

# Inspection of Green Wrythe Primary School

Green Wrythe Lane, Carshalton, Surrey SM5 1JP

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Inspection dates: 25 and 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils enjoy coming to this caring and nurturing school. They approach everything with enthusiasm, whether they are learning or playing with their friends. Pupils feel safe and are happy here. As one pupil said, 'It is a great school, we like everything.' This summed up pupils' views well.

The school's values, as well as its motto, 'be the best we can be', are well known by the pupils. Pupils are highly respectful to their peers and adults, including visitors to the school.

Leaders and staff set high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils, in turn, meet these expectations well. They learn effectively through a well-designed curriculum.

Leaders have put in place clear routines and structures to support pupils to behave well. Pupils are well versed with the school's expectations. This has resulted in a calm and orderly learning environment. Pupils say that bullying is rare. They have trust and confidence in adults, who address any worries swiftly.

Inclusivity is at the heart of everything that the school does. Pupils are encouraged to respect and celebrate differences. For example, leaders organise events, such as autism awareness week, so that pupils can learn more about the experiences of others. Pupils across the school, including those who attend the 'Rainbow' resourced provision, wrote letters to each other sharing what school is like for them.

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

Leaders have created an ambitious curriculum for all pupils. This includes those pupils with SEND, both in the mainstream and resourced provision. Teaching introduces and explains ideas clearly to pupils. Leaders have also purposely planned into the curriculum speaking and listening opportunities for pupils to articulate their ideas and thinking. This supports pupils with their learning.

The curriculum is well sequenced. Each year, from early years through to Year 6, it builds on the knowledge that pupils gain from their previous learning. Leaders have identified the main knowledge that they want pupils to learn, know and remember. For example, children in Reception learn lots about the world around them. They talk and learn about their own life story and family history. This prepares them well for learning the curriculum in subjects such as history in Year 1 and beyond.

Sometimes, teachers' checks on what pupils have learned are not as sharp as they should be. Gaps in pupils' knowledge and skills are not fully addressed. This reduces how well pupils are able to understand and recall in depth what has been taught previously.

Leaders have prioritised reading across the school. There is a consistent approach to the teaching of phonics and early reading. Pupils enjoy listening to their teachers read to them every day. Staff are well trained and teach phonics effectively. Adults support pupils to apply their phonics knowledge to read unfamiliar words speedily. Pupils who are falling behind with their phonics and reading are identified and given the help that they need. They read to an adult every day in school. Pupils put into practice their phonics knowledge regularly, including through structured reading practice. They mostly do this with books that match the sounds that they know. In a few instances, books are not as precisely matched as they should be and, therefore, do not fully support pupils' reading practice.

The positive working relationships between pupils and teachers help pupils to listen, pay attention and ask questions about their learning. Classrooms are orderly places, where pupils can learn without disruption. The early years offers children well-established routines and structures. Children respond well. They learn and play together in a happy and safe environment.

Leaders provide pupils with many opportunities to support their personal development. For example, pupils experience democracy first hand through voting for who they want to represent them in the pupil parliament. Leaders give pupils opportunities to broaden their horizons and enrich learning beyond the classroom. Pupils attend after-school clubs, such as netball and gardening. They go on educational trips that are linked to their learning. For example, pupils visit museums and places of interest, such as The Tower of London.

Leaders and staff identify, assess and meet the needs of pupils with SEND well, including those in the resourced provision. They adapt the teaching strategies effectively, so that these pupils can learn the same ambitious curriculum as their peers. Leaders and staff work closely with other professionals, such as speech and language therapists, to support these pupils well in their learning.

Staff feel valued at this school. Leaders are mindful of staff's workload and promote their well-being.

The board of trustees, local governors and the trust's school improvement team provide school leaders with a good level of support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety and welfare are leaders' top priority. Leaders ensure that staff are well trained and receive regular updates relating to safeguarding matters. Staff know how to spot signs, such as changes in pupils' behaviour, which may indicate pupils are at risk of harm. Staff know and follow the school's internal procedures to raise concerns, should they need to.

Leaders work closely with external agencies to secure help for pupils and families when it is needed. Leaders have completed all the necessary checks on adults to ensure they are suitable to work with pupils.

Pupils are taught how to keep themselves safe through the school's curriculum. For example, they learn how to keep safe online.

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

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

- On occasions, teachers are not precisely checking what pupils already know and can do, and whether they remember what has been taught. This means that gaps in pupils' knowledge and skills are not identified and fully addressed. Leaders should ensure that there is a sharper approach to the checking of what pupils have learned and understood. They should focus on making sure that any gaps in knowledge are addressed swiftly, so that pupils are supported to know and remember more.
- In a few cases, some pupils are reading books that are not as well matched as they need to be to the sounds that they know. This reduces the effectiveness of planned reading practice. Leaders need to ensure that planned reading practice is consistently well supported by books that are precisely matched to pupils' stage of phonics learning.

## **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>	141876
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10255391
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anne Spackman
<b>Headteacher</b>	Karen Jones
<b>Website</b>	<a href="http://www.greenwrythe.org.uk">www.greenwrythe.org.uk</a>
<b>Date of previous inspection</b>	10 and 11 January 2018, under section 5 of the Education Act 2005

## Information about this school

- Green Wrythe Primary School is part of the Greenshaw Learning Trust.
- The 'Rainbow' department is a highly specialised resource provision for 56 pupils with autism spectrum disorder. The provision provides places for pupils aged from four to 11.
- Leaders do not make use of any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The lead inspector met with the chief executive officer and vice-chair of the board of trustees, members of the local governing body and the assistant education director from the trust.
- Inspectors spoke with the headteacher, the deputy headteacher, senior leaders and subject leaders.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors visited the Rainbow department. They also considered the curriculum in some other subjects.
- Inspectors reviewed records of pre-employment checks on staff appointed to work at the school. They held meetings with trustees, governors and leaders responsible for safeguarding. They also spoke with staff and pupils about safeguarding. Inspectors looked at documents and records relating to safeguarding, behaviour and bullying.
- Inspectors observed pupils behaviour during lessons and at social times during the school day.
- Inspectors took into consideration the responses to Ofsted's online survey, Parent View. They also considered the written comments from parents and carers, including those submitted via the survey. Inspectors met with parents at the gate at the start of the school day. They also held a meeting with staff to seek their views of the school.

### **Inspection team**

Raj Mehta, lead inspector	Ofsted Inspector
David Boyle	Ofsted Inspector
Sylvia Kerambrum	Ofsted Inspector

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