



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR STREATHAM WELLS PRIMARY SCHOOL

Name of School:	Streatham Wells Primary School
Headteacher/Principal:	Sarah Wordlaw
Hub:	Hayes
School phase:	Primary
MAT (if applicable):	The Charter Schools Educational Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	20/11/2023
Overall Estimate at last QA Review:	Leading
Date of last QA Review:	07/03/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	15/01/2019

1. Context and character of the school

Streatham Wells Primary School is an average sized, one form entry, fully subscribed 3 - 11 mixed primary school. The school buildings were purpose built in the 1970s and provide pupils with plenty of pleasant space, including an outside garden with a polytunnel.

The school's location within Tulse Hill is an area of above average deprivation. Similarly, the pupil deprivation base is high, with an above average proportion of disadvantaged pupils. Pupils have a diverse range of backgrounds. The stability of pupils is well above average. The proportion of pupils for whom English is an additional language is well above the national average.

The proportion of pupils with special educational needs and/or disabilities (SEND) is at the national average. However, the proportion of pupils with an education, health and care plan is above the national average.

The school sits within Lambeth local authority. Streatham Wells became an academy in February 2023 and joined The Charter Schools Educational Trust. The school's mission is 'growing hearts and minds'. In order to help their pupils flourish, leaders promote their six values which are presented as 'happiness, resilience, courageous, respectful, pioneering, excellence.'

2.1 Leadership at all levels - What went well

- Leaders passionately articulate their ethos of growing hearts and minds, showing how it underpins their curriculum design and all decision-making. Thrilling descriptions of pupils using a text book on philosophy to help them think critically when exploring utopian stories and famous philosophers illustrates their many examples.
- This clear focus means that leaders have responded fully to the three EBIs from the last quality assurance review to the extent that leaders' research, pupil responses and inclusive environments now represent particular strengths in leadership and provision.
- Subject leaders talk enthusiastically about how they develop staff subject knowledge via training and research with high quality subject experts and

bodies, such as the Ogden Trust for physics and the PSHE hub for personal, social, health and economics education (PSHE). The art leader used training from Access Art to upskill staff on mark making and drawing. The PSHE leader using her training as a mental health lead to amend the PSHE curriculum using resilience theory. Many leaders run training sessions for staff in other trust schools.

- Leaders' curriculum intent is to nurture future generations so that they are more enlightened than the current. Pupils demonstrate this in discussion when they recall national events such as Road Safety Week, Anti-ableism Week, Show Racism the Red Card and Anti-bullying Week which are celebrated in lessons, assemblies and school activities.
- To reflect the highly enriching curriculum, leaders maintain their impressive range of prestigious awards, adding the Royal Horticultural Society School Gardening Award at level 5 and the Place2beleading Inclusive Practices Award to the previous list. Elected pupils are proud to introduce themselves as leaders in these and other key activities.
- Governors take an active role in monitoring how well pupils understand the British values. After evaluating democracy in Ancient Greece and electing peers to the wide range of pupil leadership roles, pupils impressed governors with their understanding of the value of democracy and what it looks like in action.
- Young pupils readily recall a long list of enriching activities that promote the school values and make them feel that school is special. These include: events such as Lego activities on Red Nose Day, a donkey at the school fair and dancing at a school disco; clubs such as football, coding, art and German; trips such as singing at St Paul's Cathedral and visiting the National Maritime Museum.
- Staff skilfully prepare pupils for secondary school and for their future life by routinely linking their learning to the real world and the skills needed to work in each subject. For example, as part of the University College London Science Capital Research programme, the science leader has involved the whole community in what being a scientist involves. The art leader linked with a local artist, which enabled pupils to skilfully paint a mural in the local community.

2.2 Leadership at all levels - Even better if...

...leaders further developed their implementation of strategies for adaptive teaching at the point of learning, in line with research.

3.1 Quality of provision and outcomes - What went well

- Leaders at all levels create an exceptionally well sequenced curriculum which makes daily connections across year groups and across subjects. For example, Year 2 pupils learn about the collective nouns for animals in English, building on their prior learning about animals in Year 1 and their concurrent science lessons on animal biology.
- Leaders ensure that the subject curriculum uses high quality content to work alongside the wider curriculum to promote equality. For example, to complement their celebration of Disability History Month, pupils reinforced their understanding whilst studying the Vikings. By exploring Ivor the Boneless' leadership, they learned that disability need not be a barrier. Pupils later recalled this character when considering masculinity in an English lesson.
- Reading is a key feature of most lessons. For early readers, fidelity to the phonics scheme ensures children make accelerated progress from their starting points, achieving well in national tests. Older pupils use scaffolds to help them extract information from high quality articles. When reading an article by author Jeffrey Boakye, the teacher asked, 'Why might we think he enjoyed his childhood?' Pupils showed they could support their point from a text by quoting, 'I have fond memories of hanging out with my Dad.'
- Teachers carefully plan questions to target their pupils with SEND. For example, when asked about how the character Odd shows strength, a pupil with SEND was delighted to answer correctly with, 'He is mentally strong, clever and he is smart.'
- Pupils routinely benefit from the curriculum and teachers' expertise across all subjects. An example from a mathematics lesson exemplifies this. The teacher questioned pupils to be sure that they understood the language of equivalence in fractions. Pupils learned how the concept could be linked to real life by discussing discounts when buying pizza.
- Teachers' routine use of the oracy strategy 'Agree, Build, Challenge' creates an environment where collaboration and mutual respect is natural. Pupils indicate their response to each with hand movements. When taking part in discussions and debates, the visual impact of pupils vigorously placing one fist on the other to show their desire to 'build' on each other's comments is striking.

- Teachers provide clear instructions and examples, modelling activities skilfully, including potential misconceptions and how to overcome them. For example, the teacher used 'y' instead of 'Y' when starting a paragraph. The teacher modelled resilience when acknowledging her mistake which the pupils gleefully pointed out. As a result, pupils' books show writing that draws on their toolkits for literacy and language devices to creatively adapt teacher models.
- Across subjects, pupils say and write impressive sentences which show the power of their curriculum. For example, in a reading lesson when asked to comment on traditional cultural expectations on men, a Year 5 pupil suggested that, 'Men having to live up to expectations affects women too. It affects their mindset because it makes them think that they can't do the same.'
- The high quality of pupils' oral and written work across the curriculum is reflected in strong historic outcomes. Pupils in both key stages achieve strong results in national tests for phonics, reading, writing and mathematics.
- Pupils behave with consistently high levels of respect for each other and for adults. They play a positive role in creating a school environment in which respect, tolerance and diversity are celebrated and nurtured. In discussion, pupils reflect this in frequent comments about the kindness around them. One pupil summarised their school experience as, 'This school is different and it makes me happy and joyful.'

3.2 Quality of provision and outcomes - Even better if...

...subject leaders reworded their learning objectives in child friendly language so that pupils could use them more effectively when self-assessing their work.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The highly inclusive curriculum particularly benefits disadvantaged pupils and those with additional needs to feel an important part of the community. The Sunday Sport Clubs for pupils with SEND are also popular with other pupils. Current work towards accreditation for the Autism Friendly Award further reflects the inclusive culture.

- The special educational needs co-ordinator (SENCo) runs weekly meetings which all staff attend to create a whole staff approach to meeting needs. Pupils agree that staff know them well and offer the support they need.
- Building on mathematics mastery training, the SENCo trains staff to apply this to all subjects and plan curriculum activities to be inclusive from the beginning. This strategy uses open-ended tasks that are 'low threshold but high ceiling'. For example, when the teacher asked whether the source supports or contradicts, a Year 5 pupil with cognition needs was able to offer the perspective that although Vikings might have stolen or been raiders on the Anglo-Saxons, this was to help their own families.
- Because of the high number of disadvantaged pupils and those with additional needs, the SENCo trains staff to teach a high quality universal offer that meets the range of needs. As well as modelling and language development, teachers routinely use non-verbal cues to support behaviour and learning. Teacher slides and handouts are consistent in the use of 'Widgits' symbols to illustrate concepts clearly and concisely.
- Where pupils need further support, additional adults encourage independence. For example, a pupil with SEND was very keen to interact with the teaching assistant (TA), asking, 'Do I work it out this way?' The TA started a dialogue suggesting, 'You could do this.'
- The SENCo uses bespoke strategies for individual pupils. Pupils who process information slowly use Chromebooks. This helps them bring out their thoughts during important writing activities. Another pupil with social, emotional and mental health (SEMH) needs expresses thoughts using emojis.
- Pupils with high additional needs are well resourced. Leaders employ a specialist SEMH learning mentor and a therapist. The SENCo sets up individual workstations in the classroom where pupils can develop their executive functioning, such as prioritising. Zip wallets at each station include tasks to be used as appropriate.
- In keeping with the headteacher's philosophy that everyone is a leader, the higher-level TA is now a lead practitioner for disadvantaged pupils across the trust. Both of the TAs are part of a PSHE working group to keep the curriculum relevant to pupils' changing needs.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

None identified.

5. Area of Excellence

A reading for pleasure community, fostered through diverse and representative texts and a challenging, inclusive curriculum.

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Streatham Wells' extensive provision for encouraging a love of reading leads to pupils achieving excellent reading outcomes. Reading is a high priority for the school because leaders discovered that many of their pupils did not read for pleasure. Leaders use an immersive approach across the school. Reading is highly visible, with a well-resourced main library, class reading areas, an outside reading hut, a reading bar and vivid displays. Pupils use these spaces for structured reading lessons but also when choosing to read during breaks, lunch and after school. A selection of extra-curricular clubs focuses on reading, such as film and media club, scrip-writing club, German book club and the reading club.

Reading for pleasure is planned throughout the term. The curriculum includes daily reading opportunities as a priority, planned as appropriate from Nursery to Year 6. Teachers work with Nursery, Reception and newly joining reluctant readers to identify each child's reading identity, using the method of 'reading rivers', as their starting point.

In addition to phonics and guided reading lessons, all pupils enjoy routine reading for pleasure sessions as part of the school day. Teachers are trained to read out loud so that pupils hear high quality performance when listening to whole class texts. The Nursery to Year 6 reading curriculum plans high quality diverse texts across a range of genres and styles but also includes author reading sessions and poetry performances.

Regular reading for pleasure events encourage pupils to be life-long readers by modelling social reading. Leaders draw parents into the reading for pleasure community, including reluctant parent readers, by enticing them with 'Blind date with

a book' offers, book tasting evenings and the popular book buffet. Every half-term, all pupils take part in the family reading day.

Leaders target some pupils who need additional support to become independent readers. These pupils have a package that includes regular visits to the local public library and free books to take home.

The Literacy Lead is a reading and writing specialist leader in education. The headteacher has written 'Time To Shake Up the Curriculum: How to diversify and decolonise the curriculum'. For visiting colleagues, leaders offer guidance and expertise in:

- Promoting an actively anti-racist, anti-homophobic, anti-sexist and anti-ableist curriculum through texts.
- Representing pupils in key and supplementary texts through the authors, themes and characters featured, as well as carefully chosen topics that promote critical thinking and lead to higher pupil engagement and academic outcomes.
- How to source free books for the library, book corners and disadvantaged pupils.
- Identifying each child's reading identity using 'reading rivers'.
- Reciprocal Buddy reading techniques using Year 5 and Year 2 pupils.
- How to turn all teachers into keen readers who become experts as literacy teachers.
- Programmes for early morning tutoring and intervention sessions.

5.2 What evidence is there of the impact on pupils' outcomes?

Pupils learn how to find what they will love to read. This was evident in the advice they give which was frequently to read the blurb. One pupil suggested, 'I'd say read the blurb, see if it hooks you in, depending on what genre you like, like *thriller*. Try, *Asha and The Sprit Bird*. It's an adventure of a girl who is trying to find her dad.'

Pupils believe that reading is good. They say that it makes you smart because it helps you learn more new words and more new things. They are clear that reading is interesting and that if you like a subject, you should read books about it. 'And sometimes, it's just fun!'



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Although leaders aim is for pupils to love reading for life, pupils at all key stages read at a standard significantly above the national average. Historically, either all or nearly all pupils pass the phonics screening test. The gap between disadvantaged and non-disadvantaged pupils narrows as cohorts move through the school.

5.3 What is the name, job title and email address of the staff lead in this area?

Name: Emma Warsop

Job title: Assistant headteacher and Literacy Lead

Email address: ewarsop@streathamwells.org

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)