

Swaffield Primary School

Inspection report

Unique Reference Number	101022
Local Authority	Wandsworth
Inspection number	354930
Inspection dates	28–29 June 2011
Reporting inspector	Michael Merchant

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	427
Appropriate authority	The governing body
Chair	Lindsay Hopkins
Headteacher	Christine Lilley
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by four additional inspectors. Twenty lessons or part lessons were observed, taught by seventeen different teachers. Meetings were held with pupils, members of the governing body, staff and the headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation, and the school development plan. In addition, questionnaires from 71 parents and carers, 96 pupils and 12 staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of strategies to improve pupils' attainment, particularly in mathematics at Key Stage 2 and for high attaining pupils.
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning.
- How well the school supports those pupils with particularly low levels of prior attainment and those in the early stages of learning English as an additional language.
- The impact of actions taken by school leaders and managers to improve the quality of teaching and learning.

Information about the school

This school is larger in size to most other primary schools. While most pupils live locally, a small minority travel some distance from the surrounding area. The very large majority of pupils are from a range of minority ethnic heritages, the largest groups being pupils from Asian or Asian British Pakistani backgrounds. The proportion of pupils who speak English as an additional language is much higher than average. The proportion of pupils who are known to be eligible for free school meals is high. The percentage of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is average. The needs relate mainly to moderate learning difficulties. Children in the Early Years Foundation Stage are taught in the Nursery and three Reception classes. The school has a breakfast and an after-school club on the site, which is not managed by the governing body, and is subject to a separate inspection report. The school has gained a number of awards, including Enhanced Healthy School Status, International Schools Award, Artsmark Gold, Activemark and is a Rights Respecting School.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Swaffield Primary School provides a good education for its pupils. It has improved since its last inspection and has a number of very successful aspects. Pupils enjoy their lessons greatly. The exciting and extremely well-planned curriculum brings together topics and subjects to enliven learning and make it highly relevant and engaging. The school's excellent care, guidance and support help pupils to develop confidence and maturity. Staff know the pupils extremely well as individuals and ensure that they achieve well. One parental comment stated, 'I was both surprised and delighted at how personal Swaffield Primary School is despite its size. The children are treated as individuals.'

As the pupils' spiritual, moral, social and cultural development is excellent, pupils develop very well as articulate, courteous and considerate young people. They are extremely well aware of how to lead safe and healthy lives. Pupils support a wide range of national and global charities and are always concerned to take care of the environment. They feel extremely safe in the school due to secure safeguarding procedures and consistent and effective behaviour management.

Children get a good start in Nursery. The extremely wide range of stimulating activities provided means that children make good progress. By the end of Year 6, pupils' attainment is broadly average and has been improving year on year. As the changes to the curriculum impact fully upon results at the end of Year 6, the school's assessments indicate that pupils are on track to reach above average levels in the next couple of years. Attainment in mathematics, in particular, has improved markedly. Nearly all pupils make good progress in relation to their starting points when they joined the school and most groups achieve well. Plans to teach writing more effectively, such as through raising awareness of the differences between formal and informal language, are now firmly in place. But the impact is not yet fully evident, so not enough pupils reach the higher levels in national tests. Pupils with special educational needs and/or disabilities receive very good support both in class and in small group or individual tuition sessions which enable them to make good, and sometimes excellent, progress in their learning.

The headteacher, supported by senior staff, has a very clear vision of high-quality provision. She has established a culture where inadequate teaching is not acceptable, and where every teacher is enabled to improve through effective professional development. As a result, teaching is good. The best teaching is marked by enthusiasm for the subject and high levels of engagement and fun. Learning is sometimes held back, however, because in a small number of lessons tasks do not always provide maximum challenge for the more-able pupils.

Even though the school has many outstanding features, staff and the governing body are not complacent and want to lift pupils' attainment even further. They know exactly what actions to take next as a result of thorough systems of school self-evaluation. In view of

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the rapid improvements made to provision and pupils' outcomes in the last three years, the excellent curriculum and exceptionally high levels of care, guidance and support that pupils receive, the school's capacity to improve further is good.

What does the school need to do to improve further?

- Ensure that more pupils reach higher levels at the end of Year 6 by:
 - ensuring that effective techniques to teach writing are employed consistently so all pupils write confidently and creatively
 - ensuring that all teachers plan for, and extend, the learning of the highest attainers at a consistently challenging pace throughout lessons.

Outcomes for individuals and groups of pupils

2

Children join the Nursery classes with skills and abilities that are below those expected of their age, particularly in the areas of language, communication and social skills. The pupils' work seen confirms that, by the end of Year 6, their attainment is broadly average and is improving strongly. The school's checks on progress indicate it is predicted to improve further. This represents good progress relative to their starting points in school and all pupils, including those with special educational needs and/or disabilities and those with particularly low levels of prior attainment, achieve well. Key to this success is the introduction of rigorous procedures for monitoring and evaluating the progress of the very large majority of pupils towards challenging targets, coupled with good and often inspiring teaching. Consequently, the quality of learning in lessons is good and sometimes outstanding. For instance, in an excellent Year 5 science lesson, all groups of pupils made excellent progress in developing their investigation skills and really enjoyed working in groups to complete the challenging task of getting fresh water from salty water. Pupils are keen to do their best, work purposefully in lessons and greatly enjoy what they are doing. Pupils' problem-solving numeracy skills are very secure and have improved markedly since the last inspection. In a very well taught Year 6 numeracy lesson, pupils learnt at a blistering pace because of the teacher's exceptionally high expectations of what he wanted them to learn and the fun-filled, challenging tasks he set for them. However, this is not always the case as there are occasions when higher attainers are not consistently challenged. Attainment in English is sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels.

There is very little difference in the progress made by the various groups of pupils, including those eligible for free school meals and those new to learning English. Pupils with special educational needs and/or disabilities, particularly those with moderate learning difficulties, make similar progress to that of their classmates because of detailed support plans and timely interventions.

Pupils enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise, reflecting the Enhanced Healthy School Status the school has gained. Pupils behave well around the school and in classrooms. The school promotes pupils' spiritual, moral, social and cultural development extremely well. Consequently, pupils have a highly developed understanding of right and wrong and a deep appreciation and enjoyment of the wonders of life around them. They eagerly take advantage of the

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many opportunities to participate in the community and are very well informed about other people's needs. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with secure and improving standards in the key skills of English and mathematics and their above average attendance, means that pupils are well prepared for the next stages of their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Care, guidance and support are exemplary. Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be. Support for pupils with special educational needs and/or disabilities and those who join the school with particularly low levels of attainment is especially strong and helps them to achieve well. The senior staff have fostered excellent partnerships with outside agencies to get additional support when it is needed and skilled teaching assistants also make a very valuable contribution to the learning of pupils who need extra help. The school works extremely well with parents, carers, volunteers and a variety of external agencies to support those children most at risk. The school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education.

The exciting and well-planned curriculum is very well thought out so that pupils from all backgrounds can enjoy learning, achieve well and gain many skills which contribute to their outstanding personal development. Subjects are woven together extremely

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successfully. Regular and accurate assessment of pupils' progress means that the curriculum is extremely well matched to the needs of the overwhelming majority of children. Classrooms glisten with wonderful displays of art work, reflecting its Artsmark Gold status, and computers greatly enhance the quality of learning. Well-supported, creative and educational activities outside the normal school day make a valuable contribution to pupils' high levels of enjoyment.

The quality of teaching, and the engagement of staff with all pupils and their learning, is good and much improved from the last inspection. Teaching is lively, tasks and concepts are clearly explained and activities are carefully designed to challenge the pupils to learn at a swift pace. Pupils' levels of enjoyment and motivation are high because there is mutual respect between the pupils and their teachers. High-quality teaching, such as that seen in a Year 1 literacy lesson where pupils were writing a 'fantasy story', captivates and enthuses pupils and keeps them on their toes with provocative questioning and challenging tasks. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Pupils have a good understanding of the quality of their work and what they need to do next in order to move forward. Learning is occasionally held back because in a few classes all pupils in a class sometimes work at the same pace, as directed by the teacher, and this leads to insufficient challenge for the most able pupils. Teachers mark books carefully and regularly and the advice teachers give to pupils on how to improve their work is effective. Most pupils, therefore, are clear about the next steps in their learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher communicates her high expectations persuasively so that all have a shared sense of direction and feel part of a successful team. Consequently, several aspects of the school have improved since the last inspection. Staff morale is very high, pupils' progress is accelerating and several aspects of the school are outstanding. Members of the senior leadership team and the subject leaders check the school's performance rigorously and offer constructive advice and training. In this way, the senior leaders have moved teaching quality from satisfactory and inconsistent at the last inspection to its current good, and sometimes outstanding, levels. There is little complacency and there is a determination from staff at all levels to sustain and build upon the many gains of recent years. Expectations of what pupils can achieve are high, but the school acknowledges that there are still a few pupils who could achieve even more, especially those who previously attained highly. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils through

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sophisticated monitoring and exemplary support. Progress for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is translated effectively into practice.

The effectiveness of the governing body is good. It is increasingly able to hold the school to account for its work and has been influential in helping senior managers secure effective school improvement. It fulfils all legal requirements, and all safeguarding arrangements were found to be effective at the time of the inspection. Good practice in safeguarding and child protection is evident in all areas of the school's work. For instance, checks on the suitability of adults to work with children are thorough.

The school prides itself on working very well with the local community and forms excellent relationships with families, including those that may be considered by some to be harder to reach. In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works extremely well in partnership with external agencies and its partner schools to secure extra support for those pupils who need it. There is a total commitment to the promotion of community cohesion. The principle of human rights is used as a baseline against which all curriculum planning and school developments are audited and policies are written. There is a clear recognition that, although the school is situated in a predominantly multi-ethnic and multi-faith community, every opportunity is taken to expand the pupils' understanding of the wider world through residential visits, visiting speakers, creative activities and the outstanding curriculum offered.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle into the Nursery class quickly, are keen to learn, readily play together and are well behaved. Provision for children's welfare is good The excellent space for the

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youngest children is used to good effect. It is effectively organised and well resourced, bright, airy, safe and secure. Inside spaces are fresh and clean, with clearly marked labels on drawers and containers so that children can find and put away equipment independently. Adults work hard to involve everyone, including those who speak very limited English. They effectively develop children's language and ideas. For instance, the children were observed having a splendid time singing popular nursery rhymes and then re-telling the story. The outside area offers much opportunity for learning and is used well by adults to help develop children's climbing skills, encouraging their physical development well. The teachers and teaching assistants plan and organise activities well but some could be further enriched, such as those for creative role play or writing. Very good records are kept of children's achievements in photographs, notes and samples of their work. The children move into Year 1 working securely towards their early learning goals and this represents good progress in relation to their starting points. The Early Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the early years curriculum and constantly reviews her practice to ensure that all children are safeguarded and receive high-quality care and support.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Less than one quarter of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. This is a lower than average return. The school has canvassed the opinions of parents and carers on frequent occasions in the recent past. Records show that a much higher proportion of parents and carers have responded to the school's own questionnaires. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaires. A number of individual comments praised the extremely high-quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to the school. The few criticisms were followed up during the visit. For instance, a small minority expressed concerns, feeling that unacceptable behaviour is not effectively dealt with. The inspection findings are that behaviour is good in and around the school. Although a very few pupils do occasionally present challenging behaviour, this is dealt with very well. Any more serious incidents, which are few and far between, are fully documented and parents and carers are informed and consulted. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swaffield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	73	15	21	4	6	0	0
The school keeps my child safe	45	63	25	35	0	0	0	0
My school informs me about my child's progress	35	49	34	48	2	3	0	0
My child is making enough progress at this school	38	54	27	38	5	7	0	0
The teaching is good at this school	41	58	27	38	3	4	0	0
The school helps me to support my child's learning	37	52	28	39	6	8	0	0
The school helps my child to have a healthy lifestyle	39	55	29	41	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	34	37	52	2	3	0	0
The school meets my child's particular needs	31	44	32	45	5	7	0	0
The school deals effectively with unacceptable behaviour	28	39	31	44	10	14	0	0
The school takes account of my suggestions and concerns	32	45	32	45	5	7	1	1
The school is led and managed effectively	39	55	23	32	5	7	1	1
Overall, I am happy with my child's experience at this school	40	56	25	35	6	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2011

Dear Pupils

Swaffield Primary School, London SW18 2SA

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and we could see that you are proud of how well you are doing. You are right to be pleased, because your school is a good school and is getting better. Here are some of the really good things we found out about it.

- You get off to a good start in the Nursery and you make good progress as you move through the school. By the time you leave at the end of Year 6, you reach standards in all your subjects that are similar to those in most other schools. This is because your teachers teach you well and you also work hard.
- You behave well, both in class and out in the playground. You get on well with the other pupils and look after each other.
- Your curriculum is exciting and imaginative and does much to foster your excellent personal development.
- Your headteacher and all the staff work very hard to provide you with the best education possible. They take great care of you and want to see you all achieve the best that you possibly can. You have an excellent understanding of how to live healthy lives and feel very safe in school.
- Your teachers work hard to plan interesting lessons and always mark your work carefully.

Even though you go to a good school, your headteacher, governors and staff want the school to get even better. To help the school improve further, we have asked those who lead and manage the school to do two things:

- improve standards in writing, especially for more-able pupils
- make sure that teachers plan your work more carefully so that it is better matched to pupils' different abilities.

You can help your school to do even better by always working as hard as you can and continue coming to school regularly. Good luck for the future. We hope you continue to enjoy school as much as you do now.

Yours sincerely

Michael Merchant (on behalf of the team)

Lead inspector

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