



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR STREATHAM WELLS PRIMARY SCHOOL

<b>Name of School:</b>	Streatham Wells Primary School
<b>Head teacher/Principal:</b>	Louise Salewski
<b>Hub:</b>	Hayes
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	28/11/2018
<b>Estimate at last QA Review</b>	This is the school's first review
<b>Date of last QA Review</b>	N/A
<b>Grade at last Ofsted inspection:</b>	GOOD
<b>Date of last Ofsted inspection:</b>	04/11/2014



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#### Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	Not submitted for this review.
<b>Previously accredited valid Areas of Excellence</b>	N/A
<b>Overall Estimate</b>	OUTSTANDING

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## **1. Context and character of the school**

- Streatham Wells Primary School is a smaller than average, one-form entry primary school in the Borough of Lambeth.
- The proportion of disadvantaged pupils in the school is above the national average.
- Pupils are from a range of ethnic groups, although White British is the largest. Lower down the school, there is an increasing proportion of pupils classified as White Other, mainly of Eastern European heritage. A much higher than average proportion of pupils have English as an additional language (EAL).
- The proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is broadly in line with the national picture, while those with an education, health and care plan is above average.
- The school is part of the Lambeth School Partnership and an observer at Nexus Education trust meetings.

### **2.1 School Improvement Strategies - Progress from previous EBIs**

- This is the school's first review.

### **2.2 School Improvement Strategies - What went well**

- The senior leadership team constitutes a strong, cohesive unit. All members lead by example and set high expectations of staff and pupils alike. The school motto is "Great oaks from little acorns grow", and the whole community was involved in its conception. The motto exemplifies the school's caring, nurturing ethos and is very personalised to the pupils in the school. It provided a unique selling point for the school and attracted parents to enrol their children. The notion that Streatham Wells is "a village school in the city" holds true and, as a result, the school is heavily over-subscribed.
- The school development plan (SDP) is created following a review of the previous year's priorities. This has resulted in a reduced number of priorities being identified, and provide clearer direction. By making the plan more simplified, it is thus more understandable for all stakeholders. It is reviewed termly and is closely linked to phase and subject action plans.

- The more able disadvantaged pupils are targeted this year with a view to raising their achievement. Interventions are made in all year groups but those in Year 6 receive more specific support to raise their outcomes above national benchmarks. Regular pupil progress meetings successfully identify each pupil who needs help so that bespoke interventions can be applied more effectively. In these meetings, disadvantaged pupils are always the first group to be discussed, indicating the priority leaders place on these pupils. A middle leader is conducting action research on disadvantaged pupils and her feedback enables all teachers to have improved knowledge of this group and, more importantly, how to raise their standards. Hence, these pupils make steady progress.
- Leaders have promoted a mixed ability teaching model across the school because in Streatham Wells' context, it was recognised as the best approach for their pupils. This method is also fully supported by parents and the resulting progress of all pupils is testament to the success of this methodology. Leaders have a strong awareness of the progress pupils are making. As a result, realistic expectations of each class ensure high levels of achievement are sustained.
- The broad and balanced curriculum develops a sequence of skills and knowledge that benefit all pupils, leading to exceptional progress. Leaders focus on specific areas of the curriculum to fully utilise the school's resources. All subjects captivate pupils because they become immersed in a diet of rich language and so they fully enjoy their lessons. This contributes effectively to sustaining high-level outcomes.
- Physical education and sport have a high profile in the school. As the school brochure states that for a small school, Streatham Wells "punches above its weight". Locally, teams perform well in competitions against other schools that are much larger. A talented sports coach delivers high quality lessons and extra-curricular activities that are both inclusive and enjoyable. Every pupil is welcome and encouraged to take part in some activity. A strength has been in NFL Flag Football, where the school became local champions and had the privilege of playing at Wembley stadium during the half-time break of a professional NFL game, an experience the pupils said they will never forget.

### **2.3 School Improvement Strategies - Even better if...**

...all staff continued to pursue accelerated progress for more able disadvantaged pupils.

### **3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs**

- This is the school's first review.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- The fact that Streatham Wells is a small school means that every pupil is well-known to teachers, and this is combined with the inclusive ethos that permeates the whole school. One pupil aptly commented, "We feel like a family here". It is no surprise that pupils go on to make exceptional progress. Personalised learning supports pupils to build on their strengths and the careful structuring of lessons leads to high levels of achievement.
- Questioning is a strength of teaching and is targeted accurately to test each pupil's knowledge. This was particularly successful in a Year 4 RE lesson, where careful questioning allowed pupils to explore the learning objective in great depth. Differentiated questions are used effectively in the Nursery, not least, because the teacher knows the children so well. The selective use of questioning in lessons increases the number of opportunities for deeper thinking and discussion.
- Challenge is appropriate across all year groups because teachers set high expectations of their pupils with the aim of accelerating their learning. Staff build successfully on prior learning because their skill in sequencing lessons effectively, along with accurate differentiation, means that all pupils are challenged.
- High levels of engagement are a striking feature in all classrooms. Pupils are enthusiastic learners who display a hunger for more. In a Year 6 English lesson, the subject matter 'Street Child' completely immersed the pupils. This brought a literacy focus to their topic of the Victorians that absorbed their full attention. The resulting written work they produced was of the highest quality.
- Mutual respect and positive relationships abound in all phases, resulting in a school-wide environment that is highly conducive to learning. This makes a direct contribution to high outcomes and the fun element in lessons adds to pupils' love of learning.
- Behaviour is exemplary around the school and in class; pupils exhibit admirable attitudes to learning. Self and peer assessment are commonly utilised and pupils thrive on discussing their learning with their classmates. Opportunities to undertake these activities add to their confidence.
- Teaching assistants provide vital support to the pupils they work with. They are a skilled group that effectively raise standards for disadvantaged and/or SEND pupils.

- A scrutiny of books from more able and more able disadvantaged pupils indicated strong progress. Teachers accurately identify these pupils so that they are stretched to achieve their best; their use of expressive language in their written work is impressive. The neat presentation of work indicates pride in ownership, and the breadth of subject matter exemplifies the rich curriculum at the school.
- High achievement is maintained through constantly personalising learning. High quality teaching and learning are key features of obtaining the results the school achieves. Through the use of PUMA and PIRA tests, teachers are able to closely monitor progress and thus detect and react to any reduction in pupil performance.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

It was decided that no improvements to teaching and learning were necessary.

## **4. Outcomes for Pupils**

- On entering the Early Years Foundation Stage, children typically have levels of development below those expected for their age. This is particularly evident in relation to communication, language and literacy. Accurate baselining enables staff to gain a reflection of children's starting points, from which a clear indication of progress is measured. High quality teaching throughout their time in the school, means pupils reach well above average standards. Streatham Wells is a high-performing school. The percentage who achieved a good level of development in 2018 at the end of Reception was 77%, a figure above the national average. All groups make strong progress, as can be observed via the Interactive Learning Diary system.
- Almost all pupils passed the phonics screening check last year, comfortably surpassing the national and local authority benchmarks.
- In Key Stage 1, pupils' attainment exceeded the local and national averages in reading, writing and mathematics at the expected and greater depth standards. There were no consistent differences between boys' and girls' attainment; boys performed better in some areas, girls in others. Disadvantaged pupils' attainment exceeded national figures in reading, writing and mathematics. EAL pupils performed exceptionally well in all three areas in this key stage.
- Achievement in Key Stage 2 was especially strong last year. Progress was average in reading, above average in mathematics and well above average in writing. A staggering 90% of pupils gained the combined measure while 17% met the greater depth standard, figures that were significantly above the national averages. Individually, all three areas of the curriculum were above the national benchmarks. The progress of disadvantaged pupils was in line with that of non-disadvantaged pupils nationally, and virtually all gained the combined measure at the expected level although none gained the higher standard.

- As in Key Stage 1, the performance of EAL pupils was above average. Overall, progress in reading, writing and mathematics has remained strong over the last three years, adding to the assertion that Streatham Wells is a consistently high performing school.
- Current progress suggests high standards will be maintained across all phases in the summer. Cluster and borough moderation ensures the efficacy of teacher assessments. Close monitoring, using the school's assessment tool, reveals the progress pupils make set against the learning objectives teachers raise in their teaching. This enables all staff to concentrate on diminishing any differences so that all pupils achieve at the appropriate level.

## **5. Area of Excellence**

Not submitted for this review.

## **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Nothing at this time.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**