

Tooting Primary School

Franciscan Road, Tooting, London, SW17 8HE

Inspection dates 23–24 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Since the school opened, leaders, managers and governors have worked exceptionally well together. They have established and maintained consistently high expectations of pupils' achievement and the quality of teaching.
- As a result of exceptional teaching, the achievement of all groups of pupils is outstanding. Teachers make sure that learning captures pupils' interest and feeds their enthusiasm to concentrate and work hard.
- Teachers match tasks very carefully to pupils' abilities. Teaching assistants play a very full part in supporting pupils' learning. Any gaps in the achievement of disadvantaged pupils and the others are closing rapidly.
- Children in the early years provision are very happy and thoroughly enjoy learning in the indoor and outdoor spaces. They make extremely rapid progress in their personal and academic development.
- Exceptionally high-quality phonics (the sounds letters make) sessions and daily reading make sure that pupils in Reception and Year 1 develop strong reading skills and a love of books. Pupils' writing is encouraged very successfully through writing regularly in a wide range of subjects.
- Pupils build up confidence extremely quickly in mathematics. They use their knowledge of numbers very readily to solve problems.
- Frequent outings, visitors and enrichment activities promote pupils' spiritual, moral, social and social development very strongly.
- Leaders and managers check systematically the quality of teaching and how effectively pupils learn and make progress. Additional support for pupils who need extra help makes sure all pupils achieve exceptionally well. Specifically selected training for all staff makes sure that pupils benefit from extremely high-quality teaching.
- Pupils in the specially resourced provision (the base) make exceptional progress from their starting points. Pupils benefit enormously from spending time in the base as well as in mainstream classes. Personalised support is tailored highly effectively to the individual needs of each pupil.
- Staff make sure that disabled pupils and those who have special educational needs, including those in the base, develop reading, writing and mathematics skills securely. High-quality provision fosters pupils' personal and social development very successfully.
- Pupils are remarkably motivated to learn in all subjects. They are exceedingly keen to meet the very high expectations the staff set for their behaviour. Pupils follow instructions and routines very readily so that no learning time is wasted.
- The school is a calm and safe environment. Pupils are extremely clear how to keep themselves safe. At the end of break time, pupils swiftly tidy equipment away and line up when the 'tidy up' flag is raised.
- Members of the governing body are highly ambitious for the school. They maintain a very close watch over how well the school performs and all aspects of the school's work.

Information about this inspection

- The inspector observed teaching in all classes including the specially resourced provision. The inspector visited parts of 17 sessions, most of them jointly with the headteacher.
- The inspector held informal discussions with groups of pupils. The inspector also held discussions with staff, members of the governing body and a representative of the local authority. The inspector listened to pupils reading and looked at work in pupils' books and the school's information showing pupils' progress.
- The inspector scrutinised a range of documentation provided by the school including action plans, the school's own checks on its performance and the quality of teaching. Records relating to behaviour, attendance and safeguarding were also considered.
- There were 66 responses to the Ofsted online survey, Parent View. The inspector spoke informally with parents and took account of six responses to the staff questionnaire.

Inspection team

Madeleine Gerard, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This free school opened in September 2013 in newly refurbished buildings. It was founded by the Graveney Trust.
- It is much smaller than the average-sized primary school. The school started with two full-time classes of 30 Reception Year children. Currently, there are two full-time Reception classes and two classes in Year 1. There are no pupils in Years 2 to 6. The school will continue to increase in size each year until there are two classes in each year from Reception to Year 6.
- The school provides specially resourced provision for up to 21 pupils who have special educational needs with autistic spectrum disorder.
- There are no national assessment results by which to measure the school's performance against the government's current floor standards (the minimum expectations for pupils' attainment and progress in reading, writing and mathematics).
- The proportion of disabled pupils and those who have special educational needs is below average.
- A larger proportion of pupils compared to the national average speak English as an additional language.
- The proportion of disadvantaged pupils who are supported by the pupil premium, which is additional government funding to give extra support to those known to be eligible for free school meals and to children who are looked after, is below average.
- The breakfast and after-school clubs are not managed by the governing body and were not part of this inspection.

What does the school need to do to improve further?

- Make sure pupils are encouraged to develop fluent handwriting.

Inspection judgements

The leadership and management are outstanding

- Leaders, managers and governors have lost no time in establishing a culture of exceptionally high expectations since the school opened. Working closely with staff, they have made sure that teaching is consistently of the very highest quality, and that pupils' outstanding behaviour and attitudes to learning flourish.
- Leaders tackle discrimination and promote equality of opportunity exceptionally well. They use the pupil premium funding to support the learning and well-being of eligible pupils very effectively. The funding provides additional learning support as well as sessions with specialist therapists. It is used also to make absolutely sure that all pupils have an equal opportunity to access all that the school has to offer.
- Middle leaders make a substantial contribution to securing the highest standards of teaching and pupils' learning within their areas of responsibility. Since their appointment, they have driven further improvements to the impact of teaching on learning, for example by delivering training for staff.
- Leaders are very successful in making sure that the curriculum underpins pupils' immense enjoyment of school and prepares them for life in modern Britain. Pupils' spiritual, moral, social and cultural development is excellent. Good relations are fostered vigorously. Outings to the local community and places of interest bring pupils' learning to life and promote their keen understanding of their local community. Visits to local places of worship and the celebration of a wide variety of religious festivals help pupils appreciate and respect greatly their own and other cultures and faiths. Year 1 pupils in the school council contribute their ideas to developing the school's provision, such as the playground spaces.
- Parents are overwhelmingly positive about the school and how well their children are looked after. Leaders make sure parents are supported to help their children's learning at home. For example, middle leaders organise workshops on how reading is taught and provide weekly updates for parents about what children are learning in Reception classes. In the Parent View survey, the vast majority of parents who responded confirmed that their child is happy at the school and that they would recommend the school to another parent.
- The leadership of the specially resourced provision is excellent. Pupils in the base are exceptionally well guided and supported to achieve exceedingly well.
- The primary sports funding is used very effectively to raise the quality of sports teaching and provide training for staff. Standards are high and pupils' attitudes to keeping healthy are very positive because they thoroughly enjoy using sporting equipment at break times and participating in sessions led by a sports coach. Pupils in the specially resourced provision benefit from daily exercise sessions and swim at the local pool each week. After-school clubs including multi-skills, gymnastics and streetdance are popular and well attended.
- Leaders have made sure that there is a very strong safeguarding culture at the school. Staff are well trained and procedures and systems are known very thoroughly. Leaders and governors make sure that the school site is very well maintained. Checks are conducted extremely regularly to make sure that any issues are addressed very rapidly.
- The local authority provides light-touch support to this outstanding school. The school also works very effectively with a local secondary school within the Trust, for example to check the school's overall effectiveness.
- **The governance of the school:**
 - Members of the governing body visit the school regularly and meet with leaders to make sure they are fully informed about all aspects of the school's work. They have an excellent understanding of the data on the school's performance. Governors make extremely systematic use of detailed information provided by the headteacher, and check that pupils make consistently swift progress. They ask challenging questions to make sure that all groups of pupils, including pupils in the specially resourced provision and disadvantaged pupils, achieve outstandingly well. Members of the governing body examine sharply the school's use of additional funding in order to be very sure that any gaps in achievement between disadvantaged pupils and the others close rapidly. Governors know very clearly how performance is managed. They establish highly challenging targets and evaluate how successfully they are met. Governors are extremely aware of what is done to reward high-quality teaching and any action the school may take to maintain the highest standards in teaching quality. Members of the governing body make sure they access specific training to support them in their roles.

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

- The behaviour of pupils, including in the specially resourced provision, is outstanding. Pupils are consistently polite and sensible in lessons and around the school, as the school's records of behaviour show. Pupils are very polite and friendly. They know that the very best behaviour is expected at all times. They understand the importance of the very best behaviour, as their exemplary response to the school's routines reflects.
- Pupils' attitudes to learning are exceedingly positive in all subjects. Pupils are very attentive, listen carefully and work hard to complete all the tasks the teachers set. They are equally determined to concentrate, whether working on their own, with a partner or with an adult. Pupils in Year 1 learning new songs with a music specialist were highly focused. They learned the words and the actions very rapidly, and all joined in with immense enthusiasm.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils show very caring attitudes towards one another. Pupils in Year 1 are proud to read their stories to children in Reception. Pupils in the mainstream school help make sure those from the specially resourced provision are welcomed whenever they join their classes.
- Pupils are very sure that they treat others with consideration and that the children are kind to one another. They are in no doubt that, should any problems occur, the adults will help them.
- Discussions in assemblies and in class help pupils develop a very clear understanding of how to keep themselves safe from harm.
- Adults make sure the pupils know how to keep themselves safe, for example when outside the school on visits, when using computers, or when the sun is strong.

The quality of teaching is outstanding

- Consistently exceptional teaching throughout the school, including in the specially resourced provision, supports pupils in making significant progress in reading, writing and mathematics. Teachers have very high expectations of what all the pupils can achieve and set tasks that are suitably difficult to support pupils in reaching their potential.
- Teachers plan a very broad variety of interesting and fun activities so that pupils are enthusiastic to learn. Tasks in mathematics are demanding and reinforce pupils' knowledge of numbers. Teachers challenge pupils successfully to think hard and deepen their understanding of key mathematical concepts.
- Pupils make strong progress in reading because daily phonics sessions are exceedingly well planned to help pupils build up their knowledge quickly. Pupils' appreciation of books grows strongly because teachers use well-chosen stories to make learning fun.
- Pupils regularly write in a wide range of curriculum subjects and are challenged to write long texts that help them to organise their ideas and use the features of high-quality writing. Pupils' handwriting is neat and they present their work carefully. However, pupils are not encouraged to develop fluent handwriting as effectively.
- Teaching assistants play a full part in supporting pupils' learning both in mainstream classes and in the specially resourced provision. As a result, disabled pupils and those who have special educational needs, and pupils who speak English as an additional language, make great strides in their learning. Pupils in the specially resourced provision benefit from spending time in the base as well as in mainstream classes. Leaders make sure teaching assistants receive specific training to support them very effectively in their roles.
- Teachers mark pupils' work very carefully and identify how pupils can improve. For example, they set pupils additional challenges to complete in mathematics and expect pupils to write out their spelling corrections. Pupils understand the huge importance of reading teachers' comments on their work, and take responsibility each morning for completing additional tasks and correcting spelling mistakes.

The achievement of pupils**is outstanding**

- All groups of pupils, including pupils who speak English as an additional language and pupils in the specially resourced provision, make very rapid progress from their starting points and achieve outstandingly well.
- The most-able pupils are consistently challenged with highly demanding work in reading, writing and mathematics that helps them to deepen their understanding and achieve extremely well.
- There is no national assessment information by which to compare the achievement of disadvantaged pupils with other pupils nationally. The school's achievement information shows that, over time, any gaps in the attainment of eligible pupils and the others at the school are closing rapidly. Leaders use additional funding very effectively to provide targeted support for disadvantaged pupils.
- Disabled pupils and those who have special educational needs make very rapid and sustained progress because the school makes sure that their needs are met thoroughly. The needs of pupils in the specially resourced provision are met exceptionally well through a combination of sessions in the base and in mainstream classes. This is why their achievement and personal development are also excellent.

The early years provision**is outstanding**

- Leadership and management in the early years provision is outstanding. Children in Reception classes achieve extremely well and are exceptionally well prepared for the start of Year 1. Outstanding teaching in early years is highly engaging. Activities are fun and varied so that they successfully capture and hold children's interest. Teachers set demanding tasks and additional challenges for the most-able children so that they build up their skills very quickly.
- Children are exceptionally eager and enthusiastic to learn. They follow instructions promptly, settle quickly and are ready to complete tasks as soon as the adults set them work to do. Their behaviour is outstanding. They follow routines with very little prompting and know very well how to keep safe. For example, they use the climbing equipment in the outdoor spaces very carefully. They know to put on protective clothing before commencing messy activities using paints or water. Children in Reception classes use cutlery sensibly at lunchtime and take responsibility for clearing their plate when they have finished eating.

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	139592
Local authority	Wandsworth
Inspection number	450025
Type of school	Primary
School category	Academy free school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Ian Parkes
Headteacher	David Milligan
Date of previous school inspection	Not previously inspected
Telephone number	020 3700 0790
Fax number	020 3700 0790
Email address	admin@tootingprimary.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

