

# Davidson Primary School

## Inspection report

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<b>Unique Reference Number</b>	134449
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	341473
<b>Inspection dates</b>	30 November –1 December 2009
<b>Reporting inspector</b>	Grace Marriott

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 of pupils on the school roll</b>	393
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Sandra Owen
<b>Headteacher</b>	Ms Linda Watson
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Dartnell Road Croydon CR0 6JA
<b>Telephone number</b>	020 8654 1460
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<b>Email address</b>	office@davidsonprimary.croydon.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They looked at the school's plans for improvement, curriculum documents, samples of pupils' work, pupil tracking data and the minutes of governing body meetings. They also scrutinised 43 parental, 40 staff and 100 pupil questionnaires. The inspectors visited 16 lessons, attended assemblies and held meetings with groups of pupils, staff and governors. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of teaching on pupils' progress, particularly the use assessment and target-setting, to determine whether all groups of pupils are making good enough progress and reaching high enough standards, particularly in Key Stage 2 and the Early Years Foundation Stage
- the effectiveness of leadership and management, particularly at the level of middle management, in driving improvement
- the accuracy of the school's evaluation of its provision for Every Child Matters and for promoting community cohesion.

## Information about the school

The school is larger than most primary schools. It is located in a very disparate multi-ethnic area and the pupils reflect this diversity. The largest group of pupils is of White British heritage and there are significant numbers of pupils of Caribbean and African heritage and small numbers from several other ethnic groups. The proportion of pupils speaking English as an additional language is above average and a growing number are at an early stage of learning English. The school also has a number of refugees and asylum seekers. The proportion of pupils with special educational needs and/or disabilities is average. The main needs relate to learning difficulties, emotional and behavioural difficulties and speech and language difficulties. Pupils' social circumstances and attainment on entry are wide-ranging, but overall they are below average. Pupil mobility is high as many join or leave during the school year.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Davidson provides its pupils with a satisfactory education in a warm and welcoming environment. The school has some significant strengths. Pupils bring a rich cultural heritage and the school builds on this to help pupils develop an understanding of different cultures and a respect for the beliefs of others which is remarkable for their age. Pupils are friendly, likeable young people who enjoy school, behave well and take part enthusiastically in all the activities. One pupil's comment was typical of many; 'people really enjoy learning here.' The outstanding performance by the gospel choir in assembly showed what pupils are capable of achieving. Excellent relationships contribute strongly to pupils' positive attitudes to school and their outstanding personal development. Staff know their pupils very well and take excellent care of them.

Staff work hard to make learning both interesting and relevant to pupils' needs and this is appreciated by pupils themselves. One of them wrote; 'I like my teachers for what they have done to improve my work.' Most pupils make at least satisfactory progress, an increasing proportion are making good progress. Pupils at an early stage of learning English make excellent progress. Attainment at the end of Year 6 has fluctuated since the last inspection. Current attainment is a little below average but not significantly so. In the Early Years Foundation Stage children settle happily and make good progress in the early stages of reading and numeracy. The opportunities for them to learn through outdoor play are satisfactory and the school has plans to improve the range of equipment and facilities to encourage the children to be more independent. Throughout the school most pupils make better progress in reading than they do in writing.

Teachers are starting to use different approaches to inspire pupils to write, but there is more work to be done on this. The opportunities for extended writing in a variety of subjects are not being planned systematically enough. The focus on developing teaching has improved both assessment and target-setting. The use of assessment information when planning the next steps in pupils' learning is not consistent enough across the school, although there is some good practice in both Key Stage 1 and Key Stage 2. Lesson planning and the monitoring and evaluation of teaching are not yet focusing specifically enough on what pupils should be learning and how much progress they should be making.

The school is genuinely inclusive. Pupils with physical disabilities are very well integrated into school life. The support for pupils with social, emotional and behavioural difficulties is good and enables them to take part fully in school life. The information on progress is used well to identify early those pupils who require additional support, whether because of special educational needs and/or disabilities or because they are at an early stage of learning English. The school also provides effective support for pupils, particularly some

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boys, whose skills in reading and writing are not so good and this enables them to make progress at a similar rate to other pupils.

The headteacher, staff and governors are very committed to improving the education offered. The governing body is both supportive and challenging. Led by the headteacher and senior team, staff plan carefully for improvement and as a result, more of the teaching is now consistently good and this is resulting in better progress for current pupils. The progress over the past two years confirms the satisfactory capacity for sustained improvement.

### **What does the school need to do to improve further?**

- Focus more clearly on expected progress in learning when class teachers, subject and year leaders, and senior managers are planning, monitoring and evaluating lessons.
- Raise attainment in writing through planning more opportunities for writing across the curriculum, particularly for extended writing.
- Ensure that the good practice in the use of assessment and tracking in some classes becomes the expectation in all classes.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Attainment dipped after the previous inspection but test results and teacher assessments show that it is now back to previous levels, which is a little below average. In Year 2, attainment in reading is very close to the national average and here pupils have made good progress. Writing and mathematics are below average but not significantly so, and pupils have made satisfactory progress from their starting points. In the school as a whole, the evidence from books in several subjects and year groups suggests that pupils do not do enough writing, particularly extended writing. When given the opportunity, they respond well. In a Year 6 class pupils were working well at writing a persuasive speech to make to a Year 2 class. Pupils clearly enjoy oral and practical activities. Lively history lessons in Year 3, using role play and realistic sound effects, saw them gaining a good understanding of what life was like during the Second World War. In Year 2 pupils made excellent progress in understanding the use of direct speech in telling a story using 'talking partners' to help them.

Pupils' spiritual, moral, social and cultural development is outstanding. They responded exceptionally well to a high-quality assembly which was led by the gospel choir and younger pupils were able to appreciate the success of others. Pupils have an excellent understanding of how to lead a healthy lifestyle and they enjoy physical activities. Pupils of all ages also have a mature understanding of how to ensure their own safety and are very considerate of the safety and well-being of others. Older pupils have responded very well to work with the police and community groups on how to stay safe outside school. Pupils strongly support the school's anti-racist philosophy. They do not see bullying as a problem and know what to do should it occur. Pupils take responsibility seriously and play an active part in the school and local community. They learn to work

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well in groups and on their own and the literacy, numeracy and information and communication technology (ICT) skills they acquire are a satisfactory preparation for their future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

This is a school where every child really does matter and the school has excellent systems for promoting pupils' safety, health and well-being. Staff directly responsible for inclusion work very hard to ensure that all staff are very aware of individual needs. The school goes to great lengths to support vulnerable pupils and their families through work with other agencies as well as the very effective personal social and health education programme in school and the work of the Learning Mentor. In the Reception classes, the way in which pupils have settled happily and confidently into school indicates that the arrangements for starting school are very good.

School records show that teaching has improved. One lesson was outstanding and almost all the teaching seen was good. This is improving the progress of current pupils, but has not yet had enough of an impact over a period of time on their overall

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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attainment. From Reception to Year 6 teachers were aware of pupils' different abilities and had planned lessons to engage their interest and take account of their needs. Teachers question pupils carefully to assess pupils' understanding and challenge them further. Teaching assistants were well briefed to support pupils when working in small groups, though they could have been more involved in the whole-class sessions. The evidence from pupils' work shows that in some classes, pupils are actively involved in assessing their own work and progress. Excellent marking helps them to know exactly what they need to do to improve it. This is not consistent enough across the school and teachers know that they could be making better use of the information gained over time, to ensure that pupils make good rather than satisfactory progress. The evidence from pupils' work shows that opportunities are missed for developing writing skills in other subjects. The ICT suite is well used but the interactive whiteboards in classes are not always used to support learning as imaginatively and effectively as they could be. Visitors to the school and good enrichment and extension activities help to add to the enjoyment of learning. For example, authors visit during book weeks, students from a local secondary school come in regularly to work in Year 5 French lessons and the school has good links with Crystal Palace Football Club. The school is also part of a local group providing enrichment activities for gifted and talented pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### **How effective are leadership and management?**

The leadership of the headteacher and senior management is clear and directed at raising attainment and the school's professional development programme, together with support from the local authority consultants, has had a positive impact on improving the quality of teaching. The picture is more mixed at the level of year and subject coordinators as they have different levels of experience, but they take their responsibility seriously and are working hard to raise achievement. The school's monitoring and evaluation is still, however, tending to focus on what teachers are doing rather than on how well pupils are learning and how much progress they are making. The school promotes good equality of opportunity for all its pupils, as reflected in the way pupils of all abilities and backgrounds are included. Pupils' progress is systematically tracked and appropriate intervention strategies put into place for pupils who have particular needs. The partnerships with other schools and organisations help to support pupils' learning, as well as the care and support they receive.

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The good governing body has a clear understanding of its role and of the strengths and weaknesses of the school and are involved in development-planning. The school makes a real effort to work with parents and gets a good response. It is particularly pleased with the response to workshop for Somali parents. Safeguarding checks are robust and the school's procedures for child protection are good. The school makes a strong contribution to promoting community cohesion and pupils from different backgrounds get on very well with each other.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the Reception with skills and knowledge that are lower than usually expected for their age. Their language skills tend to be particularly low. Lively teaching of phonics using actions and songs helps to develop children's language skills. Staff also work hard to develop children's understanding of numbers through counting games and using vocabulary such as larger or smaller in other activities. Overall, although pupils make generally good progress, standards remain below what is expected for their age when they start Year 1, particularly in language and literacy. Relationships between staff and children are very good. Staff work hard with children to help them to understand why it is important to learn to listen and to share and take turns. Though some obviously find this hard, most children play together happily. Support staff are deployed effectively when children are playing independently or in small groups, but their expertise is not always used as effectively in whole-class sessions.

The Reception classrooms are quite spacious and have appropriate resources to stimulate play and help children become more independent. The outdoor area is also



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large but is currently not being used to maximum effect; for example, the large climbing equipment is not readily accessible, which limits children's opportunity for independent active play. The partnership with parents and carers is good and supports learning well. The pastoral care and welfare arrangements are effective and, children are safe, well cared for and learning how to be healthy. The recently appointed Early Years Foundation Stage coordinator has clear and appropriate priorities and has begun to implement a suitable action plan which is clearly focused on improving the provision and raising standards.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Though the response to the questionnaire was relatively small, it was clear from this and from the school's own evidence that parents are positive about the school's work. They are very confident that their children like school and are well looked after. They also feel well informed about their children's progress. A few negative views on how well the school manages behaviour were not borne out by the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Davidson Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The received Inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 393 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	58	17	40	1	2	0	0
The school keeps my child safe	19	44	23	53	0	0	0	0
The school informs me about my child's progress	14	33	26	60	0	0	1	2
My child is making enough progress at this school	15	35	25	58	2	5	0	0
The teaching is good at this school	17	40	24	56	1	2	0	0
The school helps me to support my child's learning	12	28	27	63	3	7	0	0
The school helps my child to have a healthy lifestyle	16	37	23	53	3	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	21	24	56	1	2	1	2
The school meets my child's particular needs	7	16	30	70	2	5	1	2
The school deals effectively with unacceptable behaviour	11	26	26	60	4	9	1	2
The school takes account of my suggestions and concerns	8	19	28	65	4	9	0	0
The school is led and managed effectively	13	30	26	60	3	7	0	0
Overall, I am happy with my child's experience at this school	17	40	22	51	4	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 December 2009

Dear Pupils

Inspection of Davidson Primary School, Croydon, CR0 6JA

Thank you for being so polite, friendly and helpful when we inspected your school recently. We enjoyed visiting lessons, sharing in your assembly (we thought the gospel choir was excellent) and talking personally with many of you. You were excellent ambassadors for your school and we were very interested in what you told us about all the things you do.

These comments are typical of what you said and wrote about the school: 'It's brilliant'; 'Davidson is very welcoming'; 'It's a very good, safe and happy school'. We were pleased to see that you are happy at school. We were particularly impressed by the way in which children from lots of different backgrounds and countries get on so well with each other, and about how much you know about other countries. We all saw how well you behave in lessons and around the school. We agree with you that the adults look after you very well and help you to stay safe and healthy.

We think that you make satisfactory progress in your learning but you could be doing better, particularly in writing. We have asked your headteacher and teachers to do several things to improve your work. When they are planning what you should learn and how much progress you should be making, we would like them to give you more practice in writing in different subjects. In some classes teachers give you lots of very good advice on how to improve your work and set good targets. We would like to see this in every class. You can also help by working hard and taking notice of all the advice you are given.

We hope you continue to enjoy school,

Yours sincerely

Grace Marriott

Lead Inspector

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