

West Wimbledon Primary School

Bodnant Gardens, West Barnes Lane, Raynes Park, London SW20 0BZ

Inspection dates

12–13 September 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, leaders and governors have not maintained the outstanding quality of education. Over time, there has been a decline in pupils' achievement.
- The quality of teaching and learning, particularly in writing and science, is inconsistent across the school. Teachers' expectations of what pupils can achieve are not consistently high. They do not consistently use the checks they make on pupils' progress to set learning tasks that meet their needs. All this affects pupils' progress and attainment, particularly the most able pupils.
- Although governors play a strategic role in the direction of the school, they do not hold leaders to account well enough for pupils' progress, attainment and the use of additional funding.
- Children in the early years do not make sufficient progress from their starting points. Therefore, they are not as well prepared for their learning in Year 1 as they should be. The environment does not fully support children's learning and development.
- Occasionally, adults in the early years do not take advantage to promote children's language development in a range of contexts.
- There have been significant changes in the senior leadership team. Currently, there is no leader to take responsibility of leading the science curriculum. This aspect of the curriculum is underdeveloped.
- Disadvantaged pupils make inconsistent progress. There are differences in achievement between these pupils and their peers, particularly in reading and writing.

The school has the following strengths

- Pupils are friendly, respectful and well behaved. They told inspectors that they feel safe at school. Pupils' behaviour is good.
- Leaders' work to promote pupils' spiritual, moral, social and cultural development is effective.
- In 2018, pupils' performance in the national assessments at the end of key stages 1 and 2 improved from 2017.
- Leaders have created a caring and inclusive environment in which pupils are valued and respected.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - senior leaders make sure that the quality of teaching and learning is consistently strong across all year groups, so that it matches the strongest teaching in the school, especially in writing and science
 - the role of the science leader is developed to ensure that pupils make good progress in this subject
 - governors hold leaders to account robustly for all pupils' progress
 - governors check carefully how well additional funding is spent
 - disadvantaged pupils across the school make similar progress to that of their peers in reading and writing.
- Improve the quality of teaching and learning so that it is consistently good or better by ensuring that:
 - teachers' expectations of what pupils can do and achieve, particularly in writing and science, are high
 - teachers ensure routinely high expectations of pupils' presentation of work
 - teachers use assessment information effectively to plan lessons that are well matched to the learning needs of all pupils, particularly the most able
 - pupils apply their writing skills well in a range of contexts across the curriculum
 - teachers provide pupils with tasks in science that will deepen their learning.
- Improve the early years provision by ensuring that leaders and other staff:
 - raise their expectations of what children can learn and do
 - increase children's attainment and improve their progress so that they achieve well and are well prepared for their learning in Year 1
 - improve the quality of teaching and learning, and children's outcomes in writing
 - capitalise on learning opportunities to support children's language development.
- An external review governance should be undertaken to in order to assess how this aspect of leadership and management may be improved.
- An external review of the school's use of premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, there has been staff turbulence, including within the senior leadership team. This has had an adverse effect on the quality of education provided. The quality of teaching and learning is inconsistent across the school and in different subjects. Consequently, pupils' outcomes are not consistently good.
- Aspects of the curriculum are underdeveloped. Currently, there is no leadership of science. Checks on the quality of teaching and learning in this subject are inconsistent. This has led to pupils making variable progress in some year groups.
- Although leaders monitor the use of additional funding, it has not had a strong enough impact on some disadvantaged pupils' progress across the school.
- Pupils' learning is enriched beyond the classroom. The school has links with another primary school in the local area, which offers pupils the opportunity to participate in a range of activities, such as debating and learning Latin. This supports pupils' personal development.
- Leaders provide effective leadership of the special educational needs resource base. They carefully check the progress of pupils who have SEN and/or disabilities to make sure that this group of pupils meet their targets.
- The local authority has provided support and challenge to school leaders. Local authority representatives closely checked the school's work last year. For example, they supported leaders in analysing pupils' progress and attainment information and evaluating the difference that leaders' actions was making on outcomes for different groups of pupils. As a result, outcomes for pupils at the end of key stage 2 in July 2018 improved. This academic year, the local authority has brokered the support of an executive headteacher from a primary school within the borough to secure continued improvements.
- Pupils are well prepared to take on their roles as citizens of modern Britain. For example, pupils recognise, respect and value the diverse backgrounds of their peers. Additionally, they are taught about the major world religions, which gives them a better understanding of different faiths and cultural backgrounds. Pupils learn about different types of family. Typically, pupils say, 'We are all equal.' Pupils' spiritual, moral, social and cultural values are developed effectively.

Governance of the school

- Over time, governors have not held senior leaders to account sufficiently for pupils' academic achievement.
- Governors do not hold senior leaders to account well for the use of additional funding and the difference it makes to pupils' progress.
- Members of the governing body contribute effectively to key documents such as the school's self-evaluation and the school's plans for improvement.

Safeguarding

- The arrangements for safeguarding are effective. The overwhelming majority of parents say that their children are safe and well looked after at school. Typical words used by parents to describe the school include, 'supportive', 'inclusive' and 'caring'.
- Pupils told inspectors that they feel safe at school. Leaders ensure that pupils are taught how to keep themselves safe through assemblies and the school's personal, social, health and economic (PSHE) education programme of lessons.
- The school follows up pupils' absences thoroughly to make sure that pupils are safe when they are not in school.
- Leaders have made sure that all staff who work with pupils are checked appropriately. The single central record of staff suitability checks complies with the latest statutory guidance.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is uneven across year groups. This has led to pupils making inconsistent progress.
- There are variations in teachers' expectations of what pupils can do and achieve. On some occasions, teachers do not use their checks on pupils' learning to plan tasks that are well matched to meet the needs of pupils of different abilities. As a result, pupils find the work either too easy or too hard. Sometimes, pupils, particularly the most able pupils, are set tasks that do not deepen their understanding of the subject taught.
- Pupils are taught to write in a range of styles and different contexts. For example, pupils in Year 2 learn to write letters from a book character's point of view. In some year groups, teachers model writing well to pupils. However, the work in pupils' books shows that there are inconsistencies in the development of pupils' writing skills, particularly for the most able pupils. Teachers' expectations of pupils' presentation and handwriting are inconsistent.
- In science, pupils are taught topics as outlined in the national curriculum programme for each year group. Teachers provide opportunities to investigate scientific topics. For example, in Year 3 pupils investigate the permeability of rocks. However, some teachers do not use their checks well to plan tasks that deepen learning for pupils, particularly the most able.
- In some year groups the teaching of reading is more effective than others. Where it is more effective, teachers question pupils well to ensure that they have secured a good understanding of the texts they read. Younger pupils use their phonics skills well to read words they are unsure of. Pupils told inspectors they enjoy reading a range of different types of text. Overall, teachers make good use of reading diaries to support pupils' reading development at home.
- Where the teaching of mathematics is more effective, pupils make good gains in their mathematical knowledge and skills. They apply their mathematics well to solve problems and develop their reasoning skills.

- The quality of teaching in the resource base is effective. Staff use a range of well-planned strategies effectively to promote pupils' social and communication skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development is good. Pupils told inspectors that they feel safe. They know how to keep themselves safe when using the internet. Older pupils have designed posters which are displayed around the school to remind their peers about staying safe on the internet.
- Leaders develop pupils' physical well-being effectively. Pupils have plenty of sporting opportunities and understand the importance of healthy eating.
- Pupils told inspectors that bullying is rare at their school. When there is such an incident, adults deal with it promptly. Pupils told inspectors that they are confident to talk to an adult if they were worried.
- Pupils know about the different forms of bullying, including cyber bullying. Whole-school events such as assemblies and 'anti-bullying week' raise pupils' awareness of personal safety and well-being.
- Pupils told inspectors they enjoy coming to school and that learning is fun and enjoyable. They confidently explained their learning to inspectors and expressed their views about school life well. They are self-confident pupils.
- Pupils relish the opportunities to take on additional roles, such as school council members and 'head girl' and 'head boy'. Members of the eco-council take responsibility for recycling, for example. Such roles provide pupils with opportunities to develop their leadership skills and take responsibility for their school environment.
- Almost all the parents agree that their children are happy at school.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around the school, in corridors and during playtimes. This contributes to a calm and orderly learning environment. However, on occasions, when teaching is not strong, pupils lose concentration and low-level disruption occurs in lesson time. This affects pupils' learning.
- Pupils are friendly, respectful and well mannered. For example, they hold doors open for adults and visitors, and are keen to be helpful.
- Pupils' attendance is in line with the national average. Persistent absence has reduced slightly but is still above the national average.
- Most parents agree that pupils are well behaved.

Outcomes for pupils

Requires improvement

- Over time, there have been inconsistencies in the quality of teaching. This has led to

pupils making uneven progress. Variability in teachers' expectations of what pupils can achieve are hindering pupils' progress.

- The work in current pupils' writing books shows that their progress is inconsistent across the school, particularly the most able pupils. Teachers do not provide good enough opportunities to extend the writing skills of the most able pupils. These pupils are capable of achieving more. As a result, some pupils do not make the progress of which they are capable.
- In 2017, pupils' attainment in science at the end of key stages 1 and 2 was below the national averages. Disadvantaged pupils' attainment at the end of Year 6 in this subject was well below that of other pupils nationally.
- Currently, the work in pupils' science books across the key stages shows that pupils in some year groups do not make consistently good progress. In some year groups, the standard of pupils' writing in science is not strong.
- Disadvantaged pupils' progress is inconsistent across year groups, particularly in reading and writing.
- The provisional 2018 assessment information shows that the proportion of pupils who achieved the expected standard in the phonics screening check at the end of Year 1 was above the national average. There was an improvement in the proportion of disadvantaged pupils who met the expected standard. Younger pupils who read with the inspectors used their phonics well to read unfamiliar words. Older pupils read with fluency and demonstrated an understanding of the text read.
- The school's 2018 national assessment information shows that pupils' attainment in reading and mathematics at the end of Year 6 was above average. Their attainment in writing was in line with the national average.
- Pupils who have SEN and/or disabilities make similar progress to other pupils in reading, writing and mathematics. Pupils who attend the resource base make strong progress in their learning due to effective teaching and leadership.
- Current pupils' progress is better in mathematics than in writing.

Early years provision

Requires improvement

- Leadership of the early years is not sufficiently strong. Leaders and staff have inconsistent expectations of what children can do and achieve.
- Most children join the Reception Year with knowledge, understanding and skills at or above those typical for their age. The 2018 provisional assessments show that the proportion of children who achieved a good level of development was just slightly above the national average. However, given children's high starting points this does not represent good enough progress.
- Teaching requires improvement. Adults offer a range of activities to facilitate children's learning and development. However, staff do not provide sufficient resources to support and extend children's early writing attempts.

- Although adults act as effective role models for speaking and listening, some opportunities which could further support children's speech, language and communication skills are overlooked.
- Children are well behaved. They play and learn happily together in a safe environment. They work well together, cooperating with each other and sharing resources. For example, inspectors observed how well children worked together in the outdoor construction area to build a pirate ship.
- Adults in the early years engage well with parents about how well their children are doing. There are many opportunities for parents to be involved through a range of activities, such as workshops. Parents have access to their children's online records and contribute to their learning through the use of 'wow' cards. This provides good continuity for their children's learning and development.

School details

Unique reference number	102652
Local authority	Merton
Inspection number	10056713

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	500
Appropriate authority	The governing body
Chair	Jo Reynolds
Executive Headteacher	Paul Lufkin
Telephone number	020 8946 1620
Website	www.westwimbledonprimary.co.uk
Email address	school@westwimbledon.merton.sch.uk
Date of previous inspection	28 November 2007

Information about this school

- The local authority has brokered the support of an executive headteacher from a local primary school, Wimbledon Park Primary School. He started this role at the beginning of September 2018 and works at the school for three days each week. The chair of the governing body took up her position in June 2018.
- The school has a resource base, Treetops, for 25 pupils who have autistic spectrum disorder.
- The breakfast club and after-school clubs are managed by the school.
- The school is larger than the average-sized primary school.
- The proportion of pupils who are eligible for free school meals is broadly average.
- The proportion of pupils who receive SEN support is below average. The proportion of pupils who have an education, health and care plan is well above average.

Information about this inspection

- Inspectors visited all the classes to observe pupils' learning. Most of these visits were undertaken jointly with senior leaders. Inspectors scrutinised pupils' books in English, mathematics and in a wide range of other subjects.
- Inspectors spoke to pupils at different times during the school day, including while in lessons, at breaktimes and lunchtimes. They met with one group of pupils to ascertain their views about their learning and school life. Inspectors listened to pupils read from Years 2 and 6.
- Meetings were held with leaders at all levels, including the executive headteacher, acting headteacher and phase leaders. Inspectors met with staff, members of the governing body and a local authority representative.
- Inspectors considered 108 responses to Parent View, Ofsted's online survey, which included 41 free-text responses. Inspectors also spoke to parents at the start of the school day.
- Inspectors scrutinised a range of school documentation, including safeguarding documents, the school's self-evaluation and information related to pupils' progress and attainment.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Jason Hughes	Ofsted Inspector
Juliette Jackson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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