

# Inspection of Allen Edwards Primary School

Studley Road, Stockwell, London SW4 6RP

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Inspection dates: 5 and 6 June 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils are rightly proud of their school. They demonstrate mature attitudes towards their peers, champion inclusivity and have deep knowledge of their human rights. Bullying is very rare, and pupils feel able to advocate for themselves and others. Pupils understand that adults always listen to any worries they may have. As a result, pupils feel safe and are kept safe at school.

Pupils benefit from an extensive extra-curricular offer. Pupils, including those with special educational needs and/or disabilities (SEND), access a range of additional activities, such as gymnastics, cooking and eco-club. Pupils further develop their leadership skills through taking on responsibilities, such as school council representatives, mental health ambassadors or librarians. Pupils readily contribute to their local community through fundraising events for food banks and global charities, nominated by the pupil-led 'steering group'.

Leaders are ambitious for all pupils to reach their full potential. Pupils work hard to reach these high expectations. They are curious about the world around them and keen to learn. As a result, they produce high-quality work in a range of subjects that they are proud to share with each other and visitors. Many pupils achieve well and are typically well prepared for the next stage of their education. Parents and carers are effusive in their praise for the school's work.

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

Leaders have ensured that all pupils, including those with SEND, access a broad and ambitious curriculum. Pupils with SEND are swiftly identified and well supported to access the full curriculum and extra-curricular offer. Staff are expertly trained to adapt the curriculum appropriately for pupils with more complex needs, including those who attend the school's specially resourced provision. This helps to ensure these pupils are well supported to progress through the curriculum from their different starting points and to achieve their personalised targets.

The curriculum is ambitious. In each subject, and the areas of learning in early years, leaders have set out the building blocks of knowledge that pupils need to secure. These are well sequenced so that pupils can build their understanding cumulatively over time. For example, in art and design, younger pupils learn to create different shades and hues through experimenting with different tools and techniques. Pupils apply this knowledge when using different media and methods, such as cross-hatching, to create different proportions and perspectives. This means that, by Year 6, pupils sketch London landmarks using different shading, layering and dimensions, successfully emulating the work of Stephen Wiltshire.

Assessment is generally used well. On occasion, pupils' understanding is not sufficiently checked. Some pupils do not always secure the important knowledge they need to progress through the curriculum and achieve well.

Reading is prioritised across the school. Children learn phonics from the start of their Reception year. Staff are well trained to deliver the phonics programme with precision. Pupils have regular and structured time to practise reading with books that are closely matched to sounds they are learning. Pupils who need support to catch up are swiftly identified. Leaders work closely with parents and carers. For example, 'stay and read' sessions and resources to use at home help pupils to embed their learning further.

A love of reading begins from early years. Children are encouraged to read both books and during role-play situations, such as when selling ice cream at the ice-cream stand and writing tickets for an aeroplane journey. Staff regularly share stories with children, which engage and enthuse them. For example, in Reception children take part in the telling of the story of the 'Highway Rat' by reenacting his journey.

Pupils' wider development is excellent. The curriculum is designed to help pupils to understand important issues, such as human rights, tolerance and respect. Pupils have opportunities to extend their learning in real-life contexts through 'culture' days, which allow them to celebrate different languages, cuisines and national dress. The curriculum also contributes to building strength of character. For example, pupils learn about themselves, others and their place in the world. Pupils develop an age-appropriate understanding of healthy relationships and the protected characteristics.

Behaviour in lessons and around the school is exceptional. Pupils' interactions with adults and each other are caring and courteous. This is because there are agreed routines and high expectations that are consistently applied. In lessons, pupils demonstrate high levels of motivation to learn and do their best. Leaders have worked closely with parents to ensure that attendance and punctuality remain high. This helps to ensure pupils do not miss out on their learning.

Those responsible for governance are well trained and fulfil their statutory duties. Governors have a secure understanding of the school's strengths and priorities for improvement. For example, they have played a role in reviewing and improving the curriculum. While governors maintain an overview of leaders' work, this is not always sharply focused on the impact that the curriculum has on what pupils know and remember.

Staff, including those at the early stage of their careers, value the support that they receive from leaders. They benefit from regular training and coaching that support them to develop professionally.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasion, pupils' understanding is not sufficiently checked. In these instances, some pupils do not secure the important knowledge they need to progress through the curriculum and achieve well. The school should continue to ensure assessment is used more consistently to ensure that all pupils are well prepared for the next stage of their education. Those responsible for governance should also ensure that challenge and support is sharply focused on evaluating the impact that the curriculum has on what pupils know and remember.

## 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>	100598
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10323247
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	387
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Vaila McClure
<b>Headteacher</b>	Louise Robertson
<b>Website</b>	<a href="http://www.allenedwards.co.uk">www.allenedwards.co.uk</a>
<b>Date of previous inspection</b>	10 July 2018, under section 8 of the Education Act 2005

## Information about this school

- The school has a specially resourced provision for pupils with autistic spectrum disorder, 24 pupils currently attend the provision.
- The school does not currently make use of any alternative provision.
- The school runs a breakfast and after-school club.

## 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.

- The inspectors held meetings with the headteacher, senior leaders, teaching and support staff.
- The lead inspector met with a group of governors, including the chair of the governing body. She also spoke to a representative from the local authority SEND team.
- The inspectors did deep dives in these subjects: reading, history, mathematics, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, 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 of pre-employment checks; 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 scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Matea Marcinko, lead inspector	His Majesty's Inspector
Jacquie Fairhurst	Ofsted Inspector
Sue Brooks	Ofsted Inspector

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