

Inspection of Wimbledon Chase Primary School

Merton Hall Road, Wimbledon, London SW19 3QB

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

This school is successful at bringing its community together. Parents and carers have high levels of confidence in the staff, because of how well teachers know each pupil. The pupils here are very happy members of the school. They feel safe and know that staff care about them and are always ready to help. The school's leaders set a high bar for achievement. They want pupils to be passionate readers and to have a strong body of knowledge by the time they leave school. Many pupils go on to achieve exceptional outcomes in national tests.

Starting from the early years, clear routines are taught so that pupils know how to behave. Throughout the school, pupils' behaviour is exceptional. They are polite and respectful and lessons are rarely disrupted. Incidents of bullying are very rare, and never tolerated. Pupils know the behaviour expectations well because they are involved in creating them.

The opportunities for wider development are remarkable. Pupils, including those in the specially resourced provision for pupils with speech, language and communication needs, take on significant leadership roles. These build on the school's 'Cornerstone Rules' that all pupils know and live, such as being kind, positive, respectful and inclusive.

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

The school has successfully established an effective reading programme. Pupils start learning to read from the early years, where they learn the sounds they will later need for words. Expert teachers who are well trained ensure that those falling behind are able to catch up and become fluent. In Nursery, adults model language and help pupils learn to use new words with confidence. By the time pupils are in Year 6 they are passionate readers and enjoy discussing their favourite authors and books.

In most subjects, pupils are taught from an ambitious curriculum. The school has recently reviewed this curriculum to strengthen what is taught. In a few subjects, work is still under way to ensure that content matches the national curriculum expectations accurately. As a result, some pupils have gaps in what they know in these subjects. In lessons, teachers give swift and helpful feedback when pupils have a misunderstanding. For example, in mathematics pupils get extra help on the same day that they reveal gaps in their learning. Pupils enjoy their learning and like to learn new concepts. The work they produce is of a high quality, including in subjects such as computing, where they create websites or digital games.

The school has well-trained staff who are effective in meeting the needs of pupils with special educational needs and/or disabilities. The school identifies any emerging needs accurately. Pupils in the specially resourced provision benefit from a broad curriculum and achieve well. A network of external professionals, including therapists, work with the school to meet pupils' needs. In lessons across the school,

teachers know how to adapt teaching to ensure that all pupils can access subject content fully. This is also seen in the early years, where adults get to know pupils exceptionally well. This means they can build up pupils' language quickly and as a result pupils communicate with confidence. For example, children in the nursery know how to talk with friends, and share and take turns with limited supervision.

The school uses its high levels of parental engagement to ensure that pupils attend school regularly. Leaders know families well and are able to remove any barriers to coming to school. While learning, pupils show mature attitudes and want to challenge themselves. They are proud to attend a 'Rights Respecting School' and appreciate those different from themselves.

Leaders have given careful thought about the way they develop pupils' character. Pupils take part in a full range of clubs and activities, which broadens their interests, such as orchestra, ballet, ukulele and learning to craft with yarn. The curriculum, assemblies and leadership opportunities build on the school's values. As a result, pupils value equality and care for others. For example, older pupils give their time to run activities for those younger than themselves. Teachers want pupils to have an impact, and pupil ambassadors set up their own clubs and events for other pupils to join. The curriculum includes a focus on celebrating diversity and developing positive mental health. As a result, pupils feel able to talk about any issues they are facing and know that their teachers care about their well-being.

The governing body provides strong support to leaders and the school community. Its members drive a vision and culture of high expectations. Sometimes, however, they do not have the information and analysis needed to challenge leaders effectively about the quality of education at the school.

There is a clear focus on staff well-being and a culture of looking after staff in the school. This is appreciated by those working here, who know that leaders are approachable and listen to any concerns.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the curriculum is not securely and accurately matched to the national curriculum. In these few cases, pupils do not consistently learn and remember what is expected. The school should continue the work it has started to address this and strengthen its oversight to ensure that pupils are achieving curriculum aims at least as ambitious as the national curriculum across all subjects.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102662
Local authority	Merton
Inspection number	10296610
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	695
Appropriate authority	The governing body
Chair of governing body	Kunal Patel
Headteacher	Keith Ellis
Website	www.wimbledonchaseschool.co.uk
Dates of previous inspection	2 and 3 May 2012, under section 5 of the Education Act 2005

Information about this school

- There is a specially resourced provision for up to 14 pupils with speech, language and communication needs.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the senior leadership team.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology, and geography. For each deep dive, inspectors held

discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to groups of pupils about their experiences at the school.
- Inspectors considered the views of parents, staff and pupils expressed in surveys.

Inspection team

Karim Ismail, lead inspector	His Majesty's Inspector
Seamus Gibbons	Ofsted Inspector
Jamie Hallums	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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