

# Smallwood Primary School and Language Unit

## Inspection report

---

<b>Unique Reference Number</b>	101021
<b>Local Authority</b>	
<b>Inspection number</b>	342837
<b>Inspection dates</b>	3–4 February 2010
<b>Reporting inspector</b>	Jacqueline White HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Helen Todd
<b>Headteacher</b>	Mr Martin Roughley
<b>Date of previous school inspection</b>	3 June 2008
<b>School address</b>	Smallwood Road Garratt Lane London SW17 0TW
<b>Telephone number</b>	020 8672 6024
<b>Fax number</b>	020 8682 2065
<b>Email address</b>	head@smallwood.wandsworth.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	3–4 February 2010
<b>Inspection number</b>	342837

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. The inspectors spent the majority of their time looking at learning. They visited 11 lessons and observed all 11 teachers. They held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at documentation including the school improvement plan and self-evaluation.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement and behaviour
- the quality of teaching
- academic guidance for pupils
- how well the curriculum meets the needs of pupils
- the ability of leaders, including the governors, to evaluate accurately the work of the school and to pursue improvement rigorously.

## Information about the school

Smallwood is an average-sized primary school that serves an urban area. The number of pupils eligible for free school meals is well above average. Most pupils are from minority ethnic backgrounds and a high number speak English as an additional language. There is an attached unit for pupils who need particular help with language and communication skills. The unit has three classes that are set alongside mainstream classes in the school building. Additionally, an above average number of pupils have special educational needs and/or disabilities. The school has achieved the National Healthy Schools Status and the Activemark. When Smallwood Primary School and Language Unit was inspected in June 2008, it was judged to require special measures.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school is providing a satisfactory and improving standard of education for its pupils. Leaders and managers have a clear understanding of the school's strengths and areas for development. The headteacher took up his post in January 2010 and has wasted no time in securing a detailed understanding of the culture of the school and its wider community. With good support from the local authority and senior leaders, he has maintained the drive for continuous improvement and is uncompromising in setting high standards. Quite rightly, the headteacher intends to review the school development plan so that it reflects the current priorities of the school.

There is a shared vision amongst staff. They are proud to work in the school and have a clear understanding about the direction in which the school needs to move. Senior leaders and governors are demonstrating a satisfactory and strengthening capacity for sustained improvement. Subject leaders are new to their posts and still gaining experience. However, since the previous inspection significant improvements have been secured. Pupils' enjoyment of learning has increased and their achievement has risen. The learning environment in the main school, which includes the language unit, has been transformed. Pupils appreciate their bright, well-equipped and organised classrooms. Behaviour in lessons and around the school is now good. Pupils are supportive of each other and their warm relationships with staff are an important factor in their sense of belonging and feeling safe. These positive attitudes are reflected in improving attendance which is broadly in line with the national average.

The legacy of weaknesses in teaching is still evident in pupils' uneven pattern of progress and their dependence on intervention and booster strategies. A sustained trend of rising standards is yet to be established. The pattern of overall attainment in Key Stage 2 over the last three years has been significantly below average. In Key Stage 1, standards remain very low. Nonetheless, the large majority of pupils now catch up in Key Stage 2 and make good progress from their well-below average starting points to reach broadly average standards at the end of Year 6. As a result of high levels of well-focused support, pupils in the language unit make good progress.

Bringing about improvements in teaching and learning is a priority and ground is being gained. Teaching in the language unit is consistently good. In the mainstream, it is stronger in Key Stage 2. In the most effective lessons, teachers use assessment information to devise appropriately challenging learning objectives and identify the next learning steps for individual pupils. They also include opportunities for pupils to evaluate

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

their own learning. Lessons are delivered at a lively pace with a range of interesting activities. These skills are not shared by all teachers and consequently the quality of teaching overall is satisfactory.

The curriculum is better matched to pupils' needs but opportunities to develop creativity, establish connections between subjects and use information and communication technology (ICT) as a tool for learning are limited.

**What does the school need to do to improve further?**

- Ensure that teaching is consistently good, particularly in the Early Years Foundation Stage and Key Stage 1, by:
  - developing teachers' expertise in evaluating learning, especially in lessons, and using this information to identify the next stages of learning for individual pupils
  - clarifying the criteria for successful learning and improving pupils' abilities to assess how well they are doing.
- Improve the curriculum by:
  - introducing more opportunities for creativity and investigation
  - making connections between subjects through cross-curricular topics
  - extending the use of ICT as a tool for learning.
- Empower the recently appointed subject leaders through tailored training that includes how to use assessment information and develop the curriculum effectively.

**Outcomes for individuals and groups of pupils****3**

Provisional data for 2009 confirm a significant improvement in pupils' performance in national tests at the end of Key Stage 2. Standards are coming into line with national averages, beginning the reversal of a general pattern of low attainment. Results were better in mathematics and science than in English. At the end of Key Stage 1, however, the gap between pupils' performance in all subjects and national averages widened. Pupils with special educational needs and/or disabilities in mainstream classes and lower attaining boys make slower but satisfactory progress. The school's most recent assessment information indicates that these gaps are closing. Pupils who speak English as an additional language make good progress.

Children enter the Early Years Foundation Stage with knowledge, skills and understanding well below age-related expectations. They make satisfactory progress, but most do not reach the expected levels by the time they start Year 1.

Pupils are happy at school, feel very well cared for and discuss problems freely with adults. They show a good understanding of issues around personal safety and how to adopt healthy lifestyles. Pupils' spiritual, moral, social and cultural development is satisfactory and improving rapidly as a result of new events like international week where they thoroughly enjoyed exploring different customs, cultures and religions. In a good assembly about team-building and fairness, pupils participated enthusiastically and

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

thoughtfully.

Pupils take the role of the recently instituted school council very seriously and are making a satisfactory contribution to the improvement of the school but their interaction with the wider community is not yet substantial. Pupils work cooperatively together and show consideration for others. When asked what they thought had improved most at their school, they were unanimous, and right, in saying that behaviour was 'much, much better'.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers organise their classrooms well and create a supportive learning environment. Their subject knowledge is generally secure. Teaching assistants provide valuable support to a wide range of pupils through their effective work with individuals and different groups.

The observation of teaching and learning is more regular. Good systems have been introduced and senior leaders are becoming expert in judging the quality of teaching and its impact on learning. However, the systems and expertise are not yet fully

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

embedded and the increasing proportion of good and outstanding practice is not sufficiently shared. The pace of some lessons is too slow and pupils are not required to develop their thinking sufficiently. Opportunities for pupils to work independently and take responsibility for their learning are sometimes missed. Pupils' books are marked regularly with a good use of positive reinforcement and some, but not yet enough, helpful pointers for improvement. The uneven rate of pupils' progress is a reflection of past weaknesses in teaching and these remaining inconsistencies.

Teacher assessment is more reliable but it lacks precision in subjects other than English, mathematics and science. The school is establishing a clearer picture of children's skills and understanding on entry. Methods for recording children's progress in the Early Years Foundation Stage have been strengthened but teachers and teaching assistants do not always pinpoint the next learning steps for individuals.

The curriculum meets pupils' needs at a basic, satisfactory level but it lacks the variety and excitement to inspire pupils to take risks in their learning and deepen their understanding of the connections between subjects. The number of clubs, trips and visitors to enhance the curriculum is increasing. However, the school acknowledges there is scope for more and this is top of the pupils' 'wish list'.

The school is caring, supportive and effective in meeting pupils' needs and promoting their personal development. Vulnerable pupils receive good individual care and the school actively seeks advice and input from outside agencies to support these pupils and their families. All pupils receive very clear guidance about behaviour and some impartial advice to help them make informed choices about their futures. This is not yet structured within a coherent programme tailored to their needs. The school has developed good strategies for monitoring attendance and highlighting the benefits of coming to school every day to both pupils and parents.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

There is a strong, shared sense of purpose amongst all staff and the fulfilment of every pupil's potential is central to it. Most posts in the staffing structure have now been filled. The recently appointed Early Years Foundation Stage and Key Stage 1 leader, and the assistant headteachers are getting to grips with their roles and demonstrating good potential for evaluating the work of the school and driving improvement independently. The new subject leaders are poised to become more involved in curriculum

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

development. Staff are increasingly accountable for pupil outcomes with performance management ensuring staff targets are linked to pupils' progress.

Equality of opportunity is promoted rigorously especially through the pastoral curriculum. Incidents of racism are rare and any discrimination is challenged forcefully. Variations in the performance of groups of pupils are now being tackled successfully. Safeguarding and child-protection procedures are robust and meet requirements.

Methods for tracking the progress of pupils have improved significantly. The use of target setting to raise achievement is also strengthening. However, the system for collating data about pupils' performance is not refined enough to facilitate complex analysis quickly and easily.

The school's contribution to the local community is strengthening. Staff are working with some success to engage different groups and develop the school as the hub of the community. Leaders have a good understanding of the context of the school and are far more outward looking. Within the school, cohesion is strong and partnership with parents is growing through better consultation. A draft policy for promoting community cohesion is in place but strategies for evaluating work within the wider community are at an early stage of development.

A shadow governing body has been appointed and members have completed induction training. They will work alongside the interim executive board (IEB) until September 2010 when they will operate as an independent body. The IEB has steered the school effectively and, together with senior leaders, has established secure foundations for further improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Early Years Foundation Stage

Overall, children make sound progress in their learning. They settle quickly to activities, cooperate, enjoy learning and get on well with each other. In the main, activities are interesting and purposeful and capture the children's imaginations. Opportunities for developing their mathematical skills have improved, particularly in relation to shape, space and measures. There are, however, insufficient writing experiences built into the activities, especially as this is a weaker element of children's learning. Progress in personal and creative development is much more rapid than in other areas.

Teaching and learning are satisfactory and there are new systems to assess and record learning. Observations of children's activities are detailed. However, the assessment of their learning is often focused on the detail of the activity rather than an evaluation of what has been learnt in order to inform precisely the next stages of learning. Planning for the activities children choose for themselves is less detailed, particularly for outdoor activities, and it is not always apparent what staff expect children to learn. The buildings, which are due to be replaced in the near future, make it difficult to link indoor and outdoor activities but there are still missed opportunities for the children to take responsibility for their learning, to select their own resources or initiate their own learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 February 2010

Dear Pupils

Inspection of Smallwood Primary School and Language Unit, London, SW17 0TW

Thank you so much for helping us when we came to inspect your school last week. We were impressed with how welcoming and polite you were. We were very pleased to see how much the school has improved. It now provides you with a satisfactory quality of education. You enjoy school life and this is evident in your improving attendance. You show kindness and respect for each other, feel safe and are well cared for. As you move up the school the standard of your work improves and the large majority of you make good progress. Your behaviour is good and you take your responsibility to help the school get even better very seriously. You appreciate the growing range of activities and trips available but would like more.

Lots of staff have joined the school recently including your new headteacher. Everyone is working well together and knows what needs to be done to improve things further. We have agreed the following things are most important.

- Making the curriculum more creative and exciting.
- Asking teachers to check regularly how well you are learning.
- Helping you to assess your own work and know how well you are doing.
- Helping the new subject leaders to settle into their jobs quickly.

You have played an important part in your school's improvement. Keep up the good work by coming to school every day and concentrating hard in lessons. We noticed how proud you are of your school and we hope that you continue to be happy and successful there.

Yours sincerely

Jacqueline White

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**