

# Inspection of a good school: St Faith's CofE Primary School

Alma Road, East Hill, London SW18 1AE

---

Inspection dates:

20 June 2024

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

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

Pupils are happy and kept safe at St Faith's. They appreciate the small, caring, community ethos of the school. The values of kindness, trust and courage are reflected each day through the strong relationships that exist. Pupils have high standards of their own conduct and that of others. Consequently, behaviour is consistently strong in the classroom, when moving around the school and outside in the playground.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils follow a broad, interesting and well-designed curriculum. Over time, they build a secure knowledge and understanding and produce work of high quality in the different subjects they learn. Pupils make strong progress through the curriculum, including in subjects with nationally published outcomes.

Pupils enjoy the wide range of extra activities on offer, for example taekwondo, cooking, coding and football. They know leaders value their opinions and contributions and appreciate the opportunities they have to take on extra responsibility, for example in roles on the school council. The process of election for these positions supports pupils' understanding of democracy and prepares them well for life in modern Britain.

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

Reading is given high priority. All staff are well trained and deliver the agreed phonics programme with precision. Children start learning letter sounds as soon as they start school. They practise their phonics using books that are carefully matched to the sounds they know. This helps them to become fluent readers quickly. Those at risk of falling behind are identified and supported through carefully designed interventions to help them catch up. A love of reading is evident across the school. For example, older pupils value the opportunity they get to support their younger peers with reading.

The curriculum has been thoughtfully designed. It is wellsequenced, with the small steps of learning identified across all subjects. This helps pupils build on what they have learned before, and to know and remember more. Some subjects have undergone more recent changes, which have been equally well considered. As a result, pupils are well prepared for the next stages of their learning.

In all subjects, the curriculum builds cumulatively from early years. For example, in physical education (PE), children practise and develop different throwing techniques using bean bags and balls. Older pupils build on this foundational learning when they are introduced to different sports such as cricket, netball and tennis. They demonstrate their understanding about which type of throw is the most effective.

The curriculum is well implemented. Staff have secure subject knowledge because of the regular training and support they receive. Assessment is used effectively to check pupils' learning and address any errors or misconceptions that may arise. Additional time is made for pupils to revisit, practise and embed the knowledge they need. This is particularly beneficial for pupils with SEND as it enables them to access the same learning as their peers. Those who need a more bespoke curriculum benefit from tailored support from their individual starting points. Consequently, pupils develop a deep understanding in the different subjects they learn.

Behaviour in classrooms and around the school is excellent. High expectations ensure that pupils understand the importance of behaving well and consistently rise to these. Pupils are motivated, concentrate and work hard. As a result, learning is not disrupted. Positive relationships and a culture of trust and respect are evident. Most pupils have good attendance and punctuality. Leaders have focused on increasing this further and reducing rates of persistent absence. This is being realised because there is highly effective support in place for the few whose attendance needs to improve.

Leaders prioritise pupils' wider personal development. The curriculum has been specifically designed to help pupils to understand important issues. For example, pupils learn how to stay safe online. They are knowledgeable about the risks of spending too much time on devices and the potential impact of this on their mental health and well-being. Pupils also learn about healthy relationships and how to manage potentially challenging scenarios they may face.

Staff enjoy working at the school are overwhelmingly positive about leaders' consideration and support for their workload and well-being. They see school as a 'family' and are fully committed to supporting each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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 first ungraded inspection since we judged the school to be good in March 2019.

## 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

<b>Unique reference number</b>	101043
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10345709
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	141
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Tompkins
<b>Headteacher</b>	Julie De Silva
<b>Website</b>	<a href="http://www.stfaiths.wandsworth.sch.uk">www.stfaiths.wandsworth.sch.uk</a>
<b>Dates of previous inspection</b>	12 and 13 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a smaller than average-sized primary school.
- The school has a Christian ethos. The previous section 48 inspection took place in November 2019.
- The headteacher took up their role in January 2021.
- The school does not currently make use of any alternative provision.
- The school operates a breakfast and after-school club.

## Information about this inspection

The inspectors carried out this ungraded inspection under section 8 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. The 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, assistant headteacher and members of staff. They also spoke with a representative of the local authority and met with five governors, including the chair of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in other subjects.
- 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.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The views of pupils, parents and staff were gathered through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Samantha Ingram, lead inspector

His Majesty's Inspector

Jason Ofori

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 2024