

# Inspection of Anglo Portuguese School of London

25 Courthouse Way, London SW18 4QG

---

Inspection dates: 28 and 29 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Leaders want the very best for pupils in this school as it expands over the years. They have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils have positive attitudes and enjoy learning. They are confident that adults take care of them. Leaders help to keep pupils safe.

The school is calm. Pupils move around the school sensibly. They are polite and behave well in lessons. Pupils are proud to attend the school and work hard. They know to speak to an adult if they have any worries. Staff deal with any concerns swiftly.

Leaders ensure that pupils take part in a range of extra-curricular experiences. These include visiting an art gallery and a farm, and attending clubs that reflect pupils' interests. Leaders encourage pupils to take on responsibilities, for example as eco-school members, house captains and friendship buddies.

Leaders offer a well-structured curriculum supported with a comprehensive approach for pupils to learn the Portuguese language. It helps pupils' development in their speaking, listening and writing skills. Leaders involve parents and carers in their children's learning. This includes through a range of workshops to share pupils' learning experiences and celebrate their achievements.

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

The curriculum is ambitious and sequenced well. Leaders think carefully about the end goals they want pupils to achieve, including up to Year 6, although there are currently pupils up to Year 2 only. They review subject content regularly to ensure it builds progressively as the school expands. For example, in history, pupils learn about the chronology of significant historical events in the reign of kings and queens. Pupils produce work that they are proud of. However, sometimes, teaching does not revisit crucial knowledge and skills regularly. This limits pupils' subject-specific understanding on these occasions.

Teachers' subject knowledge is secure. They check and address misconceptions in pupils' understanding. Adults support pupils with SEND to access the full range of subjects within the curriculum. They adapt their teaching to address gaps in what pupils understand. Teachers use resources to help pupils deepen their understanding. For example, in mathematics, children in Reception used coloured sticks to complete and extend colour patterns. Teachers encourage children to use mathematical vocabulary when describing three-dimensional shapes. Leaders ensure that learning experiences in the early years are well planned and purposeful.

Leaders prioritise reading from the moment pupils start school. Trained staff deliver the phonics programme consistently. Staff use books to match and rehearse the sounds pupils learn. Teachers help pupils remember newly introduced sounds and practise them in their writing. Leaders use assessment to identify pupils at risk of

falling behind. Staff support pupils to catch up in learning the sounds they need to know. Teachers encourage pupils to persevere in attempting to decode unknown words, particularly when reading aloud. Pupils describe the characters in books they enjoy reading. They achieve well and read with confidence. Staff support pupils who speak English as an additional language to read fluently.

Leaders have clear expectations for pupils' behaviour which are well understood by all. Pupils valued the opportunity to choose their rewards. Staff support children in Reception in learning how to follow routines independently. For instance, children are encouraged to focus while sitting still on the carpet and put on their coats independently to go outside. Staff make the most of the outdoor space to support all the areas of learning.

Leaders promote pupils' personal development through the curriculum and assemblies. Staff encourage pupils to respect the rights of others. Leaders ensure that pupils are taught about the importance of physical health and eating a balanced diet. Leaders promote pupils' mental health positively. Adults help pupils to describe their feelings and emotions.

Those responsible for governance have established high aspirations that underpin their decisions and actions. They are instrumental in steering the school's vision as it grows. Staff reported that workload is high at this time of the school's growth and context. However, they felt confident that they were managing their responsibility and time appropriately.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders use robust systems and procedures to keep children safe. Staff receive regular training and updates to ensure they know how to identify and help pupils in need. Leaders and staff build positive links with parents. They know pupils and families well.

Staff support pupils to develop an understanding of safety. For example, in design and technology, adults teach pupils how to shape their hands, hold a knife and cut fruit and vegetables safely. Leaders provide opportunities to help pupils learn about healthy relationships and staying safe online.

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

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

- Sometimes, teaching does not revisit crucial knowledge and skills regularly. This limits pupils' recall of subject-specific knowledge and understanding on these occasions. Leaders should ensure that teaching supports pupils to remember and recall key knowledge fluently that they have been taught over time.

## 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

<b>Unique reference number</b>	143739
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10255297
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher Toye and Regina dos Santos Duarte (Co-Chairs)
<b>Principal</b>	Marta Correia
<b>Website</b>	<a href="http://angloportugueseschool.org">angloportugueseschool.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened as a Free School in September 2020 and is part of the Talent Education Trust (Free Schools). It aims to provide a bilingual curriculum in English and Portuguese.
- The school currently has one class each in Reception, Year 1 and Year 2. When full, the school will cater for up to 420 pupils from Reception up to Year 6.
- The principal was appointed in April 2020 and an assistant headteacher in September 2022.
- The school is undergoing the last phase of major building works due to be completed in summer 2023.
- The school does not make use of any alternative providers.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with a chair of the trustees, a local authority representative, the principal, senior leaders, and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, history, art, and design and technology. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records and the single central record. Inspectors reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

## Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

Sylvia Kerambrum

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023