

# Inspection of a good school: Joseph Hood Primary School

Whatley Avenue, Raynes Park, London SW20 9NS

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Inspection dates: 11 and 12 January 2022

## **Outcome**

Joseph Hood Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are extremely proud members of their school community, and they would eagerly recommend their school to others. The school is inclusive and diverse. Pupils treat each other respectfully. They value the strong working relationships that they have with staff. Staff support them with their learning and help them to succeed. Pupils are happy and safe.

Staff have high expectations of all pupils. Pupils behave well and they work hard in lessons. Pupils work well together with their peers, as well as on their own. They do not disrupt learning for others. Bullying is very rare, and pupils said that when it does happen staff take it seriously. Pupils know that they can speak to staff if they have any worries or concerns.

Parents and carers are typically positive about the school and the leadership. They attend regular curriculum workshops, and have access to phonics videos recorded by staff. This helps them to understand and engage with the curriculum, and support their children at home.

Pupils enjoy looking after the school chickens. It gives them a great sense of responsibility. Pupils have access to a range of clubs and enrichment activities. Leaders offer residential trips for pupils. They aim for these trips to develop pupils' independence.

## **What does the school do well and what does it need to do better?**

Leaders make sure that all pupils, including those with special educational needs and/or disabilities, have access to all subjects in the national curriculum. Subject leaders have secure subject knowledge. They offer helpful support and guidance for teachers, where needed. Teachers recap on previous learning so that pupils can remember and build on past knowledge. In religious education, for example, pupils build on their knowledge of major faiths as they progress through the years. In the early years, children learn that some stories are special to religions, such as the Bible for Christians and the Qur'an for

Muslims. By Year 6, pupils build on this knowledge and can explore the similarities and differences between major faiths.

In most subjects, leaders have identified the key knowledge and content that needs to be covered. For example, in history, all pupils learn about chronology. This means that when they learn about key events, they can confidently place events on a timeline. However, sometimes teachers do not receive enough guidance on what to teach and when to teach it. Instead, teachers individually decide which content should be covered. This means that it can be difficult to check what key knowledge pupils remember.

The teaching of early reading is a strength. Staff receive regular phonics training. Children are taught phonics as soon as they join the nursery, and more formally in Reception through to Year 2. Daily phonics sessions are followed up by small-group and individual support for pupils who need it. Some pupils fell behind in reading due to COVID-19. Leaders put support in place so that these pupils could catch up quickly. All teachers use familiar routines to teach phonics. This consistent approach helps pupils to become confident readers. Leaders regularly check pupils' knowledge of sounds. They make sure that reading books match the sounds that pupils have learned. Leaders have started to promote a love for reading across the school.

Teachers present subject content clearly. They routinely check pupils' understanding of key content. For example, following the third national lockdown, teachers identified where pupils had fallen behind in mathematics. They are closing those gaps in lessons, and through interventions. In the early years, children use the resources and methods that they will continue to use as they progress through the school. In all years, there is an emphasis on building on mathematical concepts. Pupils work on their fluency and reasoning.

Pupils behave well in lessons and around the school. Staff use the school's behaviour policy consistently and have high expectations of all pupils. There is no low-level disruption in lessons. Leaders carefully link remote education to subject areas. Pupils access the same subject content even if they are not in school.

Leaders provide a range of extra-curricular clubs for pupils to attend. These range from gardening to dance. They plan educational visits to build on work studied in subject areas, for example a visit to Windsor Castle linked to learning in history. Leaders teach all pupils to treat each other with mutual respect. They aim for pupils to celebrate differences.

Staff feel supported by school leaders. They said that leaders really care about their well-being and make reasonable adjustments to their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Leaders know families well, and look to support their needs. Robust monitoring systems are in place, and all staff are

clear on how to report concerns. Staff and governors receive regular safeguarding training.

Leaders engage well with outside agencies to best support families, where needed. They are thorough when following up referrals to external agencies.

Pupils feel happy and safe at the school. In the curriculum, leaders teach pupils about how to keep safe online. They also promote an understanding of positive, healthy relationships.

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

### **(Information for the school and appropriate authority)**

- In a small number of subjects, leaders have not completed their work in identifying the key knowledge they want taught, and when, in each subject. In these subjects, teachers choose their own curriculum content. This means that pupils access different learning, depending on who is teaching them each year. Leaders need to complete the work they are doing, to ensure that they have made explicit the core knowledge they want taught in each year for every subject.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102634
<b>Local authority</b>	Merton
<b>Inspection number</b>	10212488
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Harriet O'Connor
<b>Headteacher</b>	Anita Saville
<b>Website</b>	<a href="http://www.josephhood.merton.sch.uk">www.josephhood.merton.sch.uk</a>
<b>Date of previous inspection</b>	14 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school runs its own breakfast club and after-school club.
- The school does not use any alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with all senior leaders, a number of teaching staff and support staff, governors and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector looked at curriculum plans for religious education and science.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- The inspector looked at the effectiveness of the school's work on safeguarding by reviewing the record of pre-employment checks for staff, speaking to staff, governors and pupils, and meeting with the safeguarding team.
- The inspector took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys. A very high number of parents responded to the Ofsted survey and free text.

### **Inspection team**

Aliki Constantopoulou, lead inspector

Her Majesty's Inspector

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