

West Wimbledon Primary School

Inspection report

Unique Reference Number	102652
Local Authority	Merton
Inspection number	308079
Inspection date	28 November 2007
Reporting inspector	David Marshall

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	297
Appropriate authority	The governing body
Chair	Mr Glynn Bailey
Headteacher	Ms Carey Neil
Date of previous school inspection	2 June 2003
School address	Bodnant Gardens West Barnes Lane Raynes Park London SW20 0BZ
Telephone number	020 8946 1620
Fax number	020 8944 9730

Age group	3-11
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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 pupils' achievement, the quality of the school's arrangements for the pupils' care, guidance and support and leadership and management. In addition, evidence was gathered from discussions and school documentation to evaluate the quality of teaching and learning and the school's curriculum. Other aspects of the school's work were not investigated in detail, but the inspection 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 in this report.

Description of the school

West Wimbledon Primary School was formed in September 2002 by joining a middle school with a first school, as well as incorporating the Local Authority's Base, known as Treetops, for pupils on the autistic spectrum continuum (ASC). The ASC Base has 25 pupils from across the borough. The management of the school changed in September 2004, with a new headteacher and new head of ASC Base, and subsequently a new deputy headteacher. The school data shows that 43% of children are of minority ethnic origin, of which the largest group is Korean. Around 30% of pupils have English as an Additional Language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

West Wimbledon is an outstanding school. Consistently improving national test results are founded on outstanding leadership, excellent teaching and a level of care for each individual pupil that is exceptional. A parent summed up what the school means to so many of them by saying, 'We are delighted that our son is at West Wimbledon, and he has loved being at the school since his first day in nursery. The teachers and other staff clearly treat him as an individual, and we like the emphasis they put on kindness and friendship as well as academic learning.'

When children start school, their skills and understanding are generally below those expected for their age. National assessments for pupils at the end of Year 6 show that standards have been consistently improving over the last three years. In 2007, the proportion of pupils in the mainstream school who reached the expected levels in English, mathematics and science was well above average, as was the number achieving the higher Level 5. The school's challenging targets were exceeded and all pupils, whatever their ability, achieved outstandingly well.

Teachers' expectations are high and pupils live up to them. Lessons are planned thoroughly and the work is matched carefully to pupils' abilities. Staff in the Foundation Stage create a very good balance between formal and creative work and encourage the children to be independent. This persists throughout the school, where a particularly good factor in raising achievement is the use of success criteria in lessons so that pupils can judge how well they have done. Lessons move forward at a very good pace and pupils' attention is held throughout. Every pupil spoken to commented that, 'Teachers make learning fun.' The use of resources, such as the interactive whiteboards, inspires pupils to try their hardest. Another characteristic of the successful teaching is the way that staff question pupils, get them thinking and expect well reasoned responses. These techniques work especially well for the excellent support staff working alongside those pupils with learning difficulties. The curriculum provides exceptionally well for the development of pupils' skills in the core subjects of English, mathematics, science and information and communication technology (ICT). The staff are currently developing exciting opportunities for pupils to enhance their learning in other, non-core subjects.

The school gives the highest priority to the care, guidance and support of its pupils in a safe, enjoyable and secure environment. Policies and procedures to safeguard pupils are firmly embedded and understood by all staff. Pupils' academic guidance is excellent. The tracking system is rigorous and enables all pupils to be involved in their own learning by evaluating their progress against their targets. The school's provision for those pupils who have learning difficulties or disabilities is exceptional, and as a result they make excellent progress. Provision in the ASC base, Treetops, is established on creating a friendly and calm environment where individuality is celebrated and every pupil is enabled to communicate at their own level. Teaching and learning are outstanding and, as a result of the setting of effective short-term targets in relation to communication, language and literacy as well as numeracy, achievement is outstanding. The base works very closely with parents and carers who are overwhelmingly appreciative of its work. One commented: 'WWP has given our son the best possible start to his education, after two failed schools, turned his life around. The children and staff at the school have made the last 3 and a half years happy and secure and allowed him a level of inclusion into mainstream, which I would not have considered possible - we are very grateful!' Annual reviews of learners' progress indicate that all pupils meet or exceed the very appropriate and challenging targets set in their individual education plans (IEPs).

Throughout the school, pupils' personal development and well-being are outstanding. They speak warmly about their school and relate exceptionally well to each other and adults. Attendance is above the national average and all pupils participate fully in lessons and behave exceptionally well. They feel safe at school and show great confidence in asking any adult for help if they need it. Pupils are developing an extremely good understanding of how to stay healthy, by eating sensibly and enjoying physical activities. Pupils are keen to take responsibility both for classroom tasks and by taking on school roles. Their contribution to the community is very good. They spoke very enthusiastically about representing the school in many events. Pupils are learning the necessary skills that will enable them to settle into their future schools well, and become good citizens in the future.

The very experienced headteacher's leadership is excellent. With the deputy head and head of the base, she has overcome the major difficulties she faced on taking up her post, and created as one parent put it, 'A fantastic school with noticeable results, it is a credit to the Merton Borough'. Teamwork is an aspect stressed by all in the school. The administrative team and site manager are considerable assets to the school and are very much appreciated by all concerned. Management at all levels is excellent and there is a good understanding of the strengths of the school and areas that need refining. The excellent governing body is fully involved and brings a wide range of skills to bear as governors to act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary. All those involved with the school have a determination not to rest on their laurels and the school has an excellent capacity to improve.

Effectiveness of the Foundation Stage

Grade: 1

Children make an excellent start to their education in the Foundation Stage. Staff get to know all the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle well. One parent summed up the success of this area by writing, 'The nursery at WW is faultless. The facilities are fantastic, the staff friendly and caring, and the activities varied and enjoyed fully by all the children.' Children's attainment on entry is often below expectations for their age, with an increasing number of children learning English as a second language. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The enjoyment of the children as they stared fixedly at a glowing lamp whilst listening to the story of 'Little Bear' was a good example of the success of the careful and exciting planning that all staff employ for their lessons. The rooms available are stimulating and resources are used well as children move from one to another. A very calm and purposeful atmosphere is created where the children are already making excellent progress.

What the school should do to improve further

Although there are no major issues for improvement, the inspector agrees with the school that it should refine teachers' planning to enable pupils' to develop their understanding and skills to the highest level in all subjects of the curriculum.

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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	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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	1
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

6 December 2007

Dear Pupils

Inspection of West Wimbledon Primary School, London, SW20 0BZ

You may remember that I visited your school recently. I really enjoyed my day with you and you all helped by being so friendly and keen to talk to me about your school. I am writing to let you know what I found out. You and your parents are right to be proud of the school because it is an outstanding school. All the adults in the school look after you very well and you told me how much they help you if you have a problem. You also told me how much you enjoyed your learning and I was really impressed by how well you behave and how enthusiastic you were in lessons. I also liked the assembly and the way you sang your school song so well!

The success of the school is because the headteacher, and staff, have worked hard to make it the place it is today. By the time you leave the school you are doing extremely well in English, mathematics and science and much better than in most schools. This is because you work really hard and the teaching is outstanding.

Teachers make lessons fun and interesting for you and are always trying to help you do even better in lessons. I have agreed that as they carry on making things even better and now that you are doing so well in English, mathematics and science, you should be given the opportunity to learn as much as possible in all the other subjects. You must continue to listen carefully and take note of what they say. Then you will all continue to make really good progress in your learning.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards

David Marshall

Lead inspector