

Southmead Primary School

Inspection report

Unique reference number	101027
Local authority	Wandsworth
Inspection number	376502
Inspection dates	26–27 June 2012
Lead inspector	Madeleine Gerard

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	355
Appropriate authority	The governing body
Chair	Margaret Brown
Headteacher	Anita Watts
Date of previous school inspection	2–3 October 2008
School address	Princes Way Wimbledon Common London SW19 6QT
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Age group	3–11
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Introduction

Inspection team

Madeleine Gerard

Additional Inspector

Andrew Lyons

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Zahid Aziz

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 36 lessons or parts of lessons taught by 14 teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, looked at work in pupils' books and tracking data showing pupils' attainment and progress. The school's development plans and records relating to safeguarding pupils were also seen. The inspectors considered responses to questionnaires from staff, pupils and from 172 parents and carers.

Information about the school

This is a larger than average primary school. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs, is above average. The school has specially resourced provision for 16 pupils with autistic spectrum disorder special educational needs. The proportion of pupils known to be eligible for free school meals is above average. The proportions of pupils with minority ethnic heritage or who speak English as an additional language are above average. More pupils join and leave the school part way through their primary education than nationally. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. There have been two changes of headteacher since the previous inspection and several staff changes, including to the senior leadership team. The school manages a breakfast club. The children's centre that shares the school site is the subject of a separate inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because there remains some variability in the quality of teaching and in the rates of pupils' learning and progress between classes. The school's strengths show it is in a strong position to improve further.
- Achievement is good. All groups of pupils, including disabled pupils and those who have special educational needs, those known to be eligible for free school meals and those who speak English as an additional language make good progress from their starting points. As a result, attainment is rising and is broadly average by the end of Year 6.
- Pupils in the specially resourced provision learn and progress well. They benefit from personalised sessions with specialist staff as well as spending time daily with their peers in lessons.
- Through rigorous monitoring and well-managed additional training for staff, leaders have improved the quality of teaching since the previous inspection so that it is usually good. Marking and feedback are effective in making the next steps in learning clear to pupils. Time in lessons for them to respond to teachers' comments about their work is not as consistently well planned.
- Pupils have positive attitudes to learning. They approach tasks with enthusiasm. They behave well and respond quickly to reminders from staff about the behaviour that is expected.
- Effective teamwork between the headteacher, members of the governing body, the senior leadership team and staff, has successfully secured enhancements to provision and raised expectations of what all pupils can achieve. Leaders have managed performance well by setting ambitious targets for the school's work and pupils' academic outcomes. Improvements to the curriculum boost pupils' achievement in literacy and numeracy. Sometimes, opportunities for pupils to

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develop skills in working independently are more limited in some classes.

What does the school need to do to improve further?

- By June 2013, increase consistency in the rates of pupils' learning and progress throughout the school further by:
 - ensuring teachers systematically plan time in lessons for pupils to respond to teachers marking and feedback about their work
 - enabling pupils to practise a wide range of strategies for working independently very regularly in lessons.

Main report

Achievement of pupils

Previously satisfactory rates of learning and progress in English and mathematics have accelerated and are good. In some classes pupils' swift learning helps them to make outstanding progress but this is not consistent. Pupils' attainment overall, and in reading, has risen since the previous inspection and is broadly average by the end of Year 6. From starting points that are generally well below those expected for their age when children join the school, particularly in communication, language and literacy, pupils' achievement is good. By the time children leave the Reception class their attainment is broadly average overall, and improving. Attainment in reading at the end of Year 2 is also average, and rising. Pupils in the specially resourced provision make good progress from their starting points in developing personal and social skills, and in their academic outcomes. Disabled pupils and those who have special educational needs, pupils known to be eligible for free school meals, those who arrive part way through their primary education and those who speak English as an additional language work hard in extra sessions with well-trained staff. These pupils also do well because they benefit from tasks that are tailored very specifically to their requirements in reading, writing and mathematics. For example, every day they practise letters and the sounds they make (phonics) and read aloud to adults. Consequently, gaps in attainment between these pupils at the school and all pupils nationally are closing successfully. In the Ofsted survey, most parents and carers who responded are confident that their children make good progress. Inspection findings support this view.

Pupils listen attentively and are enthusiastic to contribute their ideas. For example, in a mathematics lesson pupils worked well together in groups to examine a painting and count how many four-sided shapes they could find. They were confident to discuss how to calculate the surface area of flat shapes and how this skill might be useful in their daily lives. In the Early Years Foundation Stage, higher attaining children in Reception keenly practised writing words that are difficult to spell. They enjoyed the challenge of writing each word as many times as possible in the short time the teacher gave them. Gifted and talented children were particularly motivated by the additional challenge of writing full sentences using the words. Pupils in the

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specially resourced provision were observed learning about quantities. They concentrated hard and worked carefully together while pouring water into bottles and estimating the amount of water each bottle contained.

Quality of teaching

Inspection findings confirm parents' and carers' belief that teaching is good. Teachers regularly check the progress pupils make. They use the information well to plan work that is suitably challenging for the full range of abilities in classes and identify pupils who need additional support. This helps all groups of pupils to make good progress. For instance, in a mathematics lesson where pupils were practising times tables and multiplication, the teacher ensured the work was well matched to pupils' needs by setting problems using one-, two- and three-digit numbers. There are plenty of opportunities for pupils to develop their reading skills. Reading is prioritised every morning for all pupils. Additional sessions to practise phonics for selected pupils are carefully planned so that they make good progress in developing their reading skills, and catch up quickly. Additional adults make a good contribution to supporting pupils' learning in lessons and in extra sessions outside classrooms. Teachers use a variety of resources to make explanations clear, and plan frequent group and pair work activities that promote social skills and strengthen collaborative work. There is some variability in the quality of teaching. For example, opportunities for pupils to practise new skills during whole-class teaching are sometimes missed. This limits their confidence in tackling activities during independent tasks and consequently the pace of learning is not as consistently brisk. Across the school, pupils are aware of what they need to do to improve their work but teachers' planning does not always give pupils time to respond to marking and feedback.

Staff in the Early Years Foundation Stage ensure that children grow in confidence and are happy. There is a good balance of adult-led and self-selected tasks that develop children's skills in the inside and outdoor areas. Daily phonics sessions help children make good progress in reading and writing. Teaching and the curriculum in the specially resourced provision ensure pupils receive the individualised and carefully-tailored support they require for good-quality learning. Regular enrichment opportunities, including cookery and music, ensure these pupils develop their skills in a wide variety of contexts. The breakfast club provides a calm and social start to the day for those pupils who attend. There, they benefit from a healthy breakfast. They make friends and play board games with pupils from different classes in the school. Moral development is promoted well through regular discussion of the school's 24 values, for example in assemblies and class discussions. Older pupils enjoy looking after children in the Reception classes at break-time. Topic themes, based on carefully selected paintings, promote pupils' cultural awareness strongly. Pupils from diverse backgrounds get on well together. Events celebrating the wider cultural diversity within the school help pupils treat one another's cultures and faiths with respect and consideration.

Behaviour and safety of pupils

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Pupils' positive behaviour and attitudes make a good contribution to their own learning. Almost all the parents and carers in the survey confirm that their children feel safe at school. Most are confident that there is a good standard of behaviour although a few felt that lessons are occasionally disrupted by bad behaviour. The inspection found behaviour around the school and in lessons to be typically good. Pupils are keen to meet teachers' high expectations of them. Most parents and carers who expressed an opinion felt that bullying is dealt with well, although a few did not agree. Pupils know that bullying can take a variety of forms. They say there is some name-calling or pupils are occasionally left out of games, which is usually dealt with quickly by staff, as records reflect. Discussions with pupils and their responses to the questionnaire indicate they feel safe and valued in school. They develop a good awareness of keeping themselves safe from harm. For example, the school emphasises precautions to take when using new technology; workshops for pupils in Year 6 help them to develop their knowledge of unsafe situations outside school. Previously low attendance is improving and is broadly average because the school is making the importance of regular attendance abundantly clear to pupils and their families.

Leadership and management

The headteacher, staff and members of the governing body have worked successfully to raise achievement since the last inspection, as pupils' broadly average attainment and good progress reflects. The headteacher has worked very effectively to identify the most significant priorities for development. Leaders have taken uncompromising action to deal with staffing and performance issues. Together with rigorous monitoring, well-managed professional development and coaching for staff, they have driven up the quality of teaching, including in the specially resourced provision. Enhancements to the curriculum ensure that pupils have engaging work to do that captures their interest and makes learning relevant to their experiences. Literacy and numeracy skills are rightly prioritised in the curriculum. Planning ensures that pupils practise further their literacy and numeracy skills across a broad range of curriculum subjects. However, opportunities for pupils to develop skills and strategies to support their own learning during independent work are less consistently well developed.

Some initiatives have only recently been introduced and have not had time to show their impact on improving teaching consistency and pupils' progress further. Spiritual, moral, social and cultural development is promoted well. Partnerships are used effectively to enhance provision. For example, pupils in Years 3 and 4 have developed their computing skills through a project with a local college of further education. Funding from a local business has helped the gardening club to develop the school grounds. Close links with the children's centre are used to provide additional support and guidance for vulnerable pupils and their families. The school tackles any discrimination and promotes equality well. Pupils are known well as individuals and rates of learning and progress are equally good for all groups of pupils. All these strengths show the school's strong capacity to improve further. Arrangements for safeguarding pupils meet statutory requirements. The site is

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secure and very well maintained. Staff have received up-to-date training and have a good knowledge of procedures to safeguard pupils' welfare and safety.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 June 2012

Dear Pupils

Inspection of Southmead Primary School, London, SW19 6QT

Thank you for welcoming and helping the inspectors when we visited your school recently. We were pleased to talk to you all and to hear what you had to say. This letter tells you about the judgements that we reached during our visit.

Southmead Primary is a good school. You behave well and are keen to learn. You know how to keep yourselves safe from harm and those of you who completed the survey told us that you feel safe at school. You are taught well and make good progress through the school. You told us in the survey that you usually learn a lot in lessons. Standards are rising. By the time you leave the school at the end of Year 6, you reach similar standards to other pupils nationally. Those of you who need additional help are well supported by the adults so that you make good progress, too.

To help you do even better, we have asked that when teachers give you written advice and guidance to help you to improve your work, they ensure that you read and follow it carefully. All of you can help by always reading feedback from teachers on your work, and carrying out their suggestions carefully. We also want the school to make sure that you have plenty of opportunities to develop your skills in working on your own.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard
Lead inspector

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