

# Inspection of Griffin Primary School

Stewarts Road, London SW8 4JB

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Inspection dates: 13–14 November 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## **What is it like to attend this school?**

Pupils are happy and enjoy their time at school. Attendance rates have improved. Pupils take on positions of responsibility as digital leaders, peer mentors and environmental leaders.

Leaders have made some improvements to how well pupils learn. Leaders are raising expectations of what pupils should know and remember. Some subject planning identifies what pupils should learn and when, but this is not fully in place for all subjects. Sometimes, teachers do not follow subject plans closely.

Pupils are kept safe and feel safe. They are encouraged to look after their own physical and mental health. Pupils' behaviour at breaktime is typically sensible. Pupils play together cooperatively and know who to go to if any problems occur. Sometimes in lessons, pupils' behaviour disturbs the learning of others. Pupils said that teachers are good at dealing with any bullying issues when they arise.

The early years provision is a strength of the school. Children get a good start to their education in Nursery and Reception classes. They learn to work together and achieve well.

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

Leaders' work is beginning to secure some improvements where they are needed. Pupils' achievement is rising.

Leaders have introduced changes to what they want pupils to learn in each subject. Subject plans set out what leaders want pupils to learn and when, so that they build up their knowledge and skills.

In some subjects, such as English, mathematics and history, subject plans are ambitious. Sometimes, teaching does not ensure that pupils learn the content identified in subject plans. At other times, teaching does not build on what pupils already know and can do. Long-term planning in subjects such as physical education (PE), science, computing and geography is not as securely in place.

In subjects such as mathematics, teachers check pupils' knowledge regularly. However, they do not routinely check what pupils misunderstand or revisit the things that pupils find difficult.

Leaders want all pupils to be confident readers. In Years 1 and 2, they have improved the way phonics is planned and taught. Pupils' achievement in the Year 1 phonics screening check improved in 2019. However, pupils could do better in reading. Some pupils struggle to read because their knowledge of phonics is not secure. Staff do not make sure that all pupils have reading books that match the sounds that they know. This holds pupils back in learning to read and write.

Teachers know the individual needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND receive additional help outside the classroom. Leaders have not ensured that all staff have the necessary expertise to meet the needs of these pupils effectively. They have not provided teachers with enough guidance on how to meet these pupils' needs well.

Over the last two years, leaders have focused on improving the early years provision. Subject planning is careful, including for children with SEND. This means that children develop the knowledge and understanding that they need for the start of Year 1, including in reading. They begin learning phonics as soon as they join the Reception class. Teachers plan activities that help children to practise and build up their phonics knowledge and reading fluency. Children enjoy listening to stories and talking about books.

At breaktime, pupils generally play together well and are considerate of others. In classrooms, restless behaviour sometimes hinders pupils' learning, for example when pupils are slow to settle to their work. Leaders have not ensured that all staff deal with any off-task behaviour swiftly and effectively.

Pupils learn about their local community. Leaders organise outings and visits that are closely linked to what pupils are learning in subject lessons. Pupils are enthusiastic about developing their wider interests. They told us that they would like to be offered a wide range of clubs during and after school.

Recently, leaders have introduced opportunities for pupils to take on responsibilities within the school community. They help other pupils and look after the school's resources. They take on roles readily. Leaders encourage pupils to manage their emotions and to value one another's differences. This encourages pupils to strengthen their personal and social skills.

Teachers feel that leaders consider their well-being and make sure that their workload is acceptable. Teachers at the start of their careers feel well supported. They receive guidance from more experienced teachers.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive up-to-date training about safeguarding. Staff make promoting pupils' welfare a priority. They are acutely aware of the safeguarding needs of pupils and the potential risks that pupils may face in their local community.

Leaders work well with external agencies to safeguard pupils and support their families. Leaders guide pupils to keep themselves safe, including when online. Pupils and staff understand what to do if they have any concerns.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In key stage 1, the teaching of phonics has improved. However, some pupils still struggle to read fluently and accurately. Leaders should ensure that pupils have reading books that match the sounds they know. This will help pupils to practise and apply their phonics knowledge.
- In some subjects, such as mathematics, planning sets out what pupils should learn and by when, but teachers do not follow these plans consistently. In other subjects, such as geography, history and science, plans are not as well developed. Leaders should support teachers to plan and deliver sequences of lessons that build on what pupils already know, to enable pupils to reach ambitious end points.
- Pupils' misconceptions are not routinely dealt with quickly. Leaders and teachers should address any misunderstanding in order to close gaps in their knowledge.
- Pupils' attitudes to learning are not consistently positive. In classrooms, some pupils' conduct distracts others. Leaders should make sure that all staff are skilled in dealing with any off-task behaviour quickly and effectively.
- Leaders have recently introduced improvements to promote pupils' personal development. However, leaders should ensure that the range of opportunities and activities encourage pupils to explore their interests and talents and develop their personal and social skills.
- Pupils with SEND do not learn as well as they could. Leaders should ensure that all staff are confident to plan for and support the needs of pupils with SEND. Leaders and teachers should adapt subject planning so that pupils with SEND learn and remember important knowledge across all subjects and achieve well.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	145060
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10128887
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	298
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Whalley
<b>Headteacher</b>	Karen Bastick-Styles (Executive principal)
<b>Website</b>	<a href="http://www.griffinprimary.co.uk">www.griffinprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Griffin Primary School opened as an academy in June 2014 and a member of the Odyssey Academy Trust. On 1 August 2017 the school became a member of the Elliot Foundation Academies Trust. When its predecessor school, Griffin Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The executive headteacher oversees Griffin Primary School, as well as another school within the academy trust. The trust is currently reviewing the governance arrangements at the school.
- The school has a breakfast club which is managed by the school.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we met with the executive headteacher, senior leaders and subject leaders. We also met with the chief executive officer of the trust and governors, including the chair of the governing body.
- We listened to groups of pupils read from Years 1, 2 and 6.

- We did deep dives in these subjects: reading, mathematics, history and PE. We spoke to pupils about their learning and held discussions with teachers and subject leaders. We visited lessons accompanied by leaders and reviewed pupils' work. Other subjects were considered as part of this inspection.
- We spoke with pupils and staff formally and informally around the school.
- We observed and talked to pupils during lunchtime and breaktimes.
- We spoke to parents at the beginning of the school day.
- We met leaders to discuss safeguarding arrangements. We also reviewed relevant documents linked to safeguarding.
- We considered a range of documents, including records of governors' meetings, curriculum information, school policies, behaviour and attendance information. Additionally, we looked at information on the school's website.
- We considered responses to Ofsted's online survey, Parent View, including seven written responses. There were no responses to Ofsted's surveys for pupils or staff.

### **Inspection team**

Jeffery Quaye, lead inspector	Ofsted Inspector
Meena Walia	Ofsted Inspector
Martin Roberts	Ofsted Inspector

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