

Penwortham Primary School

Penwortham Road, Streatham, London, SW16 6RJ

Inspection dates 10–11 July 2013

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| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching is mostly good, with examples of some outstanding teaching. Teachers plan effectively and use questioning well to deepen pupils' knowledge and understanding and enable pupils to develop a range of skills.
- Pupils achieve well in all key stages. The standards they reach by the time they leave are average in reading and writing.
- Children in the Early Years Foundation Stage enjoy the exciting and stimulating range of activities, particularly in the Nursery.
- Key areas of the school's work have improved significantly since the previous inspection, including the quality of teaching.
- Rigorous systems to check the quality of teaching by the senior leadership team mean that all teachers know what they do well and how to improve.
- The governing body, headteacher and senior leadership team are ambitious for the school. They know the school's strengths and areas for development very well.
- Pupils' behaviour is good. Pupils are polite, caring, and courteous and show great respect for all members of the school community. Pupils say they feel very safe and are well cared for.

It is not yet an outstanding school because

- In Key Stage 2, pupils do not have enough opportunities to develop their problem-solving and investigative skills.
- Pupils are not given enough opportunities to respond to teachers' feedback in their books.
- There is sometimes insufficient challenge, especially for more-able pupils.
- Subject leaders do not check the quality of teaching and pupils' progress enough.

Information about this inspection

- Inspectors observed parts of 23 lessons, including 22 jointly with the headteacher and members of the senior leadership team.
- Inspectors evaluated pupils' work and talked to a range of pupils about their learning.
- Inspectors held discussions with parents and carers, staff, members of the middle and senior leadership teams, the Chair and Vice Chair of the Governing Body and a representative of the local authority.
- Inspectors analysed a range of documents, including the school's view of itself, documents relating to safeguarding, policies, information about pupils' progress, minutes of meetings held by the governing body, and records of behaviour and incidents. They also looked at the school's website and 'data dashboard', and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- Inspectors took account of 143 responses to the on-line Parent View survey, the views expressed by parents and carers to the inspection service provider and the school's records of parents' and carers' views. They reviewed the responses to staff questionnaires.

Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Bryan Meyer

Additional Inspector

Kate Robertson

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are three classes in Year 1 and two classes in each year group from Year 2 to Year 6.
- The Early Years Foundation Stage comprises a double unit Nursery with 26 pupils being offered full-time provision and three full-time Reception classes.
- It is a growing school. Since 2011–12 an additional 30 pupils each year have been admitted into Reception.
- Most pupils are White British and there is a wide range of minority ethnic groups.
- The proportion of pupils who speak English as an additional language is above average, with an increasing number at an early stage of learning English in the Early Years Foundation Stage and Years 1 and 2.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked-after children and children from service families) is average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that almost all teaching is outstanding by:
 - consistently providing opportunities for pupils to respond to teachers' feedback in their books
 - making sure that all pupils are sufficiently challenged, especially the more able
 - building on the best practice from Early Years Foundation Stage and Key Stage 1 to establish greater opportunities for pupils in problem solving and investigative learning in Key Stage 2.
- Develop the role of subject leaders so that they actively monitor and evaluate the quality of teaching and learning and pupils' progress in their subjects.

Inspection judgements

The achievement of pupils is good

- Children's level of skills on entry is below that expected. Children achieve well in the Early Years Foundation Stage because teachers use a good level of questioning to develop language, extend vocabulary and practise counting. Teachers develop children's independence and creativity through talk and use their assessment information to plan activities well to match their needs.
- At Key Stage 1, pupils make good progress and their attainment is above average in reading and average in writing and mathematics by the end of Year 2. Teachers make sure that pupils build well on this good foundation. At Key Stage 2 the attainment was significantly above average in 2010 and 2011, but in 2012 it was slightly below average in English and mathematics combined.
- In 2013 the unvalidated results show that pupils have made very good progress in English. The school's internal assessments show that pupils are making good progress in English and mathematics almost in all year groups.
- Pupils from different ethnic groups, pupils who are disabled or with special educational needs, and pupils who speak English as an additional language, achieve well in comparison with other pupils in the school and pupils nationally. This is because they are very well supported and challenged.
- Pupils known to be eligible for pupil premium funding are also achieving well and closing the gap with what other pupils are achieving nationally. In 2012, the attainment of these pupils was average in English and mathematics at the end of Year 6. The school uses the designated funds well to support these pupils, including small group support, special teaching programmes in English and mathematics and a counselling service. As a result, the gap in attainment between this group and their peers is closing rapidly and they are now, on average, half a level behind in English and two thirds of a level behind in mathematics. Their progress is almost in line with their peer group.
- Pupils enjoy reading. As a result of good and targeted teaching in the Early Years Foundation Stage and Key Stage 1, pupils have a secure understanding of phonics (letters and the sounds they make). In 2012, Year 1 pupils performed below the national average in the phonic screening check, but the school's current assessment data show that this year the proportion achieving the expected standard is much higher than last year.
- The school has an inclusive ethos and makes sure that every pupil gets an equal chance to succeed, while valuing differences in the pupils' backgrounds and beliefs.

The quality of teaching is good

- Most teachers have high expectations of what pupils can do. They provide interesting and engaging experiences. Teachers use skilful questioning to build on pupils' prior learning and deepen their understanding of new concepts.
- Some teachers use resources, including technology such as interactive whiteboards, creatively and effectively, and make the learning exciting.
- In the Early Years Foundation Stage there is a good balance between teacher- and child-initiated activities. Adults provide good opportunities for pupils to develop their phonic skills of blending and segmenting in reading.
- Teachers have good subject knowledge and explain learning activities very well. For example, in Year 6 the teacher provided a good demonstration for pupils in finding fractions and percentages of measures and quantities.
- While pupils are encouraged to investigate and solve problems and work independently in the Early Years Foundation Stage and Key Stage 1, this is not consistent across Key Stage 2.
- Teaching mostly meets pupils' differing needs well. However, sometimes the level of challenge is not precise enough to secure outstanding achievement, particularly for the more able. Teachers

do not always adjust what they have planned to do during the lesson when they find that some pupils are finding the task less challenging.

- Most teaching assistants effectively support learning. They make sure that there is an effective balance between giving pupils the extra help they need, whilst allowing them enough time to work independently.
- Teachers mark pupils' work regularly and give constructive feedback linked to the learning objectives. They do not consistently give pupils time to consider their comments and respond appropriately.
- Teachers create a positive climate for learning and give pupils opportunities for reflection, paired work and group work to promote their social development.

The behaviour and safety of pupils are good

- Pupils enjoy their learning and behaviour for learning is often exemplary. Pupils engage in their work and participate well in the class discussions.
- Pupils listen to teachers intently, and most pupils are keen to respond to teachers' questioning. There is no low-level disruption in the lessons. However, some more-able pupils are not fully engaged when they find the work less challenging.
- There is a very caring and nurturing environment in the school. Pupils, parents and carers and staff say that behaviour in the school is very good.
- Pupils attend regularly and are punctual. Attendance is broadly average for all groups of pupils.
- Pupils have good awareness of different forms of bullying including cyber bullying and prejudiced-based bullying. Pupils say there is no racist bullying, that instances of bullying of any kind are extremely rare and the school deals with them effectively.
- Relationships among pupils and between pupils and adults are very good. Pupils are polite, courteous and behave well in lessons and during break and lunch time.
- Pupils say that they are very proud of their school and are very happy and secure in the school. They told inspectors that if they have any concerns, staff deal with them quickly.
- The school's management of behaviour and expectations is very clear. Pupils have good opportunities to take responsibility.
- The case studies demonstrate that counselling has been very successful in getting the pupils with specific identified needs to re-engage with learning.

The leadership and management are good

- The governors, headteacher and senior leaders have a clear vision and drive to improve standards. Everyone in the school has a common goal in terms of improving the quality of teaching and all pupils' achievement.
- There is a real drive to improve teaching by accurate monitoring, effective performance management and professional development, which are closely matched to the needs of staff. However, subject leaders do not regularly monitor and evaluate the quality of teaching and learning and pupils' achievement in their subject.
- Expectations are high and leaders have devised and agreed a clear improvement plan. Progress in meeting the success criteria and targets is constantly reviewed.
- The school's self-evaluation is robust and the school's actions are carefully planned.
- A strong inclusive ethos and a caring environment have an excellent impact on the daily life of the school. The curriculum is very engaging and promotes both pupils' academic achievement and spiritual, moral, social and cultural development well. Wide-ranging enrichment activities, including specific focus on art, craft and design, broaden pupils' experiences. The curriculum prepares pupils well for their next stage of education.

- The local authority has worked closely with the school. This external support has helped confirm and strengthen the school's own evaluations of its performance and set priorities to secure rapid improvement where necessary.
 - The school works well with parents and carers, as evidenced by Parent View, comments made to inspectors by parents and carers and the parent questionnaire conducted by the school in 2012.
 - Safeguarding systems are robust and meet all statutory requirements.
 - **The governance of the school:**
 - The governing body has a very clear understanding of the school's effectiveness, including the quality of teaching and the data relating to pupils' performance. It shares the high expectations of the senior leadership team and has visible presence in the school. It provides sufficient support and the correct amount of challenge to the senior leadership team. For example, it checks closely how the pupil premium funding is used in the school and its impact on pupils' progress.
 - The governing body is fully aware of the school's strengths and areas for development. Governors take the management of teachers' performance seriously and regularly check the performance of staff, and its link to salary and progression. They know how the school tackles any underperformance. Governors make sure that all statutory duties are met and attend training regularly.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 101016 |
| Local authority | Wandsworth |
| Inspection number | 400449 |

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 | 507 |
| Appropriate authority | The governing body |
| Chair | Lynne Barratt |
| Headteacher | Christine Whiteley |
| Date of previous school inspection | 15–16 October 2009 |
| Telephone number | 020 8769 3949 |
| Fax number | 020 8677 5354 |
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