

Wimbledon Park Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 102648 |
| Local Authority | Merton |
| Inspection number | 376748 |
| Inspection dates | 5–6 October 2011 |
| Reporting inspector | Sarah McDermott |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 485 |
| Appropriate authority | The governing body |
| Chair | Dr Yvonne Young |
| Headteacher | Paul Lufkin |
| Date of previous school inspection | 9 November 2009 |
| School address | Havana Road Wimbledon London SW19 8EJ |
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|---------------------------|------------------|
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| Inspection date(s) | 5–6 October 2011 |
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Introduction

This inspection was carried out by four additional inspectors. The team observed 21 lessons taught by 18 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 116 parents and carers.

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

- The extent to which pupils make sufficient progress in writing.
- The extent to which teaching and the curriculum enable girls and the more able to progress at the same rate as other pupils.
- The effectiveness of all leaders and managers in monitoring the quality of teaching and learning and successfully raising the pupils' performance.

Information about the school

Wimbledon Park Primary is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is below average. About a third of pupils are from minority ethnic groups, predominantly of Other White backgrounds or of Pakistani origin. The proportion of pupils who do not speak English as their first language is average, with few at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs relate to a range of difficulties.

Each year group in the school has two classes. The Early Years Foundation Stage comprises a morning and an afternoon Nursery class and three Reception classes. One further reception class was admitted in September 2011 to meet the extra demand for primary school places locally. The school manages its own after-school club that is part of this inspection. A breakfast club on site is run by a separate organisation and is subject to a separate inspection. The school holds the silver Food for Life award. During the inspection, Year 6 pupils were out of school on a residential trip.

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

Wimbledon Park Primary is a good school where pupils make great strides in their learning and behave extremely well. Many pupils say how much they enjoy coming to school; attendance levels are high. Parents and carers are pleased with the way their children are looked after. One parent commented, 'My child loves school and is happy and confident because of the outstanding quality of care children receive.' Pupils are excellent ambassadors for healthy living. Drove of pupils walk or scoot to school each day and a very high proportion take part in energetic after-school activities. The spiritual, moral, social and cultural development of the pupils is outstanding. Pupils sparkle in their learning and enthusiastically take on a wide range of jobs and responsibilities around the school.

The headteacher is held in high esteem by parents, carers, staff and pupils. One parent added, 'The headteacher has brought new energy, direction and professionalism to the school without sacrificing the warm caring environment.' He has been instrumental in placing a strong emphasis on academic achievement and speeding up pupils' learning. He, the deputy headteacher and the assistant headteacher have successfully set up very effective systems to monitor the progress of pupils and ensure pupils do not drop behind. With thorough monitoring, and support through training, the quality of teaching has improved to a consistently good standard. Consequently, boys and girls make good progress from their starting points. Pupils leave in Year 6 with exceptionally high attainment in reading and mathematics, but average attainment in writing. Progress in writing is not as strong as in mathematics or reading, particularly for the more able pupils. In some lessons, the pace of learning or the writing activities organised do not stretch the more able to achieve their best. In many subjects teachers plan captivating and exciting lessons to bolster learning particularly well. In a good literacy lesson on the Iron Man, Year 4 pupils developed similes and metaphors well because they had the chance to handle scrap metal and listen to clips of moving machinery. In subjects other than English, the opportunity to develop a variety of different writing skills is sometimes hampered by too many worksheets.

The governing body gathers good quality information enabling them to ask perceptive questions and challenge any underperformance. Subject leaders and leaders of the phase teams are good practitioners in the classroom but are not all sufficiently accountable for attainment and achievement in their management areas. They are not yet confident in monitoring the quality of teaching, instead relying on

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the expertise of the senior leadership team to identify what needs to improve in lessons. Nevertheless, the headteacher and his team have an accurate view of the school's overall performance and have a clear vision on priorities for development. Issues from the last inspection have been successfully tackled, pupils' progress has improved and the school has moved from satisfactory to good. Already senior leaders are getting to grips with improving writing. Consequently, the school has a good track record with good capacity for further sustained improvement.

What does the school need to do to improve further?

- Raise attainment and achievement in English, particularly writing, to the high levels in mathematics by:
 - providing a good range of opportunities for pupils to write in a variety of styles in subjects beyond literacy lessons
 - planning writing activities to match the needs of the more able pupils so they are appropriately challenged and move their learning along at a rapid pace.
- Develop the roles of subject and phase team leaders so that they are fully accountable for improving pupils' performance through regular monitoring of teaching and learning.

Outcomes for individuals and groups of pupils**2**

Pupils arrive at school with a spring in their step. They get on very well with each other, always interested to find out more about each other's backgrounds and cultures. Pupils reflect sensibly and thoughtfully on global issues, raising significant amounts for charity. A strong sense of duty underpins the pupils' excellent take-up of roles in the school council, eco-committee and health brigade. The CTC (Children That Care) representatives are mature and sensible in looking after pupils who have concerns at playtimes. A few pupils say they would like to do more to help their immediate community in Wimbledon Park. Pupils are lively and keen in lessons, but promptly quieten down when requested, so learning is never disrupted. They know how to keep themselves safe and are confident in turning to adults for assistance or comfort. Pupils are quick to report any activities of their peers that they perceive as inappropriate, such as too much animated play. They all eat plenty of healthy food, including the many pupils who bring packed lunches, helping the school to receive the Food for Life award. Pupils proudly show off their high attendance rate and are keenly aware of how it benefits good learning. Together with excellent behaviour and improving achievement in writing pupils are well prepared for moving on to secondary school.

Most pupils arrive in Year 1 with skills above those typically expected for their age. All pupils, whatever their ethnic background or gender, make similarly good progress across the school. Although attainment at the end of Key Stage 1 declined over several years, it improved in 2011 to levels above national averages. However,

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progress in writing has not been as consistently good as in other subjects. The school is already tackling this issue and has seen progress speed up more recently. The proportion of pupils who attain the higher levels in English reflects the national picture but is not yet reflecting what these pupils are capable of. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress. They benefit well from close attention to their progress and careful deployment of assistants to give them extra support.

Most pupils put their heart into learning. They listen well, invariably ask for clarification if not sure and are not reticent in giving their views and ideas. In an excellent drama session, Year 5 pupils put great feeling and empathy into their poetry on slavery. Pupils make the most of 'talking partners' to bounce ideas off each other. They like to get down to independent work as soon as possible so in a few lessons attention lapses if explanations and introductions go on too long. Pupils appreciate clear learning objectives and targets, saying these help them know how they are progressing.

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 | 2 |
| 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 | 2 |
| Pupils' behaviour | 1 |
| 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 | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Teachers enthusiastically stimulate a love of learning in the pupils. They prepare lessons well, making sure resources are to hand and teaching assistants know their roles. Interactive whiteboards are used well to explain the plan for the lesson to pupils, or, as in a good information and communication technology (ICT) lesson, to

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

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show the location of letters and symbols via a ‘floating keyboard’. Teachers make good use of information collected from previous lessons to ensure pupils are set work according to ability and interest. However, in a few lessons, more able pupils are not given sufficient scope to learn at a faster pace than others, particularly in developing their writing skills. Many teachers keep a good eye on the progress of each pupil, stepping in to give advice and challenge as necessary. Marking is encouraging and follows a consistent regime understood by pupils, but on occasion teachers do not give pupils sufficient time to follow up useful extra tasks to reinforce learning.

Learning is fun and effective because teachers plan plenty of stimulating activities, whether in class or out on trips. Themed weeks, such as mathematics and science weeks, are very popular. Teachers link different subjects in interesting ways, as in a history lesson using computers to write captions to historic photographs or in a literacy lesson writing a report on a mosque visit. In this way writing is starting to be promoted across other subjects, although there are still occasions when pupils are all given the same undemanding sheet to complete. A wide range of extra-curricular clubs allows a very good number of pupils to try their hand at different sports and arts.

Outstanding care, guidance and support have resulted in pupils’ excellent behaviour and high attendance levels, with hardly any persistent absence. The school liaises very closely with specialists and outside agencies to find the right support for vulnerable pupils and those with particular special educational needs and/or disabilities. The after-school club provides a calm, safe and supportive end to the day, where pupils can have a healthy snack, finish homework or play productive games.

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 | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The school is forging ahead under the well-organised and aspirational leadership of the headteacher. One parent justifiably commented, ‘The headteacher and his staff are very driven and doing a great job in improving the school.’ Morale is high among the staff. The senior leadership team is clear about what needs to improve because it has very effective systems to track pupils’ performance. Already it has shown that it can raise performance successfully. The headteacher and deputy headteacher follow a rigorous schedule of monitoring the quality of teaching and learning. They are now starting to induct subject and phase leaders into effective lesson observations so

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they too can take responsibility for performance in their areas. The governing body knows what needs to be developed and holds the school leaders to account for any dips in performance. They are visiting lessons more often to improve their first-hand experience of pupils’ learning.

The school keeps up good communication links with parents and carers so they know how their children are progressing and feel thoroughly involved in school events. Attendance at parent/teacher meetings and at end-of-term drama productions is very high. Many parents and carers help with reading and outings, as well as raising large amounts towards school funds. Well-established links with other schools and local football clubs enhance the sporting offer to pupils. The school works well with a wide range of specialists to bring personalised support to pupils with particular needs and disabilities. It makes sure all pupils have fair access to activities. The promotion of equal opportunities is good; almost all pupils make similarly good progress in their learning, and the school is quick to spot any gaps in achievement between particular groups. Safeguarding procedures are robust and effective, with regular checks on the effectiveness of recruitment and child protection systems. The school fosters community cohesion well. It is well informed on the different backgrounds of pupils and ensures all groups get on well together. Pupils enjoy celebrating a wide range of cultural festivals and visiting different places of worship. The school is exploring ways to extend links within the United Kingdom.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 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 | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Early Years Foundation Stage staff take great care in settling new children into the

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routines of school life, starting off with very effective home visits. One parent remarked, 'We could not have hoped for a smoother start to her education.' Welfare and guidance are a particular strength, because all children have a special adult, or key worker, who knows their precise requirements. Children behave impeccably and play very positively with each other. They know how to keep themselves safe by following the rules, such as keeping scissors on the cutting table. Children have plenty of chance to develop their own ideas, particularly in the Nursery classes. For example, a few children cajoled friends to help them extend the climbing frame with large blocks, as well as donning 'high viz' jackets and singing 'Bob the Builder'.

Children make good progress in all areas of learning, with particular strengths in personal and social development. A recent focus on calculation has reaped rewards in improved progress in the understanding of number. Staff model writing well for the children but do not consistently encourage children to have a go themselves at forming letters and words. They keep good records on children's progress, enabling the planning of learning to match personal needs. Teachers and assistants work together effectively to set out a range of interesting activities and manage the outdoor space well to get the most out of a challenging space. The Early Years Foundation Stage leader is a very good specialist practitioner. However, opportunities to spread her expertise from the Nursery and spend more time monitoring in the Reception classes are sometimes limited.

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

The level of response to the questionnaire was lower than usual for primary schools. Most parents and carers are positive about all aspects of the school. In particular, the vast majority believes their children enjoy school and are safe. Many parents and carers wrote in praise of the leadership qualities of the headteacher. The inspection team endorses these sentiments. A few parents and carers have concerns that their children are not making sufficient progress. The inspectors conclude that pupils' progress in their learning has improved since the last inspection and they now make good progress in mathematics and English. A small number of parents and carers believe the school should spend more time in communicating with them about the progress of their children. The inspectors judge that the information provided to parents and carers on learning and progress is good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wimbledon Park 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 89 | 77 | 25 | 22 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 92 | 79 | 21 | 18 | 2 | 2 | 1 | 1 |
| The school informs me about my child’s progress | 44 | 38 | 60 | 52 | 8 | 7 | 0 | 0 |
| My child is making enough progress at this school | 44 | 38 | 52 | 45 | 15 | 13 | 0 | 0 |
| The teaching is good at this school | 50 | 43 | 59 | 51 | 4 | 3 | 0 | 0 |
| The school helps me to support my child’s learning | 59 | 51 | 52 | 45 | 3 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 62 | 53 | 47 | 41 | 5 | 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) | 38 | 33 | 58 | 50 | 5 | 4 | 0 | 0 |
| The school meets my child’s particular needs | 54 | 47 | 44 | 38 | 7 | 6 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 49 | 42 | 45 | 39 | 5 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 50 | 43 | 47 | 41 | 5 | 4 | 1 | 1 |
| The school is led and managed effectively | 71 | 61 | 35 | 30 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child’s experience at this school | 69 | 59 | 41 | 35 | 3 | 3 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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.



7 October 2011

Dear Pupils

Inspection of Wimbledon Park Primary School, Merton SW19 8EJ

Thank you very much for welcoming us to your school. Wimbledon Park Primary is a good school. You make good progress and attain above the national average in English and exceptionally highly in mathematics. Teaching is good because teachers plan lively, interesting lessons and let you know how well you are doing. You have interesting trips and a very good range of clubs arranged for you. Mr Lufkin and his team of senior teachers lead the school well and they know what needs improving.

Your behaviour is outstanding and you get on very well with each other. You know how to look after each other and are learning to keep yourselves safe. We particularly like the way you help around the school and keenly take on special responsibilities such as the eco-committee, CTC (Children That Care) and the health brigade. We are impressed with how you keep yourselves healthy by eating balanced and tasty lunches, enjoying sport and walking to school. Well done in improving your attendance to high levels!

To make your school even better, we have asked it to do the following:

- improve your English, especially writing, so attainment is similar to mathematics, by giving you more chances to write in subjects other than literacy
- ask teachers who lead subjects to spend more time watching your lessons so they can see how well you are doing in their subject.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make your school a very special place for you. You can help by always striving to do your best and making your families and the school proud of you.

Yours sincerely

Sarah McDermott
Lead inspector

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