

Inspection of a good school: Penwortham Primary School

Penwortham Road, Streatham, London SW16 6RJ

Inspection dates:

28 and 29 March 2023

Outcome

Penwortham Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils love coming to this school. They are excited by the learning that their teachers prepare for them every day. Pupils are happy and well supported under the care of leaders and staff who know them very well. They are confident that if they have any concerns or worries, they can approach any adult in school for help. Pupils also use the 'reach out boxes' in their classrooms to let staff know about any problems they might have. They are kept safe at school.

Leaders encourage all pupils to 'aspire for success, aim for excellence and achieve their full potential'. This is realised through a highly ambitious curriculum. Across the school, pupils work hard in lessons. They work well collaboratively and show genuine interest in the subjects they are learning. Overall, pupils achieve very well across a wide range of subjects.

Pupils treat adults and each other with respect. They are confident, articulate and courteous. In rare instances when bullying occurs, staff deal with it promptly and effectively.

Pupils are especially proud of the leadership roles that they perform in school. They can nominate themselves to be 'senior students'. After a thorough selection and interview process, 'senior students' carry out duties such as helping to run the parent café on site.

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

Leaders have planned an ambitious curriculum in every subject. The curriculum is well considered and thought out. Leaders have worked hard to arrange the subject content taught so that pupils consistently build on what they already know and can do. Leaders' work to develop the curriculum is thorough and reflective. They have also invested in

high-quality curriculum training for staff. As a result, teachers' subject knowledge is strong and secure.

The curriculum is delivered to a high standard. Teachers are competent at breaking down learning into small, manageable chunks. They provide carefully chosen models and examples to support pupils to develop their understanding. Leaders and staff work well together to identify the needs of pupils with special educational needs and/or disabilities (SEND). They make appropriate adaptations to the curriculum to ensure that these needs are met. As a result, all pupils, including those with SEND, develop a deep understanding of the subjects that they are studying.

Pupils achieve well across the curriculum. They recall prior learning and apply it to what they are currently studying. For example, in the early years, children are able to use their prior learning to match landmarks with the correct countries. In Year 6, pupils use their understanding of geographical features to discuss different biomes. Teachers consistently provide pupils with opportunities for them to recall, practise and consolidate previous learning.

Reading is a priority across the school. From the moment children join the Nursery, they are well supported in their development as readers. Staff help children to enjoy a range of books as well as distinguish sounds in their surroundings. When they join the Reception class, children immediately start to learn the sounds that letters make. By the time they reach Year 2, pupils are reading fluently because of the ambitious and well-thought-through approach to phonics.

Pupils display a genuine love of reading. They talk about books and authors with excitement. Leaders support this by providing an engaging library space and author visits, as well as ensuring that pupils get to listen to adults read daily.

Leaders and staff use assessment well. For example, in phonics, they identify those who are falling behind at the earliest opportunity. Staff intervene effectively and these pupils catch up quickly. Across subjects, teachers expertly identify pupils' misconceptions and address them as they arise.

Behaviour across the school is exemplary. Pupils show genuine interest in their learning, and they actively participate in discussions. Disruptions to learning are rare.

The curriculum is complemented by a wide range of enrichment opportunities. Pupils enjoy these immensely. They perform in music halls, arenas and theatres. Pupils also get to practise their French when they visit a city on the north coast of France. There are a wide range of after-school clubs on offer, and take up of these is high. Pupils get a first-hand experience of democracy when they elect their school council representatives.

Staff are happy and proud to be a part of this school. They appreciate that leaders review processes to ensure that workload is not burdensome. Staff said they can discuss issues with leaders and that their views are considered in leaders' decision-making.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know the pupils and the communities in which they live very well. Staff are well trained to recognise the signs that might indicate a pupil is at risk of harm. Leaders work well with agencies to ensure that pupils and their families receive the support that they need. Leaders ensure that new employees undergo thorough checks. New staff complete a rigorous induction process before they start working in the school.

Pupils are taught about how to keep themselves safe at school, at home or when online. Through the curriculum, they learn about internet safety, safe travel, privacy and dignity. Pupils are confident in reporting incidents which make them feel uncomfortable.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2017.

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.

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	101016
Local authority	Wandsworth
Inspection number	10255493
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	647
Appropriate authority	The Governing Body
Chair	Andrew Willshire
Headteacher	Sandie Andrews
Website	www.penwortham.wandsworth.sch.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher and other members of the senior leadership team.
- The inspectors also met with members of the governing body, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.

- In inspecting safeguarding, the inspectors carried out a scrutiny of the school's single central record of pre-employment checks as well as other records. The inspectors also considered the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

David Atter

Ofsted Inspector

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