

Smallwood Primary School and Language Unit

Smallwood Road, Garratt Lane, London, SW17 0TW

Inspection dates 19–20 March 2014

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		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well in most subjects. An increasing number are now making exceptional progress from their starting points.
- Most pupils learn to read quickly and reach the expected levels for their age. Those who fall behind are effectively supported so that they catch up quickly.
- Teaching across the school is good and some of it is outstanding. It has improved considerably since the previous inspection as a result of clear-sighted and determined leadership by the headteacher and governors.
- Relationships between adults and pupils are good because pupils feel safe, respected and well looked after. Pupils are polite and tolerant and they behave well.
- Leadership and management are outstanding. The headteacher is very well supported by a strong team of leaders and an excellent governing body. Together they make an exceptionally strong contribution to the school's rapid and continuing improvement.
- Disabled pupils and those who have special educational needs, including those in the integrated Language Unit, make good progress from their starting points. Some are making excellent progress.
- Those supported by the pupil premium often make better progress than other pupils because they are well taught in class and in small groups.

It is not yet an outstanding school because

- Pupils do not always have enough time to improve their own work by thinking about and correcting mistakes identified in marking.
- There is not yet enough outstanding teaching to make sure that all pupils achieve exceptionally well.
- From their starting points, some pupils do not make as much progress in their writing as in reading and mathematics.

Information about this inspection

- Inspectors observed 20 lessons, as well as groups of pupils or individuals working with specialist teachers and learning support assistants. They looked in on pupils during lunchtime and in the breakfast club and visited the playground during break times.
- Inspectors looked closely at pupils' work in all year groups and listened to some pupils read.
- They held meetings with staff, representatives of the local authority and a group of pupils. Discussions took place with the chair and vice-chair of governors. Inspectors spoke informally with many pupils during lessons and break times.
- Inspectors looked carefully at a range of documents, including safeguarding documents, information on pupils' progress, self-evaluation documents, monitoring reports, policies and development plans.
- The views of 26 parents and carers who completed the online questionnaire (Parent View) were considered, alongside those of parents and carers who visited to talk to inspectors and those who spoke informally to inspectors at the beginning of the school day. In addition, inspectors took into account 221 parents' responses to the school's own recent questionnaire.

Inspection team

Richard Potts, Lead inspector

Additional Inspector

Victoria Turner

Additional Inspector

Lily Evans

Additional Inspector

Full report

Information about this school

- Smallwood Primary School and Language Unit is a larger than average-sized primary school. The number of pupils is growing as the school expands from one to two classes in each year group. A higher than average number of pupils enter and leave the school at other than the usual times each year.
- The proportion of pupils from minority ethnic groups is well above average, as are the proportions who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is also well above average. This is due, in part, to the 32-place specialist language and communication unit which is integrated into the school. Pupils attending the unit all have statements of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is also well above average. This extra government funding is for looked-after children, those known to be eligible for free school meals and pupils from service families.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school shares its site with a Children's Centre, which is subject to a separate inspection.

What does the school need to do to improve further?

- Further increase the proportion of outstanding teaching, so that all pupils make rapid progress by making sure that:
 - pupils get more time to correct mistakes and misunderstandings identified through marking
 - questioning is used effectively to check pupils' understanding and extend their learning.
- Accelerate progress in writing so pupils reach higher levels of attainment by ensuring that they can organise, develop and communicate their ideas by writing at length in a range of subjects.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills and knowledge generally well below those expected for their age. They make good progress in both the Nursery and Reception, particularly in their reading skills, and join Year 1 with attainment that is below average.
- Most pupils, including those from minority ethnic backgrounds and those who speak English as an additional language, make at least good progress, with some exceeding expectations by the end of Year 6, particularly in reading and mathematics. An increasing number, especially the younger pupils, are making even more rapid progress as they move through the school. As a result, their achievement is broadly in line with the national average by the time they reach the end of Key Stage 2.
- The achievement of pupils supported by the pupil premium is good because the extra help they get is well targeted and effective. They progress at least as well as their classmates and attain at a similar level in reading, writing and mathematics, while some do even better.
- Most disabled pupils and those who have special educational needs make progress that is at least as good as that of their classmates and often better. Pupils in the language unit also make rapid progress from their starting points because their small group work, led by skilled specialist staff, is particularly effective.
- Pupils' understanding of letters and the sounds they represent (phonics) is good.
- Changes to the way reading is taught have resulted in signs of sharp improvement. A careful analysis of what pupils know, understand and can do has led to more challenging work being set and pupils are making more rapid progress as a result.
- Most pupils, particularly those with low starting points, together with disabled pupils and those who have special educational needs, are well supported and make good progress in their learning. An increasing number are beginning to make exceptional progress. The most able achieve well but relatively few are achieving the highest levels, especially in their writing.
- Pupils are not always encouraged to improve their writing by practising their skills in subjects other than English.
- Pupils who join at other than the usual times settle quickly. Careful checking on what they already know and can do means that most are given appropriate work and, as a result, they make progress that is broadly similar to that of the others.

The quality of teaching is good

- Teaching is good because, over time, it has led to most pupils making the good progress needed to bring their attainment up to the national average by the end of Year 6. In the Early Years Foundation Stage and in Key Stage 1 in particular, an increasing proportion of teaching is outstanding.
- Teaching has improved greatly since the previous inspection. At its best, teacher expectations are high and careful planning ensures that tasks are challenging and set at the right level of difficulty. As a result, learning progresses quickly.
- Teachers' marking in exercise books is thorough and regular. It shows pupils what they need to do to improve in that subject and provides useful encouragement for further learning. Occasionally, its impact is diminished because pupils are not always given the time and opportunity to correct their mistakes or to practise their skills. This means that similar mistakes and misunderstandings are sometimes repeated in subsequent work.
- Learning support assistants provide valuable support to pupils with particular learning needs and those who find it difficult to concentrate in class. They make a significant contribution to the caring and positive atmosphere that runs through the school. Where they are particularly effective, they explain tasks clearly and constantly check that pupils understand what they are

doing and how they can improve their work.

- Although pupils are frequently questioned to find out how much they understand and how well they are doing, this is not always the case. There are a few occasions when pupils are asked questions which do not require them to draw on what they know or to challenge their thinking. As a result, some pupils, especially the higher attainers, make less progress than they should.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils respond well to instruction and have good attitudes to learning. Almost all pupils listen carefully, work hard and are keen to succeed.
- The school has well-developed and effective systems of rewards and sanctions. Carefully maintained logs show that poor behaviour, racist incidents and exclusions are rare. The behaviour of pupils in the corridors and playgrounds is good.
- Rates of attendance are in line with the national average. Pupils say they enjoy coming to school and that teachers make their learning fun. Very few pupils arrive late.
- Good quality relationships between adults and pupils are a defining feature of the school. Following the adults' example, pupils are unfailingly polite, courteous and friendly. They are caring and tolerant towards their classmates and particularly towards those who are more vulnerable.
- Disabled pupils and those whose special educational needs impact on the way they behave are well supported by teaching and support staff, and the expectations of their behaviour are no different to those of any of the other pupils.
- The school's work to keep pupils safe and secure is outstanding because safe practices are embedded in all its systems, staff are constantly vigilant and links to other agencies, particularly in relation to the more vulnerable pupils, are rigorous and effective.
- Almost all parents and carers who expressed their views through the online questionnaire (Parent View) and the school's own questionnaire say that their children feel safe and this is confirmed by the pupils themselves. They believe that bullying is not a problem and are confident that staff members will deal effectively with any issues. Pupils know about the different types of bullying, including cyber-bullying, and what to do to combat them.
- Although pupils' conduct is consistently good, their attitudes to learning are not yet exemplary across all classes and subjects. A few pupils are slow to start work and do not spontaneously use their time well, especially when moving between activities. Where they remain dependent on teachers' instructions, their progress does not proceed as quickly as it could.

The leadership and management are outstanding

- The headteacher has created a skilled and dedicated leadership team that is working with great success to change the culture of the school, enhance its reputation and rebuild the trust and respect of its community.
- The school has addressed many of its priorities for improvement identified at the time of the previous inspection. Ambitious plans, based on an accurate and thorough evaluation of the school's effectiveness, including that of the specialist language and communication unit, map out its continuing journey towards excellence. Significant advances in all aspects of the school's work since the previous inspection show that it has very strong capacity for further improvement.
- Leaders' passion, enthusiasm and uncompromising drive to raise standards and give pupils the best possible start in life underpin the sharp improvement in the school's effectiveness. As one parent commented, 'This is a school that spares no effort in supporting and including all children and their families, regardless of their needs.'
- Supported by senior leaders, middle leaders and members of the governing body, the headteacher has moved quickly and decisively to address a legacy of underperformance

affecting both achievement and the quality of teaching. He has established excellent systems that accurately and rigorously check on teaching and learning and the effectiveness of the curriculum.

- Tracking systems designed to help senior and middle leaders and teachers see how pupils are doing are detailed and accurate, enabling leaders to focus relentlessly on the impact of teachers' work. Teachers have been set performance targets that are closely matched to the school's improvement priorities. The headteacher uses this information to decide whether teachers should be eligible for pay progression. Through a thorough and detailed programme of support and training, teaching is now consistently good and a growing proportion is outstanding.
- Pupils study a wide and varied range of subjects enriched by specialist dance, sport and music tuition. Pupils get the chance to take part in an excellent range of artistic and cultural events that make a highly positive contribution to their spiritual, moral, social and cultural development. Working with the National Health Service, the school has used its extra sports funding to promote healthy lifestyles.
- The school is committed to equality of opportunity for all its pupils and ensures that discrimination is not tolerated. As a result, pupils of all abilities benefit from good quality teaching and learning.
- The local authority works in close partnership with the school. This cooperation has provided valued and effective help and has made a positive contribution to the school's improvement.
- **The governance of the school:**
 - The governing body is highly effective in its oversight of the school. It is very well led by a skilled, knowledgeable and experienced Chair, with dedicated support from governors who bring a valuable range of expertise to the school.
 - Roles and committee responsibilities are closely linked to priority areas. Governors understand how well different groups of pupils are doing and use this information effectively to evaluate the quality of teaching. They link pay and promotion systematically to teachers' performance in achieving the school's improvement goals. Governors have a very thorough awareness of how the school's performance compares to that of others.
 - Governors know that pupil premium funding is being used wisely to make sure that individual pupils get the right type of support. For example, the recruitment of an extra teacher in Year 6 is helping the more disadvantaged pupils to catch up quickly.
 - Through highly effective rigorous planning and control, governors have ensured the school's financial stability. This leads to excellent deployment of staff and resources to the benefit of all groups of pupils.
 - Governors make sure that statutory requirements are met, particularly those relating to safeguarding.

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	101021
Local authority	Wandsworth
Inspection number	430843

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair	Harry Cowd
Headteacher	Martin Roughley
Date of previous school inspection	21–22 March 2012
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