technology to promote other subjects, for example, to record the types and numbers of birds seen during a science project and to produce information texts on animals. A good range of visits and visitors, including a residential visit in Year 6, contribute well to pupils' enjoyment of school and their good personal development.

The quality of teaching has improved steadily and is now good overall, although there remains some teaching which is satisfactory. Pupils feel confident to 'have a go' in lessons due to the very good relationships between adults and pupils. Teachers' good subject knowledge and high expectations result in lessons which are lively and which engage the interest and enthusiasm of pupils. Teaching assistants work well to support individuals and small groups. While marking of pupils' work often praises effort, there is sometimes insufficient guidance about how pupils should improve their work. The use of targets to help pupils know precisely how to improve their work is underdeveloped.

Pupils' contribution to the community is outstanding. Older pupils happily support the younger ones, at playtime and in assemblies. The school council has a real impact on school life and held their final meeting of the school year at the local town hall where they discussed the problems of 'budgeting' with the deputy mayor. Older pupils can become 'Junior Road Safety Officers', preparing power point presentations and giving talks to younger pupils. On the day of the inspection, the whole school was enthralled by the confident performance of 'Joseph' by pupils in Year 5 and 6.

Leadership and management are good. Learners who are not making appropriate progress are identified and extra support is provided. Importantly, the impact of this intervention is evaluated so that it can be adapted if necessary. Self-evaluation is good and plans for school improvement identify key broad areas for improvement. This could be improved by an even closer analysis of pupils' work and assessments in order to identify precise aspects of pupils' numeracy and literacy skills which need to improve. Governors support the school well and are looking increasingly closely at the impact of actions taken on pupils' progress in order to provide challenge to the school. There is a good capacity to improve as evidenced by recent improvements in standards and rates of progress.

### **Effectiveness of the Foundation Stage**

#### **Grade: 3**

Very good links are made with parents so that children settle quickly into the Reception class. Parents are welcomed into school and help with reading and other activities. The environment is bright, colourful and well cared for. The school rightly judges provision to be satisfactory but improving and has already taken steps to ensure assessment is increasingly accurate and planning allows for more child initiated learning. The outside area is used well and children play happily and say they enjoy learning.

### **What the school should do to improve further**

- Analyse assessment information consistently well to identify specific aspects of English and mathematics which pupils need to improve.
- Ensure marking and good use of targets give pupils specific guidance about how to improve their work.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### 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?	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>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

## **Text from letter to pupils explaining the findings of the inspection**

18 July 2008

Dear Pupils

Inspection of Courtwood Primary School, Croydon, CR0 9HX

I would like to begin by thanking you for making me so welcome when I visited your school recently. I really enjoyed talking to you and looking at your work. I think yours is a good school and that your headteacher and all the staff work very hard to make sure you enjoy school and do well. There are lots of things the school already does well and there are some things that I think could be done even better.

I think you behave well. I saw you in lessons, on the playground and in the lunch hall and was very pleased to see how well you get on with each other. You told me you enjoyed school, felt safe there and appreciated the way in which the staff looked after you. You know about how to keep healthy and most of you eat healthy lunches, although I did see some chocolate cake! I hope the performance of 'Joseph' went well - I thought you did very well in the dress rehearsal.

I have asked that the school looks carefully at the work that you do to find out precisely what you need to be better at to improve your English and mathematics. I have also asked your teachers that when they mark your work, they give you clear guidance about how to improve. I know the school has begun to give you all targets (or goals) but I think these should be better used to help you know what your next steps in learning are. You can help by referring to the comments that your teacher makes in your books and your target when you are working.

I do hope you enjoy the summer break and return to school in September, determined to continue to work hard!

Yours sincerely

Joanna Toulson

Lead Inspector