

# Streatham Wells Primary School

50 Palace Road, London, SW2 3NJ

**Inspection dates** 4–5 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Early Years Foundation Stage settle quickly and are taught well. As a result they make good progress and are prepared well for work in Year 1.
- Pupils in Key Stage 1 make good progress and the most recent results show them to be in line with national averages having increased steadily since 2011.
- Pupils in Key Stage 2 have continued making good progress. They have achieved results above the national average for the last three years.
- Teaching across the school is good. Teaching assistants support pupils well in their learning.
- Pupils' exemplary behaviour contributes strongly to the progress they make in lessons. They love coming to school and always try their best. They say they feel safe in school.
- Pupils with special educational needs and those who are disadvantaged are highly valued by the school. They make the same good progress as others.
- The headteacher has given a very strong lead to the school and has raised the school's expectations. Staff and governors have responded to this very positively. Well-planned actions are already beginning to have positive effects in achievement, assessment and in the Early Years Foundation Stage.

### It is not yet an outstanding school because:

- Teaching is not yet typically outstanding with teachers not all aware of how to improve their teaching.
- Marking of pupils' work in mathematics is not as helpful to pupils as that in English. Sufficient time is not set aside for pupils to respond to suggestions made in the marking.
- Not all of the most-able pupils are challenged during lessons and pupils are unclear during lessons about how well they are doing.

## Information about this inspection

- Inspectors observed the school’s work and looked at a number of documents including: information about pupils’ current progress, the use of pupil premium and sports funding, checks carried out by leaders on the quality of teaching, records relating to behaviour and attendance, minutes of meetings of the governing body and details of safeguarding.
- Inspectors visited 15 lessons including three observed jointly with the headteacher.
- An inspector met with members of the governing body. Another inspector met with a representative of the local authority.
- Inspectors observed break time, lunchtime and the start of the school day. They attended an assembly.
- An inspector met a group of pupils and talked to them about life in the school.
- An inspector listened to pupils read. Both inspectors reviewed work in books from the current Year 6 class.
- The team analysed the 50 responses to the online questionnaire, Parent View, and spoke briefly to about 20 parents and carers as they brought their children to school in the morning.
- The views of 29 staff were taken into account through their responses to a written questionnaire.

## Inspection team

Gavin Jones, Lead inspector	Additional Inspector
Lynne Kauffman	Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school. Pupils are taught in single-aged classes.
- The new headteacher took up her post in April 2014.
- The school has a nursery accepting children for both morning and afternoon sessions.
- The proportion of pupils of minority ethnic heritage is well above the national average. The proportion of pupils who speak English as a second language is well above average.
- The proportion of pupils who are supported through a statement of special educational needs is average.
- The proportion of disadvantaged pupils, eligible for the pupil premium, is above the national average. The pupil premium is additional government funding to help pupils who are known to be eligible for free school meals or who are looked after.
- There is pre-school provision on the school site but this is managed and inspected separately.
- Pupils from Year 6 were away from school at the time of the inspection on a residential visit.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils by the end of Year 6.

### What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement by:
  - making sure that the most-able pupils have challenging work when appropriate to extend their learning
  - ensuring that marking of work in mathematics matches the high-quality marking in English, while making sure that pupils have regular opportunities to respond to advice given
  - ensuring that teachers check pupils' understanding of all groups of learners during lessons
  - helping teachers to understand how to improve their individual teaching by taking them to see the features of typically outstanding teaching in other schools.

## Inspection judgements

### The leadership and management are good

- The headteacher has further raised the school's expectations of what it might achieve in a range of areas. She gives very strong leadership, but in such a way that pupils, staff, governors and parents and carers can see clearly that any changes will lead to improvements.
- Some initiatives are already beginning to show impact. For example, the work in the Early Years Foundation Stage has seen a steady transformation of the outside learning space and the way in which staff make assessments of children's progress.
- Other senior leaders work well as a team, sharing the same goals as the headteacher and being effective in putting these into practice. They lead training for mathematics and English and have supported improvements in teaching and learning.
- The headteacher has put in place a clear system for managing teachers' performance. She undertakes frequent checks on the quality of teaching. Teachers are provided with guidance on how they might improve. This is supporting overall improvements in the quality of teaching.
- Checks made by senior leaders on the school's work are rigorous and productive. Leaders monitor the quality of teaching and learning in classes. They regularly scrutinise pupils' workbooks, check planning and carefully analyse the results of tests.
- The introduction of a better assessment system, responding to national initiatives, is contributing to a clearer view of progress and attainment across the school. The introduction of regular pupil progress meetings each term ensures that any underachievement is quickly noted and addressed.
- The leader responsible for disabled pupils and those who have special educational needs has a very good understanding of their individual needs. He has put in place activities and support which are proving effective and are provided by a range of experienced and well-trained teaching assistants. Parents and carers are regularly involved in the process of reviewing the progress of their children.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils have visited a range of places of worship such as a mosque and a Hindu temple. They have all made a visit to see the poppies around the Tower of London and reflect on their meaning. Pupils are well supported in their ability to make moral judgements. The school has a set of values which are regularly developed and explained in assemblies. Pupils raise money for good causes and clearly know the difference between right and wrong. They are very socially aware, having peer mediators at playtimes and older pupils being buddies to younger ones, and the work of the school council gives a range of pupils additional responsibilities. They study a range of different cultures, exploring Islamic art, taking part in Black History month and carrying out studies of landmarks in London. All pupils from Years 1 to 6 study Spanish and the Spanish way of life.
- The school is making effective use of sports funding. Pupils are given a wide range of opportunities to sample new sporting club activities, improve their skills and understand how exercise can help them have a healthy lifestyle.
- A new curriculum has been introduced and the school's website gives parents and carers a clear picture of what their children will be learning. Learning is organised in topics, with appropriate emphasis on English and mathematics being taught separately but also part of the work in topics. Most topics also seek to develop pupils' understanding of social, moral, spiritual and cultural issues.
- The local authority has monitored and supported the school well, including with training and suggestions for improvements in the Early Years Foundation Stage.
- **The governance of the school:**
  - The Chair of the Governing Body meets weekly with the headteacher and keeps a very close eye on developments in the school. Governors regularly attend training to enable them to have a clear understanding of school data, for example. They are very clear about the strengths and areas for further development in all aspects of school life. They are keeping a close watch on the exciting developments in the Early Years Foundation Stage and giving it their full support. They have a clear vision for the school and a set of priorities for its further development. They take part in monitoring and their own wide range of skills helps them to ask searching questions of the school and hold it to account.
  - Additional funding, such as sports funding and pupil premium funding, is managed well and governors ensure that additional funding is used effectively. Systems for managing the performance of staff and rewarding excellence are in place. They are kept well informed about changes in the curriculum and assessing pupils, as changes to both are being introduced nationally.
  - They carry out their statutory duties well in relation to the safeguarding of pupils and staff and ensuring

that pupils are prepared well for life in modern Britain.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding.
- Very clear procedures and routines for movement around the school have been established. Pupils themselves are encouraged to take responsibility for their own behaviour and each class devises a set of class behaviour rules. At the same time, the consistent application of the school's behaviour policy, by all adults, adds much to the overall calm and friendly atmosphere in the school.
- A range of play activities is available for pupils; adults enter into the spirit of things by joining in. The use of peer mediators helps resolve any minor disagreements quickly.
- Pupils are highly motivated in lessons and their behaviour for learning is of the highest standard. They listen carefully, not only to their teachers, but also to other pupils who are answering questions or discussing issues with them. They respond very quickly to instructions and as a result no learning time is wasted.
- There have been no exclusions for three years and no permanent exclusions for 13 years.
- Attendance has been improving gradually over recent years and is now above the national average.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils are taught about keeping themselves safe on the road while walking or riding their bicycles. In discussion with pupils, it is obvious that they can recall all the advice they have been given. They know about e-safety and about the possible issues surrounding the use of social media. They can clearly articulate a range of possible bullying scenarios, although they are adamant that these do not occur in their school.
- The school's safeguarding is good and in some cases outstanding. The school has cameras monitoring activities around the site and gates are locked after all children have arrived each day. The systems for child protection, first aid, risk assessment and health and safety are regularly updated and staff training is also kept up to date.
- All parents and carers responding to the online questionnaire, Parent View, said that they felt the school keeps their children safe and manages behaviour well.

## **The quality of teaching** is good

- The quality of teaching is good over time and in all key stages. Some teachers do not understand how to make their good teaching outstanding. As a consequence, pupils' achievement is good rather than outstanding. Progress has accelerated for some, such as in reading at Key Stage 2 and to attainment at the highest level, Level 6, in mathematics.
- In most cases, teachers provide pupils with the right levels of challenge in their work activities. However, on occasions, the most-able pupils who have good understanding of the work at an early stage during the lessons are not then moved on quickly enough to harder work. When this happens, their rate of progress in the lesson slows.
- The marking of English work is of higher quality than that seen in mathematics books. In neither case are pupils always given sufficient time to respond to comments made by teachers.
- Pupils and teachers get on very well together, showing each other great respect. This helps with the ways in which pupils show high engagement in their lessons.
- Teachers make good use of the assessment information they have about pupils' progress, using it well to group pupils for different activities and set appropriate work. In lessons, teachers sometimes ask a range of very good questions. However, too often they get responses from the more-able pupils and do not then check that everyone else is clear about what they have learned.
- Teaching assistants ably support a range of pupils both in and out of the classroom. This is particularly the case for disadvantaged pupils and those with special educational needs. This support is effective in ensuring that these pupils do not lag behind others and make similar good progress.
- Teachers make good links for pupils to previous learning, so that they can see their own learning building step by step. They also give pupils good opportunities to put their literacy and numeracy skills to good use in a range of topics. For example, in a recent early British history topic, pupils wrote an account in the first

person as a Saxon warrior and again they wrote about the significance of the Domesday Book.

- Many classrooms have wall displays where pupils can see current and previous work to remind them of skills they have learned and how this might support their learning in future. These are set in a bright and exciting learning environment.

### The achievement of pupils

is good

- Pupils achieve well in each key stage in the school. In Key Stage 1 they acquire good phonics skills (linking letters and sounds), building well on the good start they had in Reception class. Over the last three years their performance in the annual phonics screening checks in Year 1 has improved year on year, with results for 2014 now being slightly above the national average.
- In the same way results in reading, writing and mathematics have improved from 2011. A big improvement, linked to improved phonics skills, was seen in reading. These skills again were seen to influence the improvement in results in writing.
- At Key Stage 2, pupils' results are above those seen nationally. It is particularly impressive that in both mathematics and English grammar tests, the proportion of pupils reaching the highest level, Level 6, was above the national average. This would suggest that this group had made excellent progress.
- Disadvantaged pupils do well. Every one of them reached the nationally expected Level 4 in mathematics and reading. The gaps between them and other pupils in the class have been reduced since 2013 and almost completely closed in reading. In writing, although the gap has closed since the previous year between disadvantaged and other pupils in the class, a small gap still remains. There is now, however, no gap between these pupils and similar pupils nationally. There is also less than a term's difference between them and pupils nationally in all subjects. This illustrates the good use the school makes of its specific funding for these pupils. Disadvantaged pupils in other year groups are making good gains in their learning and are closing the gaps with other pupils in their classes.
- Pupils who are disabled or who have special educational needs do better than others nationally with a few exceptions in writing. The coordinated support for them is, once again, helping them to raise their achievement levels.
- Although the proportion of pupils achieving the higher Level 3 at Key Stage 1 is broadly average, the proportion reaching the highest Level 6 at Key stage 2 is above average for mathematics. The relationship between these levels in reading and writing is not quite as positive. What is more important is that, in some lessons, pupils could be given harder work sooner, thus giving them greater potential to achieve the highest grades.
- Overall, progress in reading exceeds progress in both writing and mathematics, but not by very much. However, in spite of these good results, there is still room for further improvement for the most-able pupils in all classes.
- Work in books in the current Year 6 confirms that they have made a good start to their year and are already close to or at the expected levels for their age across the three subjects.

### The early years provision

is good

- There have been exciting developments in the work of the Early Years Foundation Stage, led very ably by the phase leader. The team is developing the use of hand-held computers on which they record assessment details and photographs. These can then be stored quickly and accessed later just as easily and shared with other staff. At the same time, following support from the local authority, the outside learning areas now play a much bigger part in the overall picture of learning within both Reception and the Nursery.
- Children enter the school with levels of skills and understanding which are below those expected for their age, although they do fluctuate from year to year. They are particularly low in their literacy skills. Because of consistently good teaching, children achieve well and are carefully prepared for work and life in Year 1.
- The classrooms are exciting and children cannot wait to get into their classes and sample the wide range of activities set out for them.
- The teaching of phonics is good and children enjoy these lessons. This vital part of their reading and writing skills gives them a secure basis from which to develop.
- Although only a few weeks into the year, children are already used to the class routines, are able to find resources themselves and are keen to talk about their learning and answer questions.
- Children move smoothly from lessons in which adults direct their learning, such as phonics, to lessons

where they are able to direct their own learning both in and out of the classroom.

- Parents and carers who took time to talk to the inspector before school started were keen to note how involved and engaged they felt in their children's education through initial home visits, open evenings and workshops to help them understand how their children are taught mathematics and phonics for example. They also enjoy social activities organised by parents, carers and teachers.
- There are good and productive relationships with the nearby children's centre to support the smooth transfer of children into this school.

## 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

<b>Unique reference number</b>	100608
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	449389

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Valerie Martin
<b>Headteacher</b>	Louise Salewski
<b>Date of previous school inspection</b>	28 February 2008
<b>Telephone number</b>	020 8674 3742
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