

Inspection of a good school: Southmead Primary School

Princes Way, Wimbledon Common, London SW19 6QT

Inspection dates:

26 and 27 April 2022

Outcome

Southmead Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Southmead are proud of their school. They delight in learning different subjects and hold engaging conversations about their experiences and aspirations. They enjoy lessons because teachers make learning 'fun'.

Southmead actively promotes inclusion and celebrates diversity. Parents and carers correctly recognise the richness this brings to the school community. Pupils have a strong sense of 'belonging', and one pupil described this as 'having a rightful place in the school'. Everyone feels welcomed and accepted. Pupils are happy to come to school and they are safe.

Leaders have high expectations of learning and behaviour. Pupils appreciate the opportunities to learn new things and teachers challenge them. Pupils concentrate and listen well in lessons because there are so few low-level disruptions to learning. The school is calm and orderly. Routines are well established in the classrooms and around the school. Pupils are polite and well-mannered. Leaders track behaviour carefully and pupils feel assured that staff deal with bullying swiftly, should it occur.

Specialist teachers deliver lessons such as Spanish, art and physical education (PE). Leaders offer clubs that motivate and captivate pupils' interests. Staff have worked hard in improving attendance in the school.

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

Leaders have undertaken intensive work in reviewing the curriculum. The plans in place outline the ambitious goals they want pupils to achieve in all subjects. Leaders ensure the content is coherent and sequenced. It reflects the diversity within the school. 'Golden threads' within the curriculum enable pupils to make connections across different subjects. For example, pupils used their knowledge of geographical characteristics of volcanoes and mountains to inspire creative dance movements in PE. Pupils describe ways in which teachers help them to memorise important information. Some adults do not

adapt the learning appropriately when working with small groups of pupils. This means some pupils are not confident in recalling and explaining what they have learned.

Leaders place a strong focus on developing reading across the school. They are knowledgeable about the phonics programme recently introduced and how it should be delivered. Teachers value the training they receive and show consistency in modelling sounds. Adults check to see which sounds pupils know before listening to them read. Books are matched to these sounds. In Reception, staff develop the children's knowledge of phonics well, which prepares them for Year 1. Pupils enjoy reading for pleasure. Leaders provide guidance for parents to help their children when reading with them at home.

Pupils enjoy learning mathematics. Staff in the early years present information clearly. They are secure in the teaching of early mathematics. They provide practical opportunities for children to practise using and understanding number. Teachers in other key stages also teach concepts that enable pupils to access new learning and solve different problems. The whole-school approach to developing pupils' vocabulary is a key feature in lessons and in all subjects. Some pupils need extra support in understanding the meaning of words they learn or read.

Very few low-level disruptions occur in lessons. This is because of the high expectations staff share of how pupils should behave. Pupils reflect on their behaviour and consider different ways they can handle situations. They engage enthusiastically in discussions and work well together.

Staff trained in social, emotional, and mental health prioritise and guide pupils in managing stress or anxiety. Pupils appreciate the counsel they receive. They give examples of things they can do to stay calm when feeling frustrated or angry. Pupils use sensory equipment to help them 'reset their emotions', ready for returning to learning.

Pupils enjoy the range of clubs on offer. They value the opportunities given to develop their interests and talents. They share ideas and make suggestions about possible experiences that leaders could arrange for them. Pupils keenly take part in shaping their learning.

Leaders share and promote a clear vision for providing high-quality education, irrespective of the pupils' starting points. Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language. Many members of staff adapt learning experiences to help pupils catch up with their peers in learning phonics and mathematics. Opportunities to adapt learning experiences to meet the needs of some pupils in lessons are not routinely maximised. Leaders have plans in place to develop this further. Pupils in the specially resourced provision for autism spectrum disorder (ASD) are well supported in developing their communication and language. The school makes use of a registered alternative provider for pupils with behavioural or emotional needs.

Governors know the strengths of the school and what they need to develop further. They work closely with school leaders to ensure they consider and take appropriate action. Governors hold leaders to account. Staff hold mixed views about their workload. Leaders have taken steps to address this through the reduction of weekly meetings and marking.

Staff are confident they can approach school leaders to discuss personal and professional matters.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong culture of keeping children safe. The safeguarding team gives priority to the needs of pupils in and out of school. Staff know the procedures for reporting concerns and leaders are diligent in addressing them.

The single central record is well managed and supported by robust systems. Governors ensure they fulfil their statutory duties. For example, staff are well trained in understanding and exercising their responsibilities in relation to the 'Prevent' duty.

Staff build positive relationships, and pupils feel able to speak to a trusted adult if they have any concerns. Pupils understand the different forms of bullying. They know a range of strategies to use should they experience or witness bullying of any kind.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some members of staff do not routinely support pupils in understanding the meanings of key words in lessons. This means that some pupils, particularly pupils with SEND and those who speak English as an additional language, do not know or remember the key information, concepts or content being taught. Leaders should continue to develop the whole-school approach of enriching pupils' language and communication by consistently teaching the meaning of key words and concepts.
- Some adults lack confidence in adjusting or adapting learning experiences when working with groups of pupils. As a result, opportunities to secure, develop or deepen pupils' understanding are sometimes missed. Leaders should ensure that staff are well trained in checking pupils' understanding and adapt the learning accordingly to meet their needs.

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. 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 June 2012.

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

Unique reference number	101027
Local authority	Wandsworth
Inspection number	10212486
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	The governing body
Chair of governing body	Keya Chanda
Headteacher	Sarah Parry
Website	www.southmeadschool.co.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average primary school.
- The proportion of pupils eligible for free school meals is well above average.
- The proportion of pupils from ethnic minority groups, and pupils who speak English as an additional language, is well above average.
- The school has specially resourced provision for pupils with ASD.
- The proportion of pupils assessed to have special educational needs and/or disabilities in the mainstream school is well above average.
- The school uses the Victoria Drive Primary Pupil Referral Unit for pupils with additional needs. This is a registered alternative provider.

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 school leaders and has taken that into account in his evaluation.

- Meetings were held with governors, the headteacher, senior leaders, a local authority representative, and a range of staff and pupils.
- The inspector carried out deep dives in these subjects: reading, mathematics and physical education. 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 scrutinised a range of curriculum plans, documents, including the school's self-evaluation of the work it does and the school improvement plan.
- The inspector reviewed safeguarding arrangements by scrutinising records, the single central record, talking to leaders and staff and through discussions with pupils and parents.
- The inspector considered the views of parents and staff through Ofsted's online surveys, including 18 free-text responses to Ofsted Parent View, and 38 responses from members of staff and 44 responses from pupils to the pupils' survey.
- The inspector visited the breakfast club and the specially resourced provision operated by the school.

Inspection team

Lascelles Haughton, lead inspector

Her Majesty's Inspector

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