

Purley Oaks Primary School

Bynes Road, South Croydon, CR2 0PR

Inspection dates 11–12 December 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and reach average standards in reading, writing and mathematics by the end of Year 6.
- Teaching is now good because leaders have provided teachers with well-judged guidance to help them improve their practice.
- The actions of leaders and managers, including governors, have been effective in improving the quality of teaching and pupils' achievement since the previous inspection.
- Pupils behave well and have a very good understanding of bullying and how to guard against it.
- The school prepares pupils well for life in modern Britain because it ensures they welcome diversity and understand the democratic process.
- Parents are very positive about the school. They say their children are happy and safe. This is reflected in the rising rates of attendance.
- The school keeps pupils safe exceptionally well. Its procedures for safeguarding are very thorough.
- Early years provision is good. Children achieve well because teaching is exciting and meets their needs well.

It is not yet an outstanding school because

- The progress pupils make is not as rapid in reading and writing as it is in mathematics.
- Pupils are not always given the opportunity to respond to the helpful comments teachers write when marking their books.
- Teachers do not always check pupils' work carefully in lessons.
- Staff in the early years provision do not always make detailed enough notes about children's abilities.
- Middle leaders do not check on pupils' achievement as carefully as senior leaders do.

Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, three of which were seen jointly with the headteacher or the deputy headteacher.
- The inspection team met with staff, pupils, parents and representatives from the governing body and the local authority.
- Inspectors listened to pupils reading and looked carefully at their work in lessons and at the work pupils have completed in their books.
- Inspectors took account of the 44 responses to the online survey 'Parent View' as well as views communicated to them during the course of the inspection. The responses of the 62 staff who submitted questionnaires were also considered.
- The inspection team scrutinised a range of documents, including those relating to safeguarding and child protection, minutes of meetings of the governing body, the school's self-evaluation and action planning, logs of behaviour incidents, checks on the quality of teaching, attendance figures and information on pupils' academic performance.

Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Ken Bryan

Additional inspector

Christine Dickens

Additional inspector

Full report

Information about this school

- Purley Oaks is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is slightly lower than the national average.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils in the care of the local authority or those known to be eligible for free school meals) is much higher than average.
- The school serves a diverse community. Approximately one in four pupils is of White British heritage and 14 different ethnic groups are represented in varying proportions.
- Far more pupils speak English as an additional language than is the case nationally, a number of whom are at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children attend the Nursery on a part-time basis and the Reception class full-time.
- The number of pupils who join the school part-way through their primary education is much higher than the national figure. Some of these pupils have not had prior experience of schooling and many arrive with little or no English.
- The school offers a breakfast and after-school club for its pupils.
- There is a children's centre on the same site which is subject to a separate inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that more pupils make rapid progress in reading and writing by ensuring that:
 - all pupils are given the opportunity to respond to the guidance teachers provide when marking work in books
 - all teachers check pupils' work more regularly during lessons to clarify any misconceptions and correct errors
 - all staff in the early years provision make equally detailed notes about children's abilities.
- Improve the quality of leadership and management by ensuring that middle leaders check pupils' achievement as carefully in other subjects as senior leaders do in English and mathematics.

Inspection judgements

The leadership and management are good

- School leaders have continued to make improvements apace since the previous inspection. All leaders and governors share a strong sense of purpose and a commitment to ensuring better outcomes for pupils. Leaders have ensured that teaching, achievement and pupils' behaviour are all good. Governance is effective.
- There is a robust system for managing teachers' performance. Teachers are set targets which clearly show how much progress their pupils are expected to make. Careful checks on teaching, including looking at work in pupils' books, show leaders where improvements are needed. This then shapes plans for training and individual support which, in turn, helps teachers improve their practice and meet their targets.
- Teachers at the early stages of their careers receive very effective support which enables them to develop their classroom practice with confidence.
- Leaders use the pupil premium increasingly effectively to narrow gaps in achievement between disadvantaged pupils and others in school and nationally.
- There are good opportunities to promote pupils' spiritual, moral, social and cultural development and British values. For example, when studying Remembrance Day, pupils wrote exceptionally moving poems and produced stunning pieces of art. They also wrote very perceptively about how the colours they used in their paintings reflected different aspects of war and hope.
- Pupils are well prepared for life in modern Britain. They appreciate the diverse community in which they live and are interested in and respectful towards each other's different faiths and nationalities. This is because the school promotes equality of opportunity well, does not tolerate discrimination and creates an ethos where positive relationships flourish.
- Pupils are helped to understand the democratic process through the way the school council is elected. Visits to the Houses of Parliament cement this understanding.
- Middle leaders have ensured that the new National Curriculum has been fully implemented and that interesting links have been made across different subjects. They produce detailed action plans that lead to improvement in provision and pupils' engagement. However, they do not all check pupils' achievement as carefully in their various subjects as senior leaders do in English and mathematics. This is why leadership and management are not outstanding.
- The local authority has supported the school appropriately in order to secure improved teaching and achievement. It knows the school well and has provided clear guidance which has lessened in direct relation to the school's own growing capacity.
- The school's safeguarding procedures are exceptionally robust. Training is up to date and staff have a strong understanding of how to keep pupils safe.
- The primary sports funding is well used. The quality of provision has improved considerably and teachers have gained new skills. There are more after-school clubs available and this has led to a higher rate of pupil participation in sporting activities.
- **The governance of the school:**
Governors have a good understanding of the school's strengths and areas for development because they analyse a range of information carefully. For example, they regularly look at figures relating to pupils' academic performance. Governors have supported and challenged senior leaders to improve the quality of teaching and pupils' achievement by, for example, asking targeted questions during meetings. They know that the school now compares more favourably with other schools and are ambitious for continued improvement. The governing body is fully aware of how the school's pay policy is implemented. It knows that teachers need to reach challenging targets in order to be awarded a pay rise. Governors are keen to reward exceptional performance and equally understand the systems that are in place to tackle poor performance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are courteous and considerate when moving around the building, holding doors open for adults and each other and keeping noise to a minimum so as not to disturb those

who may be working.

- Pupils enjoy playtimes and get on well together. They know how to settle minor disagreements themselves so incidents rarely, if ever, escalate. However, pupils have confidence that teachers would intervene effectively if this were needed.
- Behaviour is managed well in the classroom. Teachers use a clearly understood system of rewards to encourage good behaviour. Pupils follow instructions without delay and this means that little time is lost between one lesson and the next, including when having to change classrooms.
- Most pupils have very positive attitudes to learning. They speak highly of the new library facilities and are keen readers, appreciating the wider range of quality books now available. They are eager to come to school and attendance has improved since the previous inspection.
- Behaviour is not outstanding because, when pupils are in class, they do not always continue to work as well, for example, when working away from direct adult supervision.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils state that they feel very safe at school, and results from school surveys confirm this view. The very large majority of parents who completed Parent View agree that their children feel safe. Parents spoken to in the playground were overwhelmingly positive about the school.
- The school has robust procedures for identifying risks, for example, when going on trips or to meet individual pupils' needs. Leaders are responsive. They are swift to evaluate their practice and act upon their findings.
- Through a comprehensive programme of visitors, assemblies and dedicated lessons, pupils learn about safety in a range of situations. For example, they have an in-depth understanding of how to stay safe on the internet, on the roads and from strangers.
- Bullying in the school is very rare. Pupils know all the forms bullying can take and would intervene were they to see it happening.

The quality of teaching is good

- Teaching has improved since the previous inspection and is now good.
- Support for different groups of pupils such as those with special educational needs and those at the early stages of learning English is well organised. Teaching assistants are effectively deployed and have a notable impact on the progress of the groups and individuals with whom they work. Pupils who join the school at times other than usual admission points are quickly helped to catch up because adults adapt learning accordingly.
- Writing is often taught linked to other subjects, which means pupils have a solid knowledge base to use in their written work. Reading links in this way too. For example, pupils were using the new library to research information for their history topic using both books and the internet. They were very clear that they would need this information in future lessons to write reports and historical fiction.
- The teaching of mathematics is a particular strength of the school. Learning is well planned and work in books shows that teachers methodically build up pupils' mathematical understanding so that it is secure enough to apply to challenging problems.
- Pupils know what they need to do to improve their work because teachers provide clear guidance during lessons. Teachers also write helpful comments in pupils' books. However, this does not always lead to rapid progress because pupils are not always given the opportunity to respond these comments.
- On occasions, teachers do not always check pupils' work in lessons so misconceptions are not clarified and errors remain unchallenged. This slows the rate of pupils' progress.

The achievement of pupils is good

- Achievement has improved since the previous inspection and is now good. Pupils make good progress which ensures they reach average standards by the end of Year 6 in reading, writing and mathematics.
- More pupils make rapid progress in mathematics than in reading and writing to reach the very highest level (Level 6).
- Pupils who speak English as an additional language achieve well because there is a strong focus on vocabulary development. Those who arrive at the very early stages of learning English are well supported by teaching assistants who provide clear explanations and help with unknown words. For example, they

are given help to answer the same questions as their classmates by using pictures and breaking the work into manageable chunks.

- Pupils from different ethnic groups achieve equally well because of the school's commitment to equal opportunities and the strong ethos of tolerance and respect for diversity.
- The most able achieve well because there is a strong element of challenge in the work set for them. Many say they enjoy lessons because they know that when work is hard, they learn more.
- The gaps between the achievement of disadvantaged pupils and that of other pupils both in school and nationally are narrowing. In tests in summer 2014, when compared to their classmates, disadvantaged pupils in Year 6 were just over a term behind in writing, and just over half a term behind in reading and mathematics. When compared to other pupils nationally, the gaps are just under a term in mathematics but just over a term and a half in writing and over two and a half terms in reading. The school's own figures show that these are narrower for the current Year 6 and that gaps elsewhere in the school are being effectively eliminated.
- Disabled pupils and those with special educational needs also achieve well. This is because their needs are well planned for and teaching assistants support them effectively.

The early years provision

is good

- The Early Years Foundation Stage provides a good start to children's education. When children start school, many have very little experience of mixing with others so their social skills are not very well developed. Furthermore, many children start with very limited English because they speak other languages at home.
- Since the previous inspection, leaders have begun to work very closely with the children's centre to tackle this issue. Parents whose children are due to start at the school are encouraged to attend the children's centre, providing important pre-school experience. This means that the most recent cohort of Nursery and Reception children were better prepared to make the most of what the early years provision has to offer.
- Achievement across the Early Years Foundation Stage is good because staff know children well and plan activities that interest them and help develop their skills in a range of areas. This means that the majority are ready to start Year 1. The school has good procedures in place to introduce children to their new teacher and class.
- The leadership of the early years provision is good because leaders ensure that good practice is promoted across all the classes in the phase. Resources are shared communally to ensure all children have access to high-quality learning.
- Leaders work well with parents. They share important information about children's strengths, suggest ways in which parents can support learning at home and welcome parental input.
- Procedures for keeping children safe are equally effective in the early years provision as they are in the rest of the school. Staff are fully aware of the specific requirements and meet all statutory guidelines fully.
- Teaching excites children and the activities and resources that teachers provide create high levels of interest. Children are very motivated to learn and respond well when staff give instructions.
- Staff are not all equally thorough when making notes about children's abilities and achievements. For example, on occasion, some children have needed considerable help to complete a particular task and this is not recorded. This sometimes means that the records are not as useful as they could be in planning for rapid progress in the future.

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	101733
Local authority	Croydon
Inspection number	448959

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	586
Appropriate authority	The governing body
Chair	Eileen Pears
Headteacher	Jan Kennard
Date of previous school inspection	5–6 February 2013
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