

Inspection of South Norwood Primary

34 Crowther Road, South Norwood, London SE25 5QP

Inspection dates: 10 and 11 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils like their school. They are happy, safe and enjoy learning. Pupils said that they would go to an adult if they were worried, but that adults would notice first and check that they were okay.

Leaders want 'every school day to be an extraordinary day' and plan additional experiences for all pupils to undertake. For instance, pupils can expect to visit museums, theatres, and places of worship during their time at the school.

Leaders have high expectations for how pupils behave and learn. Pupils understand and follow the school rules, including at break and lunchtimes. Staff make sure that pupils are well prepared for life in modern Britain. For example, older pupils promote diversity and educate their peers on all aspects of difference through the 'diversiteam'. Pupils learn what bullying is and is not. Bullying is uncommon and dealt with effectively. If it does happen, pupils would tell an adult and expect them to resolve it quickly.

Pupils typically achieve well. Leaders plan learning, so that it is meaningful for pupils. They link learning to the local area where this is possible. For instance, pupils celebrated the school's 150th birthday last term. They compared monarchs, transport, and clothing in 1872 to the present day.

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

Leaders have put in place a well-designed, and ambitious curriculum. They have carefully considered how to adapt learning while keeping all pupils, including those with special educational needs and/or disabilities (SEND), on the 'same journey'. Pupils in the enhanced learning provision benefit from targeted support that helps them to access the broad curriculum.

The specific knowledge that pupils need to secure has been identified in all subjects. The curriculum is well sequenced to ensure that pupils have opportunities to revisit their learning. This supports teachers to emphasise important ideas and vocabulary, so that pupils practise and learn to use words confidently. For example, in Reception, children use words like 'sacred' when learning about different religions.

Staff typically check what pupils know and remember. They use this information to ensure that any misconceptions are addressed. For example, in mathematics, leaders have identified that some pupils are not secure in their knowledge of times tables. Teachers make sure that these pupils have additional opportunities to practise.

However, in some subjects, leaders' work to ensure that pupils grasp and remember knowledge is at an earlier stage of development. In these areas, pupils have not consistently secured the knowledge they need to tackle more difficult learning. For

example, leaders have recently changed the modern foreign language that pupils study to Spanish. The curriculum content has been adapted to take into account the knowledge that pupils will need. Nevertheless, these changes are not embedded. Sometimes, older pupils are not sufficiently prepared for what they need to learn and remember.

Leaders prioritise reading. Children in the Reception Year start to learn phonics as soon as they begin school. The phonics programme is well established, and staff are well trained to teach it. Pupils that need to catch up with their reading get enough time and expert support to do so. Pupils read with accuracy and fluency from books that are appropriately matched to the sounds that they have learned.

The curriculum has been designed to help pupils to understand the importance of good physical and mental health, including appropriate relationships. Pupils have many opportunities to take a lead in their school and bring about change. For example, school council members explained how they had influenced the school lunch menu to include more vegetarian options. They also asked school leaders to provide more left-handed pens. Pupils behave well. They are positive and purposeful in their learning, demonstrating mutual respect towards adults and their peers.

Governors understand their role and the journey of the school well. This means that they have identified appropriate priorities for improvement. They hold leaders to account for the effectiveness of their work. Trust leaders provide consistent and regular support. They perform their statutory responsibilities effectively.

Leaders have prioritised professional development. As a result, staff are generally well prepared and knowledgeable about the subjects that they teach. Leaders also ensure that experienced staff members are paired with newer staff, as a way of providing ongoing coaching and training.

Staff feel extremely well supported by leaders in terms of their workload and well-being. They stated that leaders are approachable and provide solutions to any issues that arise. Leaders support staff at the start of their careers particularly well. They make sure that they understand how to manage their workload and provide additional time for professional development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have a firm understanding of the potential risks that pupils face. Staff receive appropriate training to spot signs that might indicate a pupil is at risk of harm. Adults know to report any concerns swiftly. Leaders ensure that pupils are taught about the dangers around them, including when online. For example, pupils learn not to share personal details when using the internet and understand how to stay safe near the local railway lines.

Leaders work effectively with external agencies to secure help for pupils when appropriate. They manage safer recruitment appropriately.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of foundation subjects are at the earlier stages of implementation. This means that, at times, pupils are not secure in the prior knowledge that they need to learn well in these subjects. Leaders should continue their work to help pupils fill gaps in their knowledge and ensure that the curriculum is implemented consistently well in all subject areas.

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 information from Ofsted Parent View 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.

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	146543
Local authority	Croydon
Inspection number	10255267
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	Board of trustees
Chair of governing body	Ruth Shanks
Headteacher	Melody Berthoud
Website	www.southnorwood.croydon.sch.uk/croydon/primary/south-norwood
Date of previous inspection	Not previously inspected

Information about this school

- South Norwood Primary became an academy school within The Pioneer Academy multi-academy trust in September 2018. When its predecessor school, The South Norwood Academy, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school has a specially resourced provision for 17 pupils with moderate learning difficulties.
- Leaders make use of one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, staff, and pupils. They also met with trust leaders from The Pioneer Academy multi-academy trust, representatives from the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: art and design, early reading, history, mathematics, and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To inspect the school's safeguarding arrangements, inspectors met with leaders responsible for safeguarding and looked at relevant documentation, staff recruitment checks and training records.
- The views of staff and parents were gathered through discussions and through Ofsted's online surveys.

Inspection team

Alison Colenso, lead inspector	His Majesty's Inspector
James Robinson	Ofsted Inspector
Amy Jackson	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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