

Woodcote Primary School

Woodcote Primary School, Dunsfold Rise, Coulsdon, Surrey, CR5 2ED

Inspection dates 29–30 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- The school was formed by the merger of an infant and a junior school in 2008. The merger has been successful and staff work together harmoniously to improve teaching and to raise standards.
- The headteacher, staff and governors have made a great effort to improve achievement and teaching since the last inspection. This has resulted in sustained improvement and excellent results in national tests in Years 2 and 6 in reading, writing and mathematics.
- The headteacher is highly regarded by pupils, staff, governors and the local authority. He leads a team of committed and highly skilled leaders who work together effectively to raise standards.
- Leaders have high expectations of staff, who set high standards for pupils. Pupils respond enthusiastically, taking pride in their work and in demonstrating the progress that they make.
- Outstanding teaching ensures that pupils make rapid progress in English and mathematics. Pupils from different backgrounds and abilities achieve very well.
- Pupils' social skills develop exceptionally well from the time they enter the school. They communicate clearly and show respect to each other and to adults. There is a wide range of opportunities for pupils to participate in and to enjoy sports and cultural activities, including music and drama.
- Standards of behaviour are very high and even the youngest pupils manage their own behaviour well, working and playing together successfully.
- The school's assessment system is very effective and is closely linked to key elements in the new National Curriculum. It is well understood by parents and pupils and is regarded as a model of good practice by the local authority.
- Pupils behave safely and feel safe, and the school safeguarding procedures are robust and effective.
- The good early years provision is well managed. Children make a very good start, settling quickly and rapidly developing skills in reading, writing and mathematics. Assessment at this stage does not focus enough on groups of children or involve parents as much as it might.

Information about this inspection

- Inspectors observed pupils' learning in 26 lessons, two jointly with senior staff. They also observed pupils working in small groups and individually with teaching assistants and other adults.
- Discussions took place with the headteacher, a group of governors, a representative of the local authority, subject leaders, teachers, support staff and pupils.
- Inspectors took account of 160 responses to the online Parent View questionnaire. They also had informal discussions with parents and took account of staff questionnaires.
- The school website and a range of policies and documents were reviewed, including the school's improvement plans, governors' records, and safeguarding policies and procedures. Attendance and progress records were also examined.
- Inspectors looked at pupils' work in lessons and discussed it with them. Groups of pupils met inspectors and talked about their work and their experience of school. Samples of books from different groups of pupils were considered. Pupils in Years 2 and 6 read to inspectors and talked about their reading.

Inspection team

John Worgan, Lead inspector

Gary Rawlings

Taranum Baig

Susan Ladipo

Additional inspector

Additional inspector

Additional inspector

Additional inspector

Full report

Information about this school

- Woodcote is a much-larger-than-average primary school.
- In the early years, there is one part-time Nursery group. Children are, thereafter, taught in three full-time Reception classes.
- The proportion of pupils supported by the pupil premium is below average. This is additional funding provided by the government to support pupils who are eligible for free school meals and those in the care of the local authority.
- Just over half the pupils come from White British backgrounds. The remainder of the pupils come from a wide range of ethnic groups.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of assessment in the early years by:
 - involving parents to a greater extent in the continuing assessment process
 - ensuring that teachers have information about the progress of different groups and use it in their planning.

Inspection judgements

The leadership and management are outstanding

- The leadership of the headteacher and his senior team is highly regarded by pupils, staff, parents and governors. The leadership has been re-organised so that the skills and abilities of leaders are used in a highly effective way to raise standards in reading, writing, and mathematics. The result is a culture where teaching and pupils' behaviour are outstanding.
- Subjects and different phases of pupils' education are extremely well managed and teams of staff work together effectively to ensure that pupils are well cared for and standards of teaching improve.
- The school's awareness of strengths and weaknesses is acute. This is reflected in clearly focused self-evaluation and school development planning. Leaders have worked diligently to remedy the areas of weakness identified by the last inspection and have addressed them very successfully, so that they have become areas of strength.
- The school's assessment system is a particular strength. 'Learning Ladders' in pupils' books in all subjects link to key elements in the new National Curriculum. Pupils and parents understand this system very well. In discussion, pupils explained how the system helped them to move on to higher levels. Teachers use the system effectively to assess progress and to plan their lessons. The local authority speaks highly of the system and uses it to help other schools to develop their assessment systems.
- Checks on teaching are thorough. Leaders identify areas of strength and encourage the sharing of outstanding practice. They support new teachers very well.
- Teachers' performance and progress through the pay scales are reviewed carefully, and clearly linked to the quality of teaching and to pupils' progress.
- Subject leadership and the oversight of the different phases of pupils' education are very effective. Leaders observe and evaluate teaching. They work with teachers in the classroom to review pupils' work regularly. Staff appreciate this support and teams of teachers work together effectively to plan lessons and to share good practice. This process has raised the quality of teaching and the proportion of outstanding teaching has increased steadily.
- Behaviour is of a very high standard. In the classroom, pupils are encouraged to behave very well. The school's behaviour management system focuses on encouraging and rewarding good behaviour. The small number of pupils with behaviour difficulties are well supported so that they can focus on their learning and make good progress.
- Pupils in receipt of the pupil premium are supported very well and funding is used effectively to help close the attainment gaps with other pupils. A recent local authority review of provision for disadvantaged pupils found that the school's actions have been highly effective in raising the attainment of these pupils.
- The sports premium funding which the school receives is used effectively to employ coaches and to provide extra equipment. This has raised the standard of physical education teaching and has contributed to the notable success of the school in inter-school sports competitions.
- The curriculum is broad and balanced. The school has implemented the new National Curriculum fully for all year groups.
- Pupils are well prepared for life in modern Britain. Basic numeracy and literacy skills are strong. A democratic process, including hustings, is used to select prefects. The curriculum ensures that pupils are aware of global issues and of their heritages.
- Discrimination is not accepted and leaders ensure that pupils have equal opportunity to succeed. Pupils learn about a variety of faiths and cultures and respect others' views.
- The local authority is complimentary about the way in which the school has improved since the last inspection. They have high regard for the school's assessment system and for the high quality of support given to newly qualified teachers. The school has had significant support from the local authority in the past but now needs only 'light-touch' monitoring, although support will still be available on request.
- Parents support the school strongly and spoke warmly about the quality of the education which their children receive. In the Parent View questionnaire, all parents surveyed said that the school keeps their children safe, and the vast majority would recommend the school to another parent.
- Safeguarding procedures and policies are of high quality and are implemented effectively. Safe recruitment procedures ensure that all staff appointments are made with careful checks and all staff are well trained in safety matters, ensuring that pupils are safe and well cared for.

■ The governance of the school:

- The governing body has been restructured, following the recommendation at the time of the previous inspection. The new structure is highly effective, involving all governors in all aspects of the school's work. Governors have a range of skills which enable them to support and challenge school leaders effectively.
- Governors are fully involved in the school's self-evaluation process. They have an excellent grasp of the data and other information that is used in target setting. They ensure that the process of setting targets for teachers and monitoring progress towards them is robust. They have a good grasp of the qualities which make teaching good and outstanding, and ensure that teaching standards are monitored carefully. They ensure that the system for the management of teachers' performance rewards good and outstanding teaching; this supports improved academic performance.
- Parents are consulted regularly, through a variety of channels, including questionnaires and informal discussions at parents' evenings and other school events. Their views are taken into account in planning and decision making.
- Governors oversee safeguarding arrangements and ensure that policies are implemented. Governors are trained in safer recruitment and ensure that safe procedures are followed when recruiting staff.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding because pupils have excellent attitudes to learning, working well with other pupils and on their own.
- When pupils enter the school, they are encouraged to develop good relationships. They are expected to behave well and respond positively to the excellent role models that adults provide. This positive attitude to learning ensures that they are well prepared for greater challenges as they move up through the school.
- Pupils cooperate well, helping each other to learn. From an early age they are encouraged to speak well and to listen to each other. Older pupils show great maturity, both in their learning and in their relationships with other pupils and with adults.
- In the playground and around the school, pupils behave safely and responsibly. They respect rules of behaviour and respond quickly to instructions and guidance given by adults.
- Pupils have a good understanding of different types of bullying and say that bullying of any kind is extremely rare. Any minor behavioural incidents are dealt with swiftly and effectively so that pupils can focus on their learning.
- Attendance is monitored carefully and the vast majority of pupils attend regularly. The school takes appropriate action if any pupil's pattern of attendance gives rise to concern.
- Pupils speak highly of the care which they receive and feel that adults listen to them and are sympathetic and supportive when they have problems.
- Pupils respect others' views and are taught to understand and to respect other cultures.
- The vast majority of parents in discussion and in the online Parent View questionnaire were strongly positive about standards of behaviour and the ways in which their children are being encouraged to take on responsibility and to manage their own behaviour.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils know how to keep themselves safe and behave safely. In the Parent View questionnaire, all parents agreed with the statement that the school keeps their children safe.
- Policies relating to safety are clear, well understood and applied and followed fully.
- Staff are well trained in safety matters and newly appointed staff are recruited through a safe recruitment process. All staff are well trained in safety matters.

The quality of teaching is outstanding

- Teaching is of high quality and pupils of all abilities and backgrounds make outstanding progress.
- Teachers' expectations are very high. Pupils respond positively to this and say that teachers help them to improve and to reach above-average standards of achievement. The 'Learning Ladders' assessments help in this process as pupils have a clear understanding of the next step that they need to take to make progress.

- The teaching of phonics (the sounds linked to letters) is of high quality. Pupils are taught in groups appropriate to their reading ability, and those who need extra help are taught individually or in small groups. The investment in developing younger children's skills in reading is reflected in the strong reading skills of older pupils.
- Pupils read very well and they enjoy reading. Reading is taught very effectively and a focus on improving comprehension skills is having a significant effect in improving levels of attainment.
- The teaching of mathematics is outstanding. All teachers follow a well-considered programme for mathematics and this results in excellent achievement for pupils of all ages. This is particularly apparent in Years 5 and 6. Inspectors saw pupils successfully tackling challenging problems. Pupils' books show that teaching is excellent over time. They have a sound grasp of mathematical concepts and well-practised, improving skills.
- The teaching of writing is excellent. Pupils are given opportunities to write extensively in a range of subjects. From an early age, children are encouraged to speak and to write in sentences, helping them to develop strong writing skills.
- Pupils' work is marked regularly and they are encouraged to revise and correct their work, following advice given by teachers. Assessment with the 'Learning Ladders' system helps pupils to progress to the next step in their learning.
- Homework is set on a regular basis and parents appreciate the guidance that they receive in supporting their children's work at home.
- Teaching assistants provide support of high quality for disadvantaged pupils, disabled pupils and those who have special educational needs. They ensure that these children can access the full curriculum and help them to become more independent in their learning. The small number of pupils with behavioural difficulties are helped to manage their own behaviour and to focus on their learning.

The achievement of pupils

is outstanding

- Pupils' achievement is outstanding. They join the school with skills and abilities that are typical for their age. Assessment results at the end of Key Stage 1 have been above average in the past and remain so. By the time they leave the school in Year 6, pupils' attainment in all subjects is well above the national average.
- Achievement in mathematics is particularly strong and has improved significantly in the last year. Throughout the school, the majority of pupils make at least good progress. This progress accelerates as pupils move up through the school and by the time they reach Year 6, pupils are confident, skilled mathematicians. In the Key Stage 2 tests in 2014, the proportion of pupils reaching the highest available level was over double the national average.
- Standards in reading are high. The proportion of pupils reaching the expected standards in the national phonics check is above the national average and pupils continue to make good progress. The proportion reaching the higher levels of attainment at the end of Key Stage 2 is well above the national average. Assessment data for the current year show that this high level of achievement is likely to be sustained.
- Pupils' writing is of excellent quality and improves rapidly as they move up the school. High standards of writing are developed from an early stage. In assessments at Key Stage 1, the proportion of pupils achieving higher levels is significantly above the national average. In all year groups, the majority of pupils make faster-than-expected progress. This pattern continues at Key Stage 2, where pupils' performance is well above national standards.
- The most-able pupils are making excellent progress. Teachers ensure that they are given work that is challenging, engaging their interest and giving them scope to extend their learning. Consequently, these pupils achieve well and the proportion of pupils reaching the higher levels of attainment exceeds national averages.
- At the end of Key Stage 2, in 2014, the gap between disadvantaged pupils and others nationally was one term in reading, writing and mathematics. In comparison to other pupils in the school, disadvantaged pupils are about one and a half terms behind in each of reading, writing and mathematics. The school's current progress data show that gaps between disadvantaged and other pupils are narrowing rapidly in all year groups. Disadvantaged pupils are now making good progress. A recent local authority review of the provision for disadvantaged pupils and their progress confirmed this and found no difference in the quality of work in their books, compared to other pupils.
- Disabled pupils and those who have special educational needs make rates of progress comparable to other pupils. Needs are identified early and appropriate support is given, enabling these pupils to catch up quickly.

- There are no significant gaps between the performance of different groups in the school. Boys' and girls' performance is broadly comparable, with minor variation between subjects. Pupils speaking English as an additional language are well supported and quickly gain fluency.

The early years provision

is good

- The knowledge and skills of children when they join the school are typical for their age. From their different starting points, they make good progress because their needs are identified and they are given activities that develop their learning and skills effectively.
- Children settle well when they join the school and parents spoke highly of the welcome that they receive. Good teaching and excellent adult role models help them to develop a positive attitude to learning.
- Children have a wide range of opportunities to develop their reading and writing. In one session, Reception children enjoyed reading words from cards, stepping across an imaginary river when they succeeded. Some pupils then chose an exercise in which they had to write descriptions of shapes for others to guess, successfully producing basic sentences while also improving their mathematics skills.
- Pupils' progress is assessed regularly. Although parents are involved in the induction process, they do not participate as fully once children have settled into the school. Records of progress for individual children are well kept but staff do not use the assessment system fully to monitor the progress of groups of children.
- Achievement data show that all pupils are reaching at least age-related expectations. They are well prepared to start Year 1. Inspectors saw examples of challenging tasks that the most-able children were tackling successfully but current recorded progress data do not yet reflect this fully.
- Clear routines, high expectations and good relationships help children to develop considerate and happy relationships. They work and play well together. They use equipment sensibly and safely.
- Leadership is good and the provision is well managed. Teaching assistants and teachers work very well together and are involved in planning and in assessing children's work.
- The inside area is limited in space but is well equipped and welcoming. Three classes share an extensive outdoor area which provides a wide range of equipment and opportunities for learning.
- Children with particular needs are catered for well. Those with speech and language difficulties are given well-planned individual support that enables them to catch up quickly. Disabled children and those with special educational needs are assessed at an early stage so that their needs can be met; consequently, they make good progress.
- Safety is given a high priority. Children are well cared for and adults are responsive and sympathetic when they have problems. Children behave well and learn how to keep themselves safe.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135525
Local authority	Croydon
Inspection number	462179

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	672
Appropriate authority	The governing body
Chair	James Collins
Headteacher	Tim Rome
Date of previous school inspection	July 2013
Telephone number	020 8660 9972
Email address	office@woodcoteprimary.croydon.sch.uk

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