

Griffin Primary School

Condell Road, Wandsworth, London, SW8 4JB

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children start school with skills that are well below those typically expected for their age. They make good progress in the Early Years Foundation Stage and achieve well.
- Progress and attainment in Key Stage 1 are rapidly improving so children reach average standards.
- In Key Stage 2, pupils continue to make accelerated progress. Pupils are well prepared for the next steps in their education and pupils leave school with above average attainment.
- The exciting curriculum provides engaging experiences for pupils and, together with the programme of events, visits and the broad range of clubs, offers enrichment that appeals to all pupils.
- The school promotes the pupils' spiritual, moral, social and cultural well-being by providing motivating, exhilarating experiences that develop their talents and interests and celebrate the diverse cultures represented in the school.
- Teaching assistants make a significant contribution by working in close partnership with the teachers to provide high-quality learning.
- Behaviour is exemplary. The warm, supportive atmosphere and excellent relationships mean the pupils feel safe and enjoy school.
- Pupils show positive and mature attitudes to learning. Their behaviour in and around school is excellent.
- The headteacher's inspirational leadership is fully supported by the knowledgeable governing body and enthusiastic leadership team as they all work towards their shared vision.
- Leaders, managers and governors have adopted a successful approach to raising the standard of teaching throughout the school and teaching is now outstanding.
- Teachers plan their lessons to include a clear match of tasks to the pupils' abilities.
- Parents value the school and feel it provides their children with a happy, safe, caring environment in which to learn.
- The outreach services manager is providing an excellent link between the families, the local community and the school and, as a result, attendance is rapidly improving.
- Marking is excellent, with pupils responding to the teachers' comments.

Information about this inspection

- The inspectors observed 17 lessons, or parts of lessons, taught by 13 teachers. Joint observations were undertaken with members of the leadership team. Inspectors also observed an assembly and heard pupils read.
- Discussions were held with members of the governing body, a representative of the local authority, senior leaders, subject leaders and other staff and pupils.
- Inspectors examined school documentation including school performance checks, safeguarding information, the school’s development plan, minutes of meetings of the governing body, pupils’ books and displays exhibited around the school.
- Inspectors observed the methods used by the school to track the progress of individual pupils and groups of pupils.
- Inspectors analysed the school’s parent questionnaires, as well as talking informally to parents. There were not enough responses to Parent View to be able to take them into account.

Inspection team

Julie Ritchie, Lead inspector

Additional Inspector

Paula Protherough

Additional Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school.
- The school changed its name to represent the value it feels for its pupils. Griffin means the keeper of priceless treasures and the pupils are priceless treasures to the school.
- Most pupils come from a range of minority ethnic groups and a high proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care and those known to be eligible for free school meals) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There are many after school clubs such as football, music, choir and creative arts.

What does the school need to do to improve further?

- Increase the achievement of more-able pupils across the school in reading and writing by increasing the level of challenge for more-able pupils.

Inspection judgements

The achievement of pupils

is outstanding

- Children join the Nursery with skills and abilities that are well below those expected for their age, with many children finding socialising and following instructions difficult. They make good progress and by the time they enter Year 1 are well prepared for learning.
- Reading skills are improving rapidly with phonics (letters and the sounds they make) taught well and children use these acquired skills successfully in their initial efforts in reading and writing. As a result, the children are prepared well for the reading check in Year 1 with a well above average proportion of pupils reaching the required standard.
- Accelerated progress is made from Year 2 to Year 6. Achievement is outstanding. The more-able pupils do not always have extension activities to challenge them further. Pupils have high aspirations, talking of becoming doctors and mathematicians.
- Pupils make excellent progress across the school. Progress is checked half termly by the staff team and termly by governors, resulting in timely programmes of support being introduced when required and pupils encouraged to attend before- and after-school classes to increase their rates of progress. Parents are very supportive of their children attending these extra classes.
- Pupils are confident readers. Pupils across the school show a genuine interest and enjoyment in reading and are eager to use these skills.
- Writing is improving rapidly across the school, a result of teachers' structured approach to the teaching of writing and the high-quality marking and feedback.
- Achievement in mathematics is outstanding. The proportion of pupils exceeding the expected progress in mathematics since the previous inspection has been high compared with schools nationally. Pupils enjoy problem solving and were observed in one lesson devising complex approaches to break a code successfully when one clue had been missed out.
- Disabled pupils and those with special educational needs achieve broadly in line with other pupils in the school.
- The pupils from minority ethnic backgrounds, or who speak English as an additional language, make the same progress as other pupils, reflecting the school's commitment to providing equal opportunities for all.
- The pupil premium is allocated effectively in supporting pupils in class and with small-group work. This enables eligible pupils to make at least the same or better progress as their peers in all year groups. By the end of Year 6, pupils who are eligible for the pupil premium achieve in line with their peers in English and mathematics.
- Parents are very positive about the education of their children and the progress they make, with one parent commenting, 'I have seen a huge improvement over the last two years from the new uniform to the results.'

The quality of teaching

is outstanding

- Parents commented very positively on the quality of teaching. Governors, staff and pupils expressed similar views. Inspection evidence supports these views and indicates the quality of teaching over time is outstanding. Observations of current teaching confirmed this is being consistently maintained.
- Marking is consistent across the school. Teachers mark in blue and pupils respond in green. Teachers make it very clear to the pupils how well they have done and what they need to do to improve, and there is evidence in books to show the pupils are given time to reflect and act on the comments made. If the pupils' work is accurate the teacher puts in a further question so all pupils have to reflect and respond.
- When planning lessons and activities, teachers use the rich assessment that is in place within the school. A strong focus is placed on assessment and progress. All pupils have targets and are able to say what they are, with one pupil saying, 'I am a Level 5 mathematician and if I work towards meeting my targets I will be a Level 6 by the end of the year.' These targets are also in

all books for pupils to tick off when they are achieved.

- The Nursery and Reception benefit from a wide range of activities, both in the newly-developed outdoor area and in the classroom. These activities are lively and interesting and engage the children's curiosity.
- Expectations of behaviour are high and children behave well in lessons. Relationships are a strong part of school life and the pupils enjoy being praised.
- The most effective lessons allow investigation, discussion and problem solving, with pupils collaborating. The pupils in Year 6 show excellent skills of reflection, resilience and research. These skills support them very well for their future education.
- In mathematics, pupils are encouraged to investigate and solve problems and discuss their answers. Teachers check and challenge pupils' thinking, show excellent subject knowledge and a deep understanding of what the pupils need to do to progress further.
- The pupils love books and have very positive attitudes towards reading. Phonics are taught effectively and the younger children use their skills to help when reading difficult words.

The behaviour and safety of pupils are outstanding

- The teachers have high expectations of behaviour and exemplary behaviour management was seen across the school. A mixed class of Year 1 and Year 2 pupils showed excellent knowledge of the rules and routines while making muffins. Pupils were washing their hands, taking turns and helping each other, in spite of bursting with eagerness to have a turn themselves.
- There are some pupils who find self-control difficult, but these are managed extremely well by adults so that learning is not disrupted.
- Pupils behave extremely well, showing care for each other and the staff. The pupils chose their school uniform and this was provided for them by the school to bring the pupils together as a school community to take pride in themselves and their appearance.
- A strong feature of the school is how the pupils from different backgrounds work and play well together, care and support each other in lessons and around the school. As the pupils progress through the school they show increasingly mature attitudes to learning and their future, recognising that in order to achieve they have to pay attention.
- Pupils are very positive about their school, its new name Griffin, new uniform and the sensitive displays of their work. Their self-esteem has risen, leading to respect being shown to everyone and everything in their environment.
- Pupils say they feel safe in school and know how to seek help and support if needed.
- Pupils have had lessons on all types of bullying including cyber bullying. They know to go straight to the leadership team to raise any concerns about bullying and that these worries will be dealt with immediately.
- Behaviour records are well kept and the school manages behaviour very well. Parents feel the school helps their children to be well behaved.
- Pupil achievement is celebrated in special assemblies highlighting the importance of learning.
- As a result of the school's clear initiatives to work with families and to encourage pupils to attend school regularly and on time, the number of persistent absentees has significantly reduced. Attendance has risen sharply rising each term and is now average.

The leadership and management are outstanding

- Since the previous inspection the headteacher and deputy headteacher have relentlessly driven improvement. Due to their endeavours and the governors who support them, the school has rapidly improved and is able to sustain this momentum.
- The whole community have been involved in the change of the school name to Griffin Primary School which now represents the value the school places on its pupils, the redesign of the school uniform and the purchase of the uniform for the pupils. This community involvement has

resulted in an added interest and pride in their community school.

- The vision and ambition of the headteacher and governors can be witnessed in every corner of the school. The school is a delight to walk into, from the school gate where chickens meet you, past the well-tended allotment and on into a school lit by amazing displays of pupils' work, celebrating their achievement and their different cultures.
 - The curriculum is very exciting, offering a vast amount of enrichment activities such as Forest Schools, keeping chickens and using the eggs in the school's kitchen, growing vegetables, and playing musical instruments. The displays around the school show the outstanding work that grows out of the pleasure offered by the different subjects.
 - Senior leaders enable high-quality training for staff to take place in school by sharing outstanding practice. Support is also offered by the local authority, resulting in outstanding teaching underpinned by a deep knowledge of individual pupils and exemplary planning. The improvement of teaching through high-quality training is closely linked to teachers' performance management targets.
 - Leaders and managers, including the governing body, make extremely good use of the wealth of data to judge the school's performance and compare the performance of different groups. The system for checking the progress of individual pupils is used very well by the whole school to identify pupils who need additional support.
 - The setting of teachers' targets is based on pupils' progress and the school and governors firmly hold the teachers to account through the management of teachers' performance.
 - Pupils have an excellent understanding of their own and other cultures through the study of different religions and projects such as Black History Month. Aspirational figures from different cultures adorn the displays and the school and governors inspire the children to life-long learning and achievement.
 - The primary school sport funding is being used to enhance staff skills and the quality of resources offered to the children to improve their fitness. The school has plans to measure the effectiveness of this work by linking with the health service and using the information from annual weight checks.
 - Parents at the school gate shared the view that their children 'love school and are very happy to go to school'.
 - The school's arrangements for safeguarding pupils meet statutory requirements.
 - **The governance of the school:**
 - The governing body shares the inspirational vision and strategic direction of the school. Governors are very knowledgeable about the school's strengths and areas for development and actively support the school in any way they can. The governors took the lead on renaming the school, consulting on the new uniform. The governors also helped develop the vision and mission statement. They know the quality of teaching has improved, and is now outstanding, and have an excellent overview of pupils' progress gained by attending termly progress meetings, comparing the school to the national picture using the information available to them. Governors understand the purpose of the pupil premium funding and know how the funding is spent and the impact it has on pupils' progress. They are knowledgeable about the school's budget and how it is being spent to enhance the education and learning environments for the pupils. They take responsibility for the headteacher's performance management and are well informed about the arrangements to appraise other staff, what the school is doing to tackle underperformance, and about salary progression being linked to pupils' progress.
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What inspection judgements mean

School		
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

Unique reference number	101000
Local authority	Wandsworth
Inspection number	425515

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	370
Appropriate authority	The governing body
Chair	Lenny Shallcross
Headteacher	Gail Peyton
Date of previous school inspection	7–8 December 2011
Telephone number	020 7622 5087
Fax number	020 7720 6659
Email address	info@griffinprimary.org.uk

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