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Mrs D Russell
Wimbledon Park Primary School
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Dear Mrs Russell

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 20 October 2009 and for the information that you provided before and during my visit. I would be grateful if you would also pass my thanks on to the staff, pupils and governors for the warmth of their welcome and the significant part they played in the inspection visit.

I note that there have been no significant changes to the staffing or status of the school since the last section 5 inspection. Your retirement at Christmas will involve the current deputy taking responsibility for the leadership of the school from January until a permanent headteacher is appointed next year.

As a result of the inspection on 30 September and 1 October 2008, the school was asked to ensure that teachers take necessary actions to ensure that all pupils make good progress, to use information from assessments to plan and to support pupils to achieve well, and that the leadership of the school develop a sharper understanding of important areas for development.

Having considered all the evidence, I am of the opinion that at this time the school has made:

- satisfactory progress in making improvements
- satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the last inspection, pupils' attainment at the end of Key Stage 2 has remained above the national average and there have been improvements in the proportion of pupils achieving Level 5 in mathematics. Although the standard of pupils' reading is



above average, their relatively less well developed writing skills mean that a smaller number than expected achieved two levels of progress in English over the key stage. The school has responded to this by beginning to plan a wider range of opportunities to develop writing skills and there is already evidence of the positive impact of this response. Attainment at Key Stage 1 remains above the national average overall. The strengths identified in the Early Years and Foundation Stage in the previous inspection are still evident.

The satisfactory progress that pupils continue to make throughout their time at the school, together with pupils' above average attainment, means that their overall achievement is satisfactory. Other outcomes for pupils remain strong and the school has maintained its outstanding ethos of care, support and community spirit, and its successful focus on pupils' well-being and their outstanding personal development.

Staff and governors have responded positively and with enthusiasm to the challenges of the last inspection report. Senior leaders have prioritised improving the progress made by pupils, and they now show a clear understanding of what needs to be done. For example, the school now uses a system that records the attainment of all pupils, based on reliable assessment processes, to generate targets for individuals and groups of learners, and to monitor and influence their progress. For example, the data generated make a very useful basis for the regular reviews of pupils' progress that are undertaken. In addition, teachers are beginning to make use of this assessment data in planning lessons. This development is complemented by a good programme of staff training, regular sharing of expertise, and evaluation of the impact of these developments in classrooms. The combined effect has been to improve the proportion of good and outstanding teaching. However, because the system to monitor progress is still relatively new, it has not yet been able to influence the quality of outcomes in end of key stage tests or to influence the quality of teaching to its full potential. Areas for development still include further refinements in judging the quality of teaching and the use of assessment in classrooms in relation to its impact, and improving the degree of challenge provided for learners.

This means that the progress that the school has made in these areas at this time is judged as satisfactory. However, these developments are of such quality, and their introduction has been so well managed, that they clearly have good potential to support further improvements in pupils' progress. In addition, senior leaders now have a good grasp of what has to be done to improve the school further and the handover to the new leadership from January has been managed well. These factors demonstrate that the school has made progress in demonstrating a better capacity to make further improvements.

The satisfactory support provided by the local authority in assisting the school to respond to the findings of the last inspection has been valued. Plans are in place to support the sustained improvement of the school under the interim leadership of the deputy next year.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Alan Taylor-Bennett
Her Majesty's Inspector