

Inspection of Streatham Wells Primary

50 Palace Road, London SW2 3NJ

Inspection dates:

30 and 31 January 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005.

The headteacher of this school is Sarah Wordlaw. This school is part of The Charter Schools Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Cassie Buchanan, and overseen by a board of trustees, co-chaired by Jonathan Slater and Claire Maugham.

What is it like to attend this school?

This is a joyful and inspirational place. Pupils say it is an amazing school. Parents and carers are equally complimentary of the school's work. Strong, nurturing working relationships underpin the happy, community feel. All pupils, including those with special educational needs and/or disabilities (SEND), achieve excellent outcomes at this school.

The trust is ambitious for all pupils. The broad and balanced curriculum ensures that pupils know more and remember more. They build strong conceptual understanding across subjects. This prepares pupils in very good stead as they move on to secondary school.

Expectations for pupils' behaviour are equally high. Children are encouraged from the early years to be polite and independent. Pupils hold doors and interact with adults very politely. Older pupils explain that they are taught to be mature and independent. For instance, they learn to sort out any minor disagreements themselves calmly.

Pupils feel very safe at school because they know that staff look out for them. There is a high level of trust and respect among the school community. Pupils talk animatedly about all that the school has to offer, such as the winning sports teams and the exciting residential trips.

What does the school do well and what does it need to do better?

The school has planned a comprehensive, ambitious curriculum. Leaders' curricular thinking ensures that pupils' learning builds incrementally over time. There is a strong focus on supporting pupils to think critically about what they learn. This means pupils, through discussion and debate, develop strong knowledge and understanding across subjects. For example, in geography, pupils talked with confidence about the lines of longitude and latitude and how these relate to climate.

Teachers know their pupils well. This enables them to address any misconceptions in pupils' learning. Staff are knowledgeable about how to meet the needs of pupils with SEND and do this highly effectively. This ensures that all pupils succeed across the curriculum, and they achieve exceptionally well.

Reading is a high priority. The school is committed to ensuring that every pupil becomes an accomplished reader from the start. Staff make sure that pupils experience a range of genres, authors and styles during their time at school. Staff praise the excellent training that enables them to deliver the phonics programme with skill, expertise and fidelity. Assessment in phonics is accurate. As such, books that pupils read are well matched to the sounds they know. Any pupils in danger of falling behind are quickly helped to catch up. There are many initiatives to encourage a love of reading. Leaders listen to pupils' views on books and source a variety of books that successfully inspire more reluctant readers.

Pupils have extremely positive attitudes to learning. They listen carefully to their classmates' contributions in lessons. They are adept at challenging or building on others' ideas, even those that differ from their own. Attendance is high because leaders have clear systems to make sure pupils come to school regularly. From early years onwards, pupils are taught to be independent.

The school's offer for personal development is exceptional. Through a rich and varied religious education, pupils learn about the different faiths that make up modern Britain and beyond. They get to visit a broad range of places of worship, including on a local faith trail. There are ample opportunities for pupils to learn about physical and emotional well-being. For example, pupils learn about consent and how to be a good friend.

Pupils have a highly developed understanding of the importance of a healthy lifestyle. They grew their own food and sold it at Borough Market to emphasise solutions to the cost-of-living crisis. The school council has instituted 'planet friendly Mondays' to help the environment.

The school offers many leadership roles and responsibilities for pupils. Leaders ensure that pupils' talents are nurtured. The offer for music and performing arts is strong. Pupils have gone on to act professionally and to get bursaries to secondary schools specialising in music, as well as perform at The O2.

Leaders provide staff with regular training, which staff highly value. Staff said that the trust gives them fantastic support to move on in their careers. Staff are effusive in their praise of how leaders support their well-being. They say it is a very happy place to work and like a big family.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need](#)

of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149556
Local authority	Lambeth
Inspection number	10296680
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	Board of trustees
Chair of trust	Jonathan Slater and Claire Maugham
Headteacher	Sarah Wordlaw
Website	www.streathamwells.lambeth.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school does not make use of alternative provision.
- The school runs a breakfast club and an after-school club.
- Streatham Wells Primary School converted to become an academy in January 2023. When its predecessor school, Streatham Wells Primary School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, other school leaders and staff, the school improvement partner from the trust, members of the board of trustees and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered learning in other subjects, including computing and geography.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, pupils and parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also spoke to pupils about their experiences in school and observed them during more informal times, such as playtime.
- Inspectors considered other documentation, including trust and local governing body minutes, the school development plan, attendance figures, and documents relating to personal development. They also met with relevant staff around these issues.
- Inspectors met with parents at the start of the school day and also looked at staff and parental responses to Ofsted's online surveys.

Inspection team

Jeanie Jovanova, lead inspector

Ofsted Inspector

Milan Stevanovic

Ofsted Inspector

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