

Joseph Hood Primary School

Inspection report

Unique Reference Number	102634
Local Authority	Merton
Inspection number	355224
Inspection dates	13–14 July 2011
Reporting inspector	Jacqueline Marshall

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	248
Appropriate authority	The governing body
Chair	Eric Harding
Headteacher	Anita Saville
Date of previous school inspection	8 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 17 lessons, observed 11 teachers and held meetings with groups of pupils, staff, school leaders and members of the governing body. They observed the school's work and looked at the school's documentation and policies including those relating to safeguarding, data on pupils' progress, attendance figures and the school's development planning. They scrutinised pupils' work and evaluated 86 questionnaire responses received from parents and carers, 30 from pupils and 17 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies for improving the learning and progress for all pupils, particularly groups such as boys, in writing.
- The use leaders and staff make of assessment information to support and challenge pupils' learning and set high expectations.
- The effectiveness of leaders in checking, reviewing and taking actions to secure satisfactory achievement and tackle inconsistencies.

Information about the school

Joseph Hood is an average-sized primary school. The pupils come from both White British families and a wide range of other minority ethnic heritages with 25 different first languages recorded. A third of the pupils speak English as an additional language and of these, the majority join the school at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is average though an above average proportion has a statement of special educational needs. A higher proportion of pupils than usual joins or leaves the school at other than the expected times. The proportion of pupils known to be eligible for free school meals is average. Over the last two years there have been a number of changes to staff. The school has achieved the Healthy Schools and Bronze 'Bike It' awards and the Active Schools Mark.

The Early Years Foundation Stage consists of a 26 place Nursery and two Reception classes. A large majority of the children who attend move on to the Reception class while a half join from other local Early Years settings.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. There have been improvements since its previous inspection and it has successfully maintained the good level of pastoral care, guidance and support it provides, ensuring that pupils feel safe, well cared for and thrive in their personal development. Pupils benefit from good relationships with staff, their behaviour is good both in lessons and at play, and they show considerable support for one another regardless of age, gender or ethnicity. They have a good understanding of how to stay safe and lead a healthy lifestyle, as demonstrated in their keen take up of sports clubs and the award of Healthy Schools, 'Bike It' and Active Sports status.

The school is now solidly focused on improving teaching and learning after a period of staff changes. There is a strong shared commitment to raising attainment for all pupils. Through regular checks on how well pupils are doing, senior leaders have an accurate awareness of the school's effectiveness and what it needs to do to bring about improvement. Satisfactory self-evaluation procedures, combined with appropriate action to tackle previous underachievement, show the school has a satisfactory capacity for further improvement. The headteacher is now focusing on ensuring that leaders at all levels, particularly the governing body, check the school's effectiveness rigorously themselves.

Pupils' overall achievement is satisfactory, and attainment is broadly average at Year 6. While teaching is satisfactory overall, it is good in an increasing number of lessons and classes throughout the school. This is because leaders have focused successfully on improving the quality of teaching to ensure that all pupils, including boys, make at least satisfactory progress. However, inconsistencies in the quality of teaching remain and, as a result, pupils' progress is better in some lessons and classes than others. Consequently, pupils do not build consistently well on their learning as they move through the school. All teachers regularly check how well pupils are doing, but some do not make sufficiently accurate use of this information to set suitably challenging work for all pupils. This hinders the progress made by some pupils. While day-to-day assessment, including marking, is good in some classes it is not always used well enough. Not all pupils are made aware of the next small steps needed to improve their work and this limits their ability to take responsibility for their learning. As part of its drive to raise attainment the school has begun to focus on developing pupils' writing skills from the Early Years Foundation Stage to Year 6. However, opportunities to set high expectations and remind pupils of their individual targets in lessons are often missed. Similarly, too often pupils do not use the skills they have learnt in English lessons when writing in other subjects.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment, particularly in writing, by:
 - regularly reminding pupils as they are learning of their individual targets as well as those for the whole lesson
 - providing greater opportunities for pupils to practise the skills they have learned in literacy lessons when writing in other subjects
 - ensuring teachers always set high expectations whenever pupils use their writing skills.
- Accelerate pupils' progress by:
 - making better use of assessment information in the planning process to ensure that lessons always challenge and engage pupils well
 - developing teachers' use of marking so pupils always understand exactly what to do to improve their work and know the next steps in their learning.
- Improve the quality and consistency of provision by:
 - ensuring that the monitoring by all leaders is thorough enough to secure consistently good or better teaching across the school
 - providing the necessary training and guidelines for members of the governing body to enable them to check effectively how well the school is doing themselves.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily in their academic learning, helped by their good attitudes towards school. However, while progress is good in some classes it is not yet a consistent feature. This is because planned learning is not always matched closely enough to the differing abilities of each group or individual to enable all pupils to achieve consistently well. In such cases, pupils' interest and progress dips. Where learning is good, pupils are motivated and engaged, talking eagerly about what they have learnt. In a Year 4 mathematics lesson pupils worked well together. Using skills from good prior learning, as well as a sound knowledge of both their own target and the learning target for the lesson, they successfully tackled multiplication and division problems. As a result of skilful questioning and challenge they confidently explained their answers, responding enthusiastically to the immediate and effective support of the adults working with them.

Children start in the Reception class with skills and understanding below those expected for their age, particularly in their literacy and numeracy skills. While the levels pupils reach by the time they leave in Year 6 have fluctuated over the years, attainment in national tests is broadly average. However, while progress for some is good, there still remains too much inconsistency in the rate of progress across the year groups for progress as a whole to be any greater than satisfactory. The school is well aware that attainment in writing still has to rise, and has already taken steps to hasten its improvement, but these have yet to make a full impact. Consequently, all pupils, including those with special educational needs and/or disabilities, in the early stages of learning English, joining the school at times other

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than expected and those known to be eligible for free school meals, make the same satisfactory progress in English and mathematics.

Pupils achieve well in many aspects of their personal and social development. Behaviour is well managed with most pupils saying that they enjoy school, feel cared for and know they can talk to someone if they have any problems. Pupils enjoy being part of the school council and taking on responsibilities. However, the opportunities for them to broaden their involvement in the wider community are less well developed. Relationships are good and children are considerate of each other, valuing and celebrating each other's differences and their spiritual, moral, social and cultural development is good. However, while their understanding of the different cultures and faiths within the school is strong, the school is less successful in extending pupils' awareness of the diversity of cultures within the United Kingdom and the wider world. Attendance has improved recently and is now average. Consequently, pupils' development of basic skills and preparation for their future life and learning are satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Some lessons are planned and organised well with interesting activities to engage pupils. High expectations are set by teachers. For example, in a Year 6 English lesson pupils were able to use skills from good prior learning, as well as a sound knowledge of both their own target and the learning target for the lesson, to successfully write about their text,

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Kensuke's Kingdom. As a result of skilful questioning and challenge, they confidently explained their answers, evaluated their work and responded enthusiastically to 'hot-seating' to finish. In other lessons, teachers often miss opportunities to capitalise on pupils' enthusiasm for learning, encourage them to explain in detail their ideas and to challenge their thinking further. In these lessons, the tasks do not move pupils' learning forward sufficiently and the pace of teaching is not quick enough for them to achieve well. As a result, progress slows and pupils become less engaged and attentive. In other lessons work is not matched well enough to pupils' abilities and expectations are not high enough. In their marking and lessons, teachers do not refer consistently enough to the next steps in learning or to pupils' individual targets in order to show them how to improve their work.

Through its evolving tracking and assessment systems the school is increasingly holding teachers to account for the pupils' progress. The improvements in these systems are enabling staff to track pupils' progress more closely and identify particular learning needs more rapidly than before, though some inconsistencies remain. As a result, the curriculum is increasingly tailored carefully to pupils' needs in lessons, in small-group work or on a one-to-one basis. This is beginning to quicken the progress of all pupils, including those with special educational needs and/or disabilities. Appropriate links are made between subjects in teachers' planning and pupils use their literacy and numeracy skills in other subjects. However, pupils are not encouraged enough to transfer the skills they have been learning in their English lessons into their writing or to remember their targets whenever they write a piece of work. The curriculum is enriched well through a wide variety of visits and visitors as well as a good range of extra-curricular activities which help to promote pupils' enjoyment of learning.

Pupils' welfare and personal, social and health needs are well catered for because the school works closely with parents and carers, families and outside agencies where needed. Transition arrangements are effective both for pupils leaving to begin secondary school and when children start school in the Early Years Foundation Stage. At a successful session for new Nursery children, parents and carers talked with enthusiasm about the process. Children joined in with the activities in the Nursery and this effectively helped to familiarise the children with their new setting as well as giving parents and carers an insight into school routines.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher has a clear vision for how the school can move forward and has developed good links and partnerships with parents and carers and the local authority to help achieve this. There is a positive team spirit and a strong atmosphere of 'can do' among the staff who feel 'supported' by senior leaders. The headteacher and leadership team are involved in analysing performance data to see how well the school is doing and to plan actions for improvement. At all levels, leaders are becoming more proficient in the monitoring of teaching and learning, but the impact across the school is uneven. The governing body fulfils its statutory duties appropriately. However, members of the governing body rely too much on the school and headteacher to provide information about how well the school is doing and have identified the need to be more involved themselves in checking it is doing well enough.

At the time of the inspection leaders and staff were seen to play their part in ensuring that safeguarding procedures were robustly carried out. The safeguarding governor makes regular checks on the school's procedures and systems. All leaders appropriately support the drive for equality of opportunity and freedom from any form of discrimination. They have suitable systems in place to make sure that pupils from all backgrounds perform to a similar standard while ensuring those pupils whose circumstances may make them most vulnerable have the opportunities to achieve as well as their peers. Pupils are encouraged to play their part in the school and the local community, and their understanding and contribution are developing well in these areas. The school is beginning to promote pupils' understanding of different cultures in national and global contexts but this remains an area for further development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children enter the Nursery class with skills and understanding that are below those typical for their age, with weaknesses in aspects of communication, language and literacy as well as problem solving, reasoning and number. They get off to a good start in developing their personal, social and emotional skills and quickly grow in confidence. By the time they leave the Reception class to start in Year 1 they have made satisfactory progress overall so that attainment is in line for their age in the different areas of learning, though weaknesses remain in their literacy and numeracy skills. The curriculum as a whole is adapted appropriately to engage the children in active learning. The leaders and managers are keen to develop the outdoor area further to better reflect the opportunities on offer indoors.

Where learning is best adults are good at engaging children's interest through effective questioning. For example following a whole-class activity counting in twos, a group made their own number tiles. Effectively challenged by the teacher they continued to make new tiles from 20 upwards and then ordered them correctly. Good opportunities for children to share their ideas of what would come next and why were provided through effective open-ended questioning so that children gained in their understanding of the concept of addition and multiplication. Teaching overall is satisfactory, with an appropriate mixture of activities led by staff and those chosen by the children themselves. However, while assessment information is used appropriately to record children's progress, it is not yet used well enough in planning ahead to ensure they make good gains in their learning from day to day. Adults miss opportunities to extend children's learning by tailoring activities more closely to meet their needs and interests or moving their learning on by asking open-ended questions.

The leader has spent her first year developing the provision and plans are in place to bring the whole of the team closer together to ensure greater consistency across the classes. The team ensures children are provided with a safe environment in which to learn and grow. They have a clear understanding of the next steps to be taken to strengthen provision and ensure children achieve well in all aspects of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The return of questionnaires from parents and carers was average for this type of school. The vast majority of responses were positive and most of the written comments expressed considerable satisfaction with the school. They commended their children's enjoyment of

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the school and its teaching. Typical comments about the school included: 'The school has a good community feel', 'Older children are kind and helpful towards the younger' and 'The school is very welcoming and staff are supportive'.

A very small minority reported concerns over how the school encourages their children to lead a healthy lifestyle. Inspection evidence shows that the school encourages children to be involved in sports through lessons and after-school clubs and has awards for Healthy Schools and Active Sports. However, the school is aware of the need to work further with pupils on their understanding of making healthy choices.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Joseph Hood 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 248 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	64	27	31	1	1	0	0
The school keeps my child safe	57	66	25	29	3	3	0	0
My school informs me about my child's progress	43	50	37	43	4	5	0	0
My child is making enough progress at this school	49	57	29	34	4	5	0	0
The teaching is good at this school	51	59	31	36	1	1	0	0
The school helps me to support my child's learning	49	57	29	34	3	3	0	0
The school helps my child to have a healthy lifestyle	41	48	36	42	6	7	1	1
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)	38	44	36	42	3	3	0	0
The school meets my child's particular needs	46	53	35	41	2	2	0	0
The school deals effectively with unacceptable behaviour	31	36	47	55	4	5	1	1
The school takes account of my suggestions and concerns	35	41	41	48	1	1	3	3
The school is led and managed effectively	50	58	29	34	3	3	1	1
Overall, I am happy with my child's experience at this school	59	69	24	28	1	1	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.



15 July 2011

Dear Pupils

Inspection of Joseph Hood Primary School, London, SW20 9NS

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear from talking to you and from your responses in the questionnaires you answered for us that you like school. We agree that you do best when your teachers plan many interesting things for you to do. You get on with one another well and behave well in lessons and around the school. We think your school gives you the right help so that you know how to keep healthy and safe.

The inspection team has found that your school is satisfactory. The curriculum planned for you meets your needs as it should and teachers do what is expected to help you make satisfactory progress in your work. The leaders in the school know what needs to be done to make your school better. In order to help you to make faster progress, we have asked the staff at your school to do three things.

- Make better use of your targets to help you understand how to improve your writing, have high expectations of what you write and give you lots of opportunities to practise and use your writing skills in other subjects.
- Make sure your lessons are always challenging enough and you always know what the next steps in your learning are to help you to improve.
- Keep checking to make sure all your lessons help you to make good progress and the school is doing as well as it should.

You can all help by continuing to respect others' values and always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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