

Streatham Wells Primary School

Inspection report

Unique Reference Number	100608
Local Authority	Lambeth
Inspection number	307422
Inspection date	28 February 2008
Reporting inspector	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	258
Appropriate authority	The governing body
Chair	Mrs Valerie Martin
Headteacher	Ms Rosemary Newlove
Date of previous school inspection	3 November 2003
School address	50 Palace Road London SW2 3NJ
Telephone number	020 8674 3742
Fax number	020 8674 9154

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement of the pupils and the standards they reach, the quality of teaching and learning, the curriculum and the academic guidance given to pupils, and the impact of the school's work on their personal development. Evidence was gathered from a range of documents, pupil progress data, school records, discussions with the headteacher, senior managers, staff, pupils and governors, observations around the school and replies to the parents' questionnaire. Some aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average-size primary school with a Nursery. The large majority of pupils are from ethnic minority backgrounds. Black Caribbean is the largest group. One quarter of pupils are at an early stage of learning English as an additional language, which is well above average. The school has Healthy School status, the Basic Skills Quality Mark, the School Travel Plan award, and Investors in People status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Streatham Wells is an outstanding school. Pupils' well-being is at the centre of the school's determination to raise pupils' self-confidence and self belief. This contributes outstandingly to their very positive attitudes and exemplary behaviour in class and around the school, and helps pupils to make excellent progress. Pupils enjoy school very much. One parent commented, 'Both my children love coming to school and their confidence has blossomed since coming to Streatham Wells.' Spiritual, moral, social and cultural development are outstanding. Pupils appreciate opportunities to work in teams and are enthusiastic to take on responsibility. They contribute to the wider community through charitable collections and welcome the opportunity to help others in school. For example, older pupils listen to younger ones reading. Pupils are confident that they have an influence through the school council and speak with enthusiasm about the changes the school has made in response to their suggestions. Relationships between staff and pupils are excellent. Pupils feel safe in school and are confident that adults will listen and act quickly when there are problems. They have an excellent understanding of how to keep fit and healthy. The school works effectively to promote regular attendance and good punctuality. As a result attendance is above average. Pupils are proud of their school. One commented, 'This school is perfect.' Strengths in teamwork, positive attitudes to work and progress in basic skills stand them in good stead for the next stage in their education.

Pupils' achievement from their starting points is outstanding. The school provides excellent support to ensure that everyone is included in the life of the school whatever their backgrounds or needs. Pupils learning English as an additional language receive very good in-class support in Foundation Stage and throughout the school. Opportunities to work in small groups and talk about their learning ensure pupils who are at an early stage of learning English practise speaking and listening regularly. Consequently, they make very good progress and, by Year 6, they reach above average standards compared with their peers nationally. Very effective systems to check on how well pupils are doing help the school to quickly identify pupils who find learning difficult as well as those who are not making the progress which is expected of them. Very good additional support and early intervention, tailored to meet their individual needs, helps pupils who struggle with literacy and numeracy to make outstanding progress. In 2007 test results, Black Caribbean pupils reached well above average standards compared with Black Caribbean pupils nationally as a result of the support they are given.

Pupils build well on their good start in the Foundation Stage. Results in national assessments at the end of Year 2 were broadly average in 2007 and have risen steadily over the past three years, especially so in writing. However, few pupils reached the higher levels. Pupils make outstanding progress in Key Stage 2. Although standards by the end of Year 6 have fluctuated over recent years they are broadly average. In 2007, national test results show standards rose in mathematics and science and were above the national average while standards in English were average. Pupils' current work, as well as the school's own data, shows that the majority of pupils are working above the expected levels in English and mathematics.

Teachers in the Foundation Stage place a strong emphasis on developing children's use of letters and sounds (phonics). As a result, they make good progress from their low starting points in learning to read and write. However, only a small minority achieve the goals that are expected for their age. All children make extremely good progress in their personal, social and emotional development because there is a good focus on helping children to work successfully with others.

The quality of teaching and learning is good, with some examples of outstanding practice. Teachers plan a good variety of interesting things for pupils to do and share their high expectations so pupils strive to achieve their best. The well qualified and experienced support staff play a very significant role in tailoring provision to suit pupils of different abilities. Hence, pupils make rapid progress whatever their starting points. Pupils enjoy their lessons and are enthusiastic to learn. However, in some lessons work is not always matched accurately to the needs of all pupils.

Pastoral care is outstanding. The school works very well with outside agencies to enhance pupils' progress and ensure that all pupils, including the most vulnerable pupils are well cared for. Parents praise the school's work to involve them in their children's learning, such as guidance on helping children as they transfer to secondary school and workshops on phonics and numeracy to help parents support their children's learning at home. There are established systems in place to check up on how well pupils are doing and the management team analyses performance data with a sharp focus. Pupils know their targets and are aware of what they need to do to improve their learning. This is because marking and the academic guidance given are very clear. Consequently, they are consistently helpful in bringing about improvements in the standard of pupils' work and pupils meet challenging targets. The arrangements for safeguarding pupils are robust and regularly reviewed.

The curriculum is broad and reflects well the wide-ranging needs of all the pupils. Specialised in-class support given to those who speak English as an additional language and individualised attention for those who find learning more difficult ensures that all pupils are able to access the curriculum fully and achieve as well as they can. The curriculum is enriched by an impressive variety of themed weeks, visitors and popular extra-curricular activities including French, choir and multicultural arts club. There is a strong focus on literacy, numeracy, science and ICT as well as imaginative links between literacy, numeracy and a range of other subjects. Good opportunities to participate in sporting activities contribute well to pupils' very positive attitudes to keeping fit and healthy. More able pupils are encouraged to develop their interests and skills through enrichment classes and attend sessions on Saturdays at a local school in literacy and numeracy.

The headteacher provides dynamic and effective leadership. Many parents made a point of writing to express their appreciation for her leadership of the school. She is very well supported by other senior leaders, the staff and governors. Recent changes to the management structure have empowered new senior leaders. They have taken on increased responsibilities successfully and are strongly committed to supporting pupils and raising standards further. This, together with good self-evaluation and appropriate steps taken to ensure improvement since the last inspection, reflects the school's very strong capacity to make the necessary improvements.

Effectiveness of the Foundation Stage

Grade: 2

Children behave very well in the Foundation Stage. Attainment on starting school is generally below that expected for their age. There are good induction procedures for introducing the children and their parents to the school including home visits. These help children to settle quickly and give them a happy start to their school lives. One parent of a child in the Nursery said, 'My daughter settled in straight away and she likes the school so much she wants to go at the weekends too.' Children are quickly and carefully assessed. This helps the school to identify the needs of pupils and provide extra help for those who have weaknesses in speaking

and listening as well as those who are learning English as an additional language. Opportunities to match daily activities to children's individual needs are sometimes missed.

What the school should do to improve further

- Raise the quality of teaching in all phases to be as consistently as good as the best by ensuring that in all lessons work is matched accurately to the needs of all pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 March 2008

Dear Pupils

Inspection of Streatham Wells Primary School, London, SW2 3NJ

Thank you for your very warm welcome and for helping me when I visited your school recently. You were all very polite and friendly and I appreciated talking to many of you about your school and the help you gave me. I would like to tell you what I found out. Streatham Wells Primary is an outstanding school.

- You enjoy being at school and you behave very well.
- You work hard, try your best and care for one another really well. This helps to ensure your personal development is outstanding.
- Pupils who speak languages other than English at home are given lots of help and reach high standards.
- The headteacher, staff and governors are leading the school very well.
- All the staff work hard to check up on how well you are doing as you progress through the school to make sure you are doing as well as you can.
- Your parents and carers are very pleased that you come to this school.

I have asked for the teaching, which is outstanding in some lessons, to be as good as that all the time.

You can help by continuing to work hard and doing your best.

With best wishes for the future,

Madeleine Gerard

Lead Inspector