

Inspection of an outstanding school: Wimbledon Park Primary School

Havana Road, London, SW19 8EJ

Inspection dates:

27 and 28 September 2022

Outcome

Wimbledon Park Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils are delighted to be a part of this school. They thrive in an environment where they are not worried about making mistakes. This is because pupils know that they will receive expert support to improve and get better in a subject.

Pupils said they feel that they belong here and that no one in this school ever feels left out. They feel safe at school, knowing they always have a trusted adult to go to if they have any concerns or worries.

Pupils work hard in lessons. They focus well as they tackle the tasks that teachers set them. Pupils are polite and respectful, and are proud of their school. Leaders successfully establish and maintain high standards throughout the school, including for pupils' achievement and conduct. If any problems occur, including bullying, leaders deal with them promptly and effectively.

Staff encourage pupils to understand their responsibilities as productive citizens of the world. Through weekly assemblies and in lessons, pupils are taught about different cultures and communities. They learn about and celebrate the differences in all people. Themed whole-school events like International Day provide opportunities for pupils to discover more about the world, as well as learn about challenging stereotypes and discrimination.

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

Leaders have put in place an ambitious curriculum. They have high aspirations for all pupils. They also ensure that pupils receive the support they need to achieve highly. This is the case across the curriculum. In each subject, leaders have identified the important elements that they want pupils to know and remember long term. Learning builds very effectively upon what pupils already know and can do.

Pupils take part actively in discussions in lessons. They are confident when expressing their opinions. Pupils use their prior knowledge and link it to new learning. Disruptions to learning are rare.

Pupils receive plenty of opportunities to practise, consolidate and extend their learning. In music, for example, children in the early years are introduced to the fundamentals of rhythm, beat and pitch. They enjoy putting into practise what they know, for example by clapping or tapping out rhythms and singing in unison with their classmates. This knowledge lays the foundations for what children will learn later in music. For instance, pupils learn to play the Djembe drums in Year 3. They confidently draw upon what they have learned and practised previously, such as playing a specific number of beats at a particular speed.

Teachers receive high-quality training to improve the way they deliver the curriculum. There is expert teaching across the school. Teachers are confident at choosing activities that enable pupils to learn and keep knowledge in the long term. They are quick to adapt their teaching to address misconceptions. In mathematics, for example, some pupils in Year 1 found it difficult to understand how numbers are partitioned. Teachers were quick to spot this and adjust their teaching. As a result, pupils could make sense of their new learning. Pupils, including those with special educational needs and/or disabilities (SEND), achieve very well across the subjects that they are learning.

Leaders and teachers use assessment well to ensure that they identify and meet pupils' needs, including those with SEND. When pupils came back to school after the COVID-19 lockdowns, subject leaders worked alongside teachers to identify gaps in pupils' understanding. Together, they adjusted the curriculum and ensured that any gaps were closed in a short space of time.

Pupils show a genuine love of reading. They talk about books and their favourite authors with contagious enthusiasm. Leaders prioritise the teaching of early reading. Across the school, pupils receive high-quality teaching of phonics by skilled staff. Children begin learning how to read as soon as they start in early years. Those who are falling behind in their phonics knowledge receive effective support. Because of this, these pupils catch up with their peers.

Leaders aim to support pupils develop into young leaders. Pupils get a first-hand experience of democracy by electing their school council officers. Pupil leaders take their responsibilities seriously. For example, when their peers raised concerns about football at playtime, the school council asked staff to create a timetable. This ensured that everyone gets an equal opportunity to play.

Widening pupils' experiences is a clear focus. Leaders provide an extensive extra-curricular offer that includes trips, sports competitions and performances. A wide range of after-school clubs are also provided, and these are hugely popular with pupils across the school.

Staff appreciate that leaders are approachable. They talk about adjustments leaders have made to make their work manageable. For example, leaders recently streamlined the arrangements for pupils' end of year reports, which teachers said they found very helpful.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure that the care and safety of pupils are a high priority. They ensure that staff receive relevant and up-to-date training. Staff are clear about reporting and recording procedures. Leaders are quick to act on referrals and they work with external agencies to support pupils and families. Pre-employment checks on the suitability of staff are rigorous.

Pupils are taught how to keep themselves safe at home, at school and when online. The curriculum is rich with opportunities for pupils to learn about this. Age-appropriate lessons on privacy and consent form part of the school's relationships and sex education curriculum.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in October 2016.

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](#)' 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.

School details

Unique reference number	102648
Local authority	Merton
Inspection number	10240527
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	644
Appropriate authority	The governing body
Chair of governing body	Eric De Regnaucourt
Headteacher	Paul Lufkin
Website	www.wimbledonpark.merton.sch.uk/
Date of previous inspection	12 and 13 October 2016, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provider.
- The school is part of a federation with another primary school in the local authority.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the executive headteacher and other members of the senior leadership team.
- The inspectors also met with members of the governing body, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.

- In inspecting safeguarding, the inspectors carried out a scrutiny of the school's single central record of pre-employment checks as well as other safeguarding records. The inspectors considered the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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