

# St Cyprian's Greek Orthodox Primary Academy

Springfield Road, Thornton Heath, CR7 8DZ

**Inspection dates** 25–26 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Good</b> <b>2</b>
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' achievement is good. They make good progress in reading, writing and mathematics.
- Standards are well above average in reading, writing and mathematics by the end of Year 6.
- The proportions of pupils attaining the higher levels in the national tests at the end of Year 2 and 6 are above average.
- Pupils who speak English as an additional language make the same good progress as their classmates.
- The quality of teaching is good. Teachers use information about pupils' progress well to check how well pupils are learning.
- Strong leadership ensures that disabled pupils and those with special educational needs make good progress.
- The Early Years Foundation Stage is good. The school has improved the use of the outdoor areas to support learning more effectively.
- Pupils' behaviour is good and pupils feel safe and secure. Pupils' attendance improved in 2014.
- The development of pupils' spiritual, moral, social and cultural development is a particular strength of the school. The school is an inclusive and harmonious community.
- School leaders and governors have successfully steered the academy through a period of change.
- Governors have developed their role and provide good levels of support and challenge for school leaders. They know how pay is used to support and reward teachers.

### It is not yet an outstanding school because

- Pupils' progress is not yet rapid enough to secure outstanding achievement.
- At times the work set for pupils is not demanding enough, particularly for the most-able pupils, so that their progress slows.
- The quality of marking is inconsistent. Pupils' handwriting is variable in quality and sometimes pupils' work is untidy.
- The governors' knowledge of the progress made by different groups of pupils is at an early stage.

### Information about this inspection

- Inspectors observed 20 lessons or part-lessons, including two observations completed with the interim deputy headteacher. They also observed small groups of pupils working with an adult other than their teacher.
- Discussions were held with the interim headteacher, senior leaders, teachers, members of staff, parents, pupils and a local authority representative. A meeting was also held with the Chair of the Academy Trust and another governor.
- Inspectors took account of 63 responses to a recent school survey. In addition, they considered the views expressed by a number of parents who spoke with them informally at the start of the school day. Inspectors also took account of 27 staff questionnaire responses.
- Inspectors observed the school's work and considered a range of documents and policies, including the school's improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They also listened to pupils read.

### Inspection team

Julie Sackett, Lead inspector	Additional Inspector
Marie Cahill	Additional Inspector
Nicholas Rudman	Additional Inspector

## Full report

### Information about this school

- The academy is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is below that found in most schools. This is additional government funding to support those pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported through school action is lower than the national average. The proportion supported at school action plus or with a statement of special educational needs is also lower than the national average.
- The academy meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The academy runs a breakfast club and an after-school club, which were included in this inspection.
- St Cyprian's Greek Orthodox Primary Academy converted to become an academy school on 1 July 2012. When its predecessor school, St Cyprian's Greek Orthodox Primary School, was last inspected by Ofsted it was judged to be good overall.
- An interim headteacher was in post at the time of the inspection.

### What does the school need to do to improve further?

- Accelerate pupils' progress to secure outstanding achievement by making sure that:
  - work for pupils is sufficiently challenging, particularly for the most able
  - pupils develop a consistent handwriting style and use it when writing in a range of subjects
  - pupils' books are marked regularly and provide pupils with advice about how they can improve their work
  - all pupils present their work neatly.
- Strengthen governors' knowledge of the school so that they can hold the school to account more rigorously.

## Inspection judgements

### The leadership and management are good

- The headteacher, ably supported by senior leaders, has successfully steered the school through a period of rapid change, including a number of staff changes. The school is now enjoying a more settled time and is well placed to build on its past successes.
- Leaders have strengthened procedures to check pupils' progress. For example, leaders and teachers regularly discuss pupils' progress and teachers are more accountable for pupils' achievement. As a result, teachers have a clear view of how well pupils are learning and what pupils need to learn next.
- Middle leaders play an effective role in the school. They have a good understanding of pupils' achievement and are clear about improvement priorities in the teaching of their subjects.
- The academy teaches a broad range of subjects, including Modern Greek, which enrich pupils' learning well. Specialist art, music and physical education teachers provide high quality learning experiences which are much enjoyed by the pupils.
- The use of additional sports funding is successfully increasing pupils' fitness and their enthusiasm for sport. For example, specialist teaching ensures a high focus on developing skills and teamwork.
- The academy's approach to developing pupils' spiritual, moral, social and cultural development is strong. The interim deputy headteacher provides a strong lead for this aspect of the academy. The academy teaches a broad range of cultures and world religions, with Greek culture at its core. British values of understanding and tolerance are promoted very well. For example, pupils learn about democracy when they elect their classmates to serve on the 'school parliament'.
- The academy has continued to work with the local authority since conversion to academy status. This has provided helpful support during a period of change.
- The breakfast club provides an enjoyable and welcoming start to the school day for those pupils who attend.
- **The governance of the school:**
  - The governors provide good levels of support for the interim headteacher. The governors' commitment and determination have enabled them to secure important improvements in the way they work during the past year. For example, they have been quick to take on board specialist advice about their role in overseeing and checking financial aspects of the school's work. As a result, their role in holding the school to account has been strengthened substantially and rigorous procedures ensure that the school's resources are used effectively.
  - Governors receive regular updates about the quality of teaching. They have discussed and agreed the academy's pay policy. They understand how performance management is used and how salary progression is linked to teachers' performance.
  - Governors know the difference additional funds have made to pupils' achievement. They know how well the school is performing in relation to other schools nationally because they regularly discuss information about the school's work, such as 'Data Dashboard'. For example, low attendance levels triggered challenging discussions about why this might be the case. However, their knowledge of the progress different groups of pupils are making is less well developed. This aspect of their work has been identified by the Chair of the Academy Trust as an aspect for future training. Arrangements for safeguarding meet statutory requirements.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good. All pupils play a valued part in the life of the school, regardless of background, culture or beliefs. The school is a caring and harmonious community. For example, during the inspection older pupils chose to spend time chatting and playing with younger pupils during playtime.
- Relationships between adults and pupils are very good. Pupils cooperate and work with each other very well. In Early Years Foundation Stage, children quickly learn how to play, work and share with each other.
- Most pupils work hard, behave well during lessons and are keen to get on with their work. At times, however, a few pupils lose concentration during lessons and fidget and chat with their neighbours, so that their progress during lessons slows. Almost all parents who responded to a recent school survey feel that pupils are well behaved and safe in school.
- Pupils' behaviour is excellent during playtimes and when moving around the school. For example, it is routine for pupils to hold doors open for adults and for each other when moving between lessons. They are courteous, polite and respectful to adults and to each other.

- Many pupils take great care with their work. They look after their books and take pride in the quality of work produced. However, in some cases pupils' work is untidy.
- The school's work to keep pupils safe and secure is good. Pupils understand the contribution they can make to keeping themselves safe. For example, they move up and down the school stairs very sensibly and responsibly between lessons.
- Pupils are regularly reminded about some of the skills needed to combat bullying through events such as 'anti-bullying week'. They know why bullying is harmful and what to do if they have any concerns. They feel that adults in school look after them very well.
- A whole-school focus on improving attendance has been successful. Robust procedures have been put in place to follow up any unexplained absenteeism. As a result, attendance levels are now in line with the national average.
- The school is committed to ensuring equal opportunities for all pupils and discrimination is not tolerated. The school's records of behaviour are well maintained and indicate that pupils' behaviour over time is consistently good.

### The quality of teaching

is good

- Teachers have a good grasp of how to teach different subjects. They use confident subject knowledge to plan lively and interesting lessons. Pupils' understanding is strengthened through the use of questions. Classrooms are attractive, calm and positive places to learn.
- Pupils' work is usually set at the right level of difficulty. There are times, however, when some of the work set is not sufficiently demanding, particularly for the most-able pupils, so that their progress slows.
- Teachers have a confident understanding of how to teach mathematics so that pupils make good progress in learning calculation skills. Pupils successfully learn how to use different strategies to solve a range of mathematical problems.
- The teaching of phonics (the sound letters make) is consistent and regular. Teachers and teaching assistants provide good quality support for those pupils who need extra help. Pupils are given regular opportunities to use their reading and writing skills in different subjects so that learning is meaningful. However, teachers' expectations of the quality of pupils' handwriting differs between subjects, leading to variations in the quality of pupils' work.
- The inclusion leader works closely with teachers and teaching assistants to make sure that support for disabled pupils and those with special educational needs is effective. Additional funding is used well to support eligible pupils. Extra help for pupils is planned carefully and well structured so that pupils catch up with where they need to be and, when appropriate, are moved off the special needs register.
- High quality specialist teaching helps to enthuse pupils about learning. During the inspection, for example, pupils in Year 5 responded quickly to instructions in a physical education lesson because the tasks set were enjoyable and challenging and the teacher's expectations of behaviour were high.
- The school is committed to ensuring that teaching meets the needs of all its pupils. Good quality resources, such as bilingual dictionaries, mean that pupils who speak English as an additional language quickly acquire the language skills they need to make good progress.
- The quality of teachers' marking is variable. Pupils' work is not always marked regularly enough, so that pupils are not always clear about what they have done well and how they can improve their work. Where this is the case, some pupils take less care with their work, and this slows their progress.

### The achievement of pupils

is good

- Pupils make good progress and, by the end of Year 6, are well prepared with the knowledge and skills they need for the next stage of their education. Pupils' attainment is above average at the end of Year 2 and well above average by the end of Year 6.
- Pupils make good progress in mathematics. Pupils learn how to use a range of calculations to solve problems and have plenty of opportunities to put these into practice. As a result, they tackle calculations with increasing confidence. Pupils' attainment in mathematics is well above average by the end of Year 6.
- Pupils make good progress in the development of basic reading and writing skills as they move up through the school. Improvements in the teaching of phonics have led to an increase in the results of the Year 1 phonics check, from average levels in 2013 to above average levels in 2014. During the inspection, pupils in Year 5 demonstrated their enjoyment of reading when speaking with inspectors. They spoke eloquently and confidently about the structure of poems and about why they liked some poems more than others.
- The quality of pupils' handwriting is variable. Some pupils' handwriting is well formed and consistent. This

helps them to get their ideas down on paper efficiently and clearly. However, this is not the case for many pupils. Pupils regularly produce good quality work during handwriting lessons but they do not use the same good quality handwriting when working in other work books, including their English books.

- The most-able pupils make good progress and achieve well. Occasionally, however, these pupils make slightly slower progress than their classmates when the work set for them is too easy. The proportions of pupils attaining the higher levels in reading, writing and mathematics are much higher than average at the end of both key stages.
- Pupils supported through additional funding make good progress. In 2013, eligible pupils' overall attainment was in line with other schools and similar to other pupils in the school. They attained above other pupils nationally in reading and mathematics by about six months and in line with other pupils nationally in writing. When compared with other pupils in the school, their attainment was about four months above their classmates in reading but about six months behind their classmates in mathematics and writing.
- Disabled pupils and those with special educational needs are very well supported and make good progress. Teachers identify pupils who need extra help at an early stage and effective support is quickly put in place.
- Pupils from different ethnic groups, and those who speak English as an additional language, achieve well. Teachers and other adults with specialist language skills are quick to identify pupils' needs when they join the school and pupils are quick to help each other out whenever needed.

### The early years provision

is good

- Children's skills and understanding when they join the Early Years Foundation Stage are a little below those expected for their age. They are keen to learn and make good progress. Good teaching ensures that, by the end of Reception, most children are well prepared for Year 1.
- At the time of the inspection, many children had been in school for a very short time. Clear routines and expectations have helped them to settle well and feel secure. Children are well behaved and relationships are good.
- Adults calmly and sensitively help children to develop social skills, such as taking turns and sharing. For example, during the inspection a group of children worked with the teacher to make a shelter out of construction tubes and scarves. They happily worked together and persevered to overcome difficulties and challenges, especially when, at one point, the shelter started to collapse. This highly engaging task promoted much excitement and purposeful talk.
- Adults regularly check children's progress and plan activities which effectively build on their learning. They are alert to children's interests and use these to help them to learn. For example, during the inspection an adult in the Nursery noticed that a child was playing with a set of fabric ladybirds. She used this opportunity to help him to match and count the ladybirds' spots, and so was able to effectively assess and build on his number skills.
- The Early Years Foundation Stage leader provides a strong steer for future developments. She is knowledgeable and well organised. Procedures for assessing children's needs when they join the Early Years Foundation Stage are robust so that adults have an accurate view of children's starting points.

## 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

<b>Unique reference number</b>	138335
<b>Local authority</b>	Croydon
<b>Inspection number</b>	444343

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	464
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Andreas Andreou (Chair of Academy Trust)
<b>Headteacher</b>	Vasoula Baron (Interim headteacher)
<b>Date of previous school inspection</b>	Not previously inspected as academy
<b>Telephone number</b>	020 8771 5425
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