

Inspection of Rowdown Primary School

Calley Down Crescent, New Addington, Croydon, Surrey CR0 0EG

Inspection dates: 9–10 October 2019

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils are happy at school. They behave well in class and are kind to each other. Pupils enjoy their playtimes and there is a wide range of play apparatus to share. They said that bullying is rare but when it does happen, it is dealt with quickly and effectively. Pupils are confident that staff listen to any concerns they have. They feel safe in school. Pupils are proud of their school.

Pupils know their school is improving. They feel their work is more challenging than before. Pupils practise what they can do and know, so that they can learn new things. They take pride in what they do. Pupils speak confidently about their work. They enjoy the wide range of after-school activities. Pupils benefit from the specialist teaching in art, music and sports.

Leaders want pupils to do well. They want to deepen pupils' learning through educational visits. Pupils agree and feel that more visits to museums and galleries would develop their general knowledge of the world around them.

What does the school do well and what does it need to do better?

Leaders ensure that what and how pupils are taught has improved over time. Pupils now know more and remember more. They are encouraged to reflect on what they already know. They are able to use this knowledge when attempting new activities. This deepens pupils' understanding and develops their long-term memory.

The teaching of phonic sounds in reading is taught well. Pupils enjoy reading. They are confident in using sounds. Pupils hear stories each day. Staff carefully check that pupils have understood what they have listened to. As pupils become better readers, they can explain which authors and types of books they like. Pupils practise their punctuation and spelling to become better writers.

Pupils achieve well in mathematics. Staff plan activities that help pupils recall number facts. Staff have worked with the local mathematics hub to strengthen their subject knowledge. Pupils are now encouraged to explain how they got the answer to a mathematical problem. They enjoy learning mathematics. However, pupils do not regularly apply their knowledge to answer complex problem-solving tasks.

The teaching of science, history and art is strong. Teachers plan activities that build on what pupils already know. Leaders encourage pupils to apply their knowledge across other subjects. For example, in Year 2, pupils have made a display of the 'Great Fire of London'. They have built three-dimensional Tudor houses and have visited The Tower of London. Pupils report that they enjoy learning in this way.

Pupils are curious about the world around them. They enjoy scientific investigations and are confident to explain why things happen. Teachers use questions skilfully to

help pupils understand their learning. Vocabulary is taught well, and pupils use the correct scientific terms. For example, in Year 3, pupils can name the key parts of the human skeleton.

Leaders have ensured that the curriculum meets the needs of pupils with special educational needs and/or disabilities (SEND). A wide range of therapeutic support is in place. Some pupils have one-to-one support to catch up. Staff support families well and help parents access the services they require.

Children are safe and happy in the early years. Staff focus on developing children's reading and writing. They talk to children to help them develop their communication skills. Staff retell favourite stories. For example, 'The Gruffalo' and 'The Very Hungry Caterpillar' are much loved stories the children can recall with enthusiasm. Children in the Reception Year are becoming confident readers. They are now ready for more opportunities to apply their phonic skills in writing of greater length. They share and take turns. They enjoy climbing on the large apparatus outside to develop their physical skills and confidence.

Pupils mix well together and are kind. They listen well in assemblies and are keen to follow the school's values of being honest, caring and considerate to each other. Pupils also understand British values and they support a wide range of charitable causes. Staff prepare pupils well for life in modern Britain.

The school has experienced significant changes in leadership since the last inspection. There is now an interim head of school. Parents said that the school feels more settled now. Governors, trustees and the executive headteacher have supported the school through the leadership changes.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well. There is a strong safeguarding culture at the school. All staff are vigilant. They quickly report any concerns that they may have about individual pupils. Leaders work closely with outside agencies. They make sure that families get early help when needed. Pupils are aware of the risks in the wider community. The NSPCC and local police officers talk to them about keeping safe. They learn how to keep safe online. Pupils also know about the dangers of drugs, gangs and knife crime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although children make good progress in the Reception Year, more opportunities are needed to apply their phonic skills in writing.

- Educational visits to museums, galleries and historic places of interest need to be included in the curriculum. This would deepen pupils' understanding of their learning.
- Pupils demonstrate strong mathematical skills and a quick recall of number facts. However, they need to apply this knowledge to solve more complex problem-solving tasks.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140841
Local authority	Croydon
Inspection number	10110362
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	Board of trustees
Chair of trust	RoseAnne Ellis
Headteacher	Ros Sandell (Executive headteacher), John Green (Interim head of school)
Website	www.rowdown.croydon.sch.uk/
Date of previous inspection	14–15 June 2017

Information about this school

- The school has experienced four changes in leadership since the last inspection. The current leadership is settled and offers a clear vision for future school improvement.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the executive headteacher, the interim head of school, the deputy headteacher and subject leaders.
- Meetings were held with the chair of governors, the safeguarding governor, the school improvement adviser, the inclusion team and newly qualified teachers.
- The inspection initially focused on the teaching of reading, mathematics, science, history and art. We visited classrooms, looked at pupils' work, listened to pupils read and spoke with them about their everyday experiences of school.
- We visited the playgrounds to observe pupils at play and viewed all behaviour logs and first aid records.

- We scrutinised safeguarding procedures and checked how staff keep pupils safe. We asked pupils about how they report any concerns and whether they are listened to.
- We spoke with parents informally at the end of the school day. The views of eight parents who responded to Ofsted’s online Parent View survey and free-text service were taken into account.

Inspection team

Tom Canning, lead inspector	Ofsted Inspector
James Robinson	Ofsted Inspector
Sarah Jones	Ofsted Inspector

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