

# Selsdon Primary and Nursery School

Inspection report

---

<b>Unique Reference Number</b>	101815
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	307821
<b>Inspection date</b>	15 November 2007
<b>Reporting inspector</b>	Christopher Gray

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	640
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sharon Lidbury
<b>Headteacher</b>	Mr Nicholas Wollaston
<b>Date of previous school inspection</b>	14 January 2003
<b>School address</b>	Addington Road South Croydon CR2 8LQ
<b>Telephone number</b>	020 8657 4038
<b>Fax number</b>	020 8657 9334

---

<b>Age group</b>	3-11
<b>Inspection date</b>	15 November 2007
<b>Inspection number</b>	307821

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress and personal development, teaching, curriculum, care, guidance and support, and leadership and management. Evidence was gathered from records of pupils' attainment, samples of pupils' past work, observations in lessons and round the school, meetings with staff, governors and pupils and an analysis of 80 responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail.

## Description of the school

The school is much larger than most schools of its type. The catchment area has expanded since the last inspection and the proportion of pupils from less advantaged backgrounds has grown. The percentage of pupils from ethnic minority groups is above average, though few are at the early stage of learning English. The proportion of pupils with learning difficulties is below that normally found.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school gives its pupils a satisfactory standard of education, which senior leaders are beginning to improve, under the good leadership of the new headteacher. Pupils reach average standards by the time they leave. There have been a few pockets of underachievement in the recent past, but school records show that pupils' achievement is satisfactory overall. New systems of tracking and analysing pupils' progress in reading, writing and mathematics on a termly basis have been introduced this term. These are used to ensure that teachers target particular groups of pupils who need extra support to reach a higher level. This is proving successful, and the targets that have just been set are challenging for pupils at all levels. However, teachers do not always make enough use of this information when planning to match work to pupils' prior learning. Teachers have good relationships with their pupils and are at pains to apply the new behaviour procedures fairly and consistently. Behaviour has been an issue in the school, and parents commented that the changes are making a difference to the atmosphere of the school. 'I'm pleased to see,' wrote one, 'that the children now know if they misbehave there will be a consequence for their actions.'

Pupils' personal development and behaviour are satisfactory. Most pupils behave well and are considerate of others. However, a small number of pupils in a few classes do not behave as they should on some occasions, and spoil the lesson for others. This was commented on by a number of parents in the response to the questionnaire, though the return was small. The school has responded well to this issue and the consistent, new procedures are having a good effect on behaviour. Good support is given to those who find that self-control does not come easily. Many pupils reported that the atmosphere in the school is more relaxed as a result, though there are still some instances of low-level bullying. However, pupils are confident that such occurrences are mostly dealt with effectively.

Pupils have a well developed understanding of how to lead a healthy life and of why it is important. They make a good contribution to their own community through the work of the school council. Non-members take a very serious view of the council's role. 'They have ideas to make the school better, such as the skipping ropes at playtime,' explained one. Most pupils have a good understanding of their responsibility to others. When asked what they thought would be the most important thing they would learn at school, one replied 'How to be nice to people'. 'Respect others for what they are', an older pupil put it. Most pupils enjoy school, especially the after-school clubs and sporting opportunities, but their enjoyment is not always reflected in the quality of their handwriting and presentation. One reason for this is that pupils are often required to complete worksheets, which do not always give scope for a considered or careful response. Pupils make good use of their computer skills in many subjects, such as the complex historical postcards that Year 4 pupils were designing.

Several years ago, the school responded quickly to initiatives to make the curriculum more creative by linking subjects together, to add relevance to pupils' learning. However, it has been some time since the curriculum was evaluated by subject coordinators. In this time, the focus on key skills in English, mathematics and science has slipped in some classes, so that pupils are not always developing essential skills as consistently as they should. This led to standards in recent national tests in English, mathematics and science which were not as high as in previous years and pupils' progress was only satisfactory. A strength of the curriculum is the provision for music.

Leadership and management are satisfactory. The good leadership of the new headteacher has made a difference to the school in a short time, as one parent observed: 'There have been considerable improvements since the new headteacher was appointed.' Governors support the school well and give it good challenge. For example, it was they who raised the need for new strategies on behaviour. Their role in monitoring the performance of the school is not as strong. The extent to which subject coordinators are aware of strengths and weaknesses in their areas is inconsistent. This means that, despite senior management's clear direction for the school's future, self-evaluation and the capacity to improve are at present satisfactory.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children begin in the nursery with skills that are similar to that of most three-year-olds, though the school has noted an increase in the numbers with less well developed social skills in recent years. The provision in the Foundation Stage is recognised as good by a nationally accredited institution. Procedures to observe and track the progress of children on a daily basis are thorough and effective. Teaching is good and the focus on phonics is clearly enjoyed by the children, especially the initial sounds' bingo. By the time they enter Year 1, children have made good progress overall, especially in creative and physical development and knowledge and understanding of the world. The school is introducing new systems to measure the individual progress made by children from entry to nursery, which were used as the basis for recent much appreciated reports to parents.

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

- Improve the planning of the curriculum to put a greater emphasis on the teaching of key skills in English, mathematics and science and so raise standards.
- Enable teachers to make greater use of assessment information in tailoring work to meet the needs of all pupils.
- Give subject leaders greater responsibilities for standards in their areas.
- Build on the effective new procedures for promoting good behaviour in order to eradicate the few instances of unacceptable behaviour.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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

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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	3
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

23 November 2007

Dear Pupils

Inspection of Selsdon Primary and Nursery School, South Croydon, CR2 8LQ

Many of you asked me what I was writing down when you saw me in your classrooms. I replied that I was preparing a report that you would be able to read in three weeks' time, and here it is. I wonder if any of you will recognise what you said to me. The report says that you go to a school which gives you a satisfactory education. That means that, though you are making fair progress, you might do even better. One of the ways you can do this is to make sure that your written work is always neat in appearance.

I found that most of you behave well and are well mannered and polite. Thank you to those of you who were so - you helped me to enjoy my day. A few of you do not always behave as you should. I admire those children who take no notice of such behaviour and hope you will go on setting a good example to the few who sometimes spoil things. I have asked the teachers to keep trying to help all children to be on their best behaviour. You know a lot about healthy lifestyles and the type of food that is good for you. One person said how fond she is of broccoli, and that it is so much better for you than biscuits. The school council does a good job in helping make decisions about how to improve the school.

Your headteacher has been with you for only nine weeks, and many of your parents wrote to tell me how pleased they are with the new things he has begun. One of these is the regular checking on your progress in reading, writing and mathematics, which started in October. This helps teachers make sure that you are doing as well as you should. I have asked the teachers to use this information to give you work which is neither too easy nor too hard. I have also asked them to make sure that you learn all the most important skills in English, mathematics and science. Those teachers who are in charge of subjects will check to see that this is happening.

I hope you enjoy the rest of your time at Selsdon.

Yours sincerely

Christopher Gray

Lead Inspector