

# South Norwood Primary School Profile

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## South Norwood Primary School

34 Crowther Road  
London, London, SE25 5QP  
Telephone: 020 86542983

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|-------------------------------|--------------------|
| Children's Service Authority: | Croydon            |
| Age range:                    | 4-11               |
| Number of pupils:             | 365                |
| Head teacher:                 | Mrs Della Williams |
| Chair of governors:           | Mrs Sue Takwani    |

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## What have been our successes this year?

Significant changes to the change in the learning and teaching culture of the school were introduced from September 2006. A virtually new Senior Leadership Team began to completely revise the school's ethos to introduce a more stimulating, engaging and kinaesthetic approach to children's learning.

The environment itself was a focus for improvement to ensure that the aesthetics contribute to whole school development. Lighting was improved throughout the school and most of the Infant building redecorated.

A hugely successful Book Week was held in October with memorable visits by a range of artists to nurture children's enjoyment of reading. The Life Education Centre was brought to South Norwood for the first time to promote our children's awareness of health issues. Parents became increasingly involved in their children's learning.

An 'Awards for All' lottery grant of £9,000 was secured in February. This money was used to refurbish the library into the 'Lobster Library' as a valuable element of the children's learning and also extended as a community library that children and their parents/carers can use after school. A Fitness Trail was installed in the Infant playground and steel pans purchased to set up our own steel band.

## What are we trying to improve?

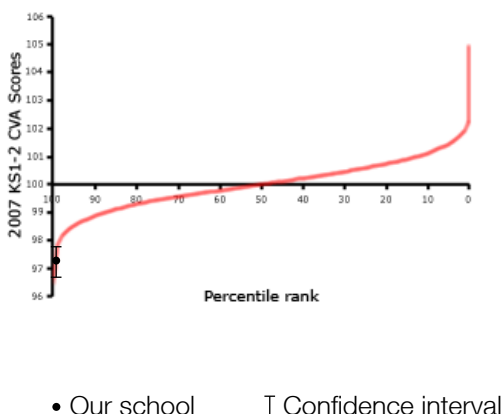
The key areas identified for development in the Ofsted Inspection of March 2007, had already been identified by the school. This gave the Ofsted Inspection Team with the confidence that the Senior Leadership Team were able to make the necessary improvements within a 12-month period.

The Ofsted Action Plan focused on raising standards in teaching and learning to improve attainment and achievement, improving leadership and management, the role of subject leaders and attendance and punctuality. It was a rigorous and detailed document that clearly defined the steps necessary to address the key areas for development.

By July 2007, all classrooms had interactive whiteboards installed, the reading provision had been completely revised and significant changes in staffing had taken place: seven new teachers had been appointed to start in September 2007. The school's priority was to raise achievement in maths.

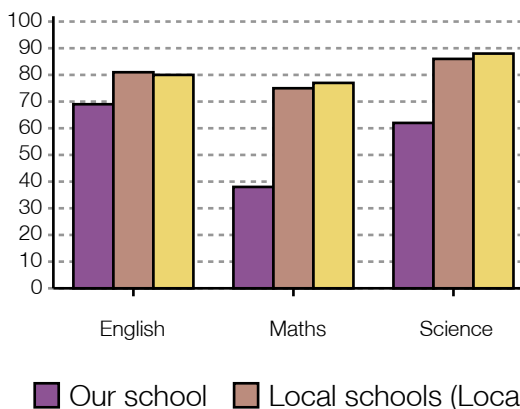
New tracking systems were introduced and all planning and assessment systems were revised. The focus was clearly on children's learning and the accountability of all staff and Governors to ensure that the trend of underachievement was reversed with urgency. All initiatives introduced were embedded securely to ensure sustainability.

## How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

## How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

The trend of inappropriately matched work to the level of children's needs unfortunately resulted in extremely low attainment in the 2007 SATs results. Taking into account the absence of one child (secure at Level 4) and three children who were just 2-3 marks off of a Level 4, the percentage would have been nearer to 50% rather than 38%. This is still well below the floor target of 65% and stringent measures have been taken to ensure that such a result is never repeated.

By comparison, the English statistic of 69% of children achieving Level 4 and above was hugely encouraging with the immediate focus on reading throughout the school. Although below both the local authority and national percentages, this was a huge achievement.

The 63% of Level 4 and above in Science was significantly lower than the Croydon and national average. Science has not been accorded sufficient status over a number of years and the lack of qualitative, practical learning over an extended period of time has consequently produced a low and disappointing result.

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## How have our results changed over time?

Attainment in all subjects has been somewhat erratic. 2002 was a good year in all subjects, although the school was still below the national average it was only by 0.4%-English, 0.2%-Mathematics, 0.5%-Science.

In 2004 there was a decline in attainment in all Mathematics and Science, the greatest difference between school and national results being in Mathematics (-2.5%). English showed a decline in 2003 (-1.8%) but gradually improved over the next two years (-1.2%-2004, -0.8%-2005)

2005 showed a marked improvement in all areas, particularly Mathematics (0% difference), which had been a focus for staff development that year.

2006, unfortunately has witnessed a significant decline in attainment levels in all subjects, comparisons with national results being at their lowest figures, especially in Mathematics (-3.7%) during the five year period.

The school participated in the Intensifying Support Programme during 06/07 in order to secure improvement in future years and re-establish and improve upon attainment levels achieved last year. However, this was not successful (particularly in the case of maths) where attainment in 2007 was very low. There was however, an improvement in English and a slight regression in Science.

## **How are we making sure that every child gets teaching to meet their individual needs?**

One of the key areas identified by Ofsted was the lack of differentiation within planning and this was a significant cause of underachievement for many children. Planning and formative assessment (to inform future planning and the next steps of learning) has been completely revised.

Literacy Intervention Programmes were in place for children from Year 1 to Year 6 and led by experienced Teaching Assistants. It is planned that from September, these will take place from 8.30-9.00am before school starts to provide additional support. Maths Intervention Programmes will also be introduced for children in Years 2 to Year 6. With the emphasis on maths, children in years 5 and 6 will be set for maths to improve attainment.

Children who have English as an additional language or of an ethnic minority, received support from our experienced Teaching Assistants. Additional teaching support was also provided in class to ensure that their learning was fully inclusive.

The deployment of Teaching Assistants was revised to ensure that their skills were effectively utilised in the appropriate classes.

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## **How are we working with parents and the community?**

The school joined the local authority's Leadership Programme to strengthen leadership and management throughout the school. Attendance at training programmes was increased as the profile of South Norwood was raised within Croydon's community of learning.

We were a very active member of the Extended Schools Cluster of seven local schools and one Children's Centre and the Co-ordinator for this Woodside Cluster was recruited and based at South Norwood. Out of school hours learning was improved but remains a key priority for 07/08.

The involvement of parents/carers in the life of school was increased, including: fortnightly Newsletters; volunteer readers; 'Earlybirds' for parents/carers of children in Reception to start each day with family learning; a revised Committee for the Parents' Association; revised format for letters and curricular targets sent home to inform parents/carers of their children's learning and a new Report format to clarify attainment and progress.

Year 6 children were chosen to represent the community in the promotion for the Barclays 'Spaces for Sport' initiative at the local park. We were placed second in a Nursery World competition to support our COOL Project (Communities Opportunities for Outdoor Learning).

## **What have pupils told us about the school, and what have we done as a result?**

The School Council was relaunched and produced an Action Plan produced to ensure that the views of the children were represented in improvements. The aesthetics of the school buildings and playgrounds were considered to be a high priority and the main focus. Playtimes and lunchtimes were revised and the Junior playground zoned in response to suggestions from the School Council.

The School Council requested additional reading material in all classrooms (fiction and non-fiction) which was provided and reported positively to the more kinaesthetic approach to learning throughout the school, with the request that this would be built upon in the following year. More school trips were requested and Educational Visits procedures were revised and improved, increasing the quantity and quality of visits.

Children in Year 5 were instrumental in choosing the colour scheme for the Infant building redecoration. The theme of the Lobster Library was also chosen by the children and the artwork therein produced by all children from Reception through to Year 6.

House Captains and Vice House Captains for our four Houses of: Cedar; Maple; Oak and Willow were chosen in response to the children's request for additional responsibility.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

As part of the 'Every Child Matters' agenda, we take our role in our children's health and safety very seriously.

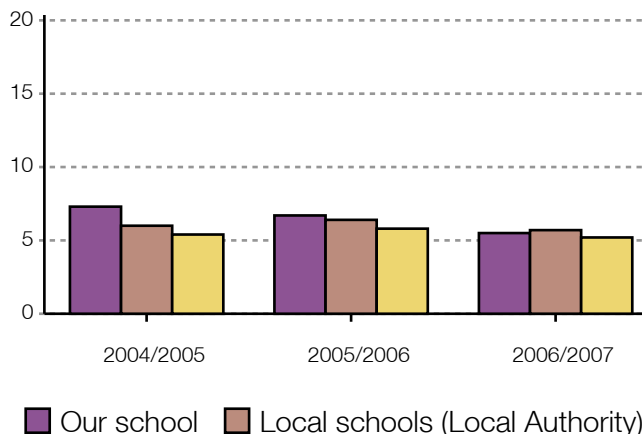
Our Behaviour Policy was revised in October 2007 and is now reviewed annually. An integral element of this Policy is the issue of bullying. We aim to ensure that children understand the difference between single incidents and bullying and have worked hard to equip them with strategies to deal with any incidents that they may not be happy with.

The Premises and Health & Safety Committee review all statutory requirements appropriately and the safety of all children and adults within the school is a high priority.

Mentoring is provided for children that we consider to be vulnerable and who would benefit from adult support wither individually or within a small group.

SHINE was introduced in September 2006 to underpin the school's ethos. S=sleep, H=healthy eating, I=I, myself and Others (relationships), N=nature (attitude/personailty) and E=exercise. SHINE successfully promoted all of these aspects of children's development and was supported enthusiastically by parents/carers too. The latter attended half-termly meetings to support their children in the focus for each half-term.

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

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## What activities and options are available to pupils?

Educational visits to both local and more distant venues took place. Year 6 enjoyed their annual school journey, participating in a wide range of outdoor and adventurous activities at Hayling Island.

Children in Years 2 to 6 benefitted hugely from the Crystal Palace in the Community sports coaching, effectively increased the quality of physical activity provision and sustains good levels of fitness and positive and healthy attitudes.

Extra-curricular activities consisted of: drama; dance; Homework Club and Art Club. This provision will be revised as a matter of priority for 07/08.

During the Book Week in October, a story-teller, a theatre group and an African theatre company all played their part in a stimulating and most enjoyable view of cultural diversity through story. For the inaugural Roald Dahl day, the curriculum was dedicated to his characters and (in many cases) their delightful grotesqueness.

A sponsored skip, following a visit from Skipping Workshops raised £700 to purchase new fiction books for the Lobster Library. Art competitions provided outstanding artwork for the new visitors' reception area and children participated enthusiastically when visited by representatives of charities and local services.

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## What do our pupils do after leaving this school?

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### Ofsted's view of our school

This is a friendly and caring school but it is ineffective overall because standards are exceptionally low and pupils' achievement is inadequate. The school has not made enough progress since the last inspection. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the standards and achievement of the pupils, the quality of teaching and in leadership and management.

Standards have fallen since the last inspection and Year 6 results in 2006 were exceptionally low in English, mathematics and science. The academic progress that pupils make is inadequate. Factors contributing to this include work which is not always well enough matched to pupils' needs, the high turnover of teachers and inadequacies in teaching.

A lack of clear leadership over a number of years has meant that leaders and managers have not had a rigorous effect on improving the quality of teaching and learning and raising standards and achievement. Improvements have been made following the appointment of the new headteacher. Since her arrival the headteacher has accurately evaluated the work of the school and has identified key priorities to make the school's overall performance better. Over the past six months, the effectiveness of measures to improve behaviour and strengthen the leadership and management of the school show the school has the capacity to make the necessary improvements. Changes to provision in the Reception classes, improvements in the teaching of reading and the development of the curriculum have been well managed and standards are rising. However, there is still much to do. The quality of teaching and learning is improving, but it is not consistent enough. Teachers do not always expect enough of pupils. Recently appointed subject coordinators have not been in place long enough to monitor and improve provision. Assessment is not used to set individual learning targets and marking does not make clear to pupils how to improve their work. The Foundation Stage is satisfactory and offers a sound balance between activities directed by adults and opportunities for pupils to make choices and develop their independence.

Relationships between staff and pupils and among the pupils themselves are sound. Behaviour is satisfactory and pupils are positive about the school. They enjoy taking on responsibilities as prefects and on the school council. The school is working hard to engage the support of parents, for example through workshops and regular newsletters informing parents about the work the school is doing. One parent commented, 'I now feel that I am part of school life as I get involved with what is happening with the school and my children's education.' Parent volunteers are now working with teachers to support pupils in their reading and regular 'rainbow reading' for younger children is helping parents to take part in their learning. Many parents speak positively about recent developments. One said, 'I think the new headteacher has made a number of positive changes at the school since her appointment last September'.

Attendance was not good enough at the time of the previous inspection. It is still below average and too many pupils arrive late to school.

Date of last inspection: 08-Mar-2007

Ofsted graded our school as inadequate

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for South Norwood Primary School](#)

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## What have we done in response to Ofsted?

The areas identified for improvement had been identified by the school as part of its evaluation process and many new initiatives had been introduced to address the elements highlighted by Ofsted in March 2007.

The School Development Plan was subsequently replaced by the OAP (Ofsted Action Plan) - a detailed and stringent plan to ensure that progress was swift, yet sustainable. The quality of teaching was the key area for improvement in order to raise achievement and attainment in all subjects.

The revised Senior Leadership Team worked tirelessly to implement revised procedures, monitoring and evaluating their impact on the children's learning. All staff responded positively to the changes and the challenge of the timescale within which to make significant improvements.

The Governing Body also responded positively to training to increase their accountability. A Focus Group of five governors (including the Headteacher) was established to monitor the OAP between full GB meetings. A new Clerk was appointed. Parent Governors introduced a half-termly Newsletter to Parents/Carers to keep them informed of progress.

Parents and carers were extremely supportive of the school's situation and displayed their trust and loyalty.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 86542983

Our website