

Inspection of Telferscot Primary School

Telferscot Road, Balham, London SW12 0HW

Inspection dates:	11 and 12 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are enthusiastic and excited to share their learning. They are incredibly proud of their school community and value their positive relationships with staff and peers. Pupils demonstrate positive attitudes to learning. They share the school's high expectations of what they will achieve. They are motivated to learn. This begins as soon as they join the school. For instance, in Reception, children demonstrate resilience to persevere on a task. The school focuses on pupils' individual needs. Learning and support are tailored to enable pupils to thrive and achieve well.

Pupils show great respect for each other. They appreciate and value their different opinions and beliefs, which helps to create a happy school environment. Behaviour is consistently positive. Playtimes are joyful, with pupils creating games and playing harmoniously. If they have any worries or concerns, pupils know that every adult in the school will listen and help.

The school offers an extensive range of memorable enrichment opportunities to inspire pupils' learning. For instance, Year 5 pupils loved the opportunity to perform Shakespeare in Greenwich Theatre. Pupils are proud to represent the school at sporting tournaments and music events. Pupil leaders know they make a positive impact on the school and wider community. For instance, eco warriors work together to help reduce school waste and improve air pollution by encouraging walking. The school council plans and hosts charity events.

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

The rich, broad curriculum enables pupils to build knowledge, skills and vocabulary progressively. For instance, a strong foundation of number knowledge is developed in the early years and builds progressively through school. Pupils apply this knowledge effectively to problem solving. Pupils develop a deep understanding of important concepts and can make links between their learning. For example, key stage 2 pupils link their learning about democracy to a topic on the Romans. Learning is purposeful, which increases pupils' motivation. For instance, in Year 4, pupils write a survival guide about the residential trip to share with Year 3 pupils.

Teachers have strong subject knowledge, which they use to explain information to pupils clearly. Learning is skilfully adapted to meet the needs of pupils with special educational needs and/or disabilities (SEND). Staff use well-chosen resources to support these pupils to learn successfully. Staff carefully check what pupils know and remember, and they provide precise support to address any gaps in pupils' learning. This helps pupils to achieve well.

The school has placed a high priority on reading. A consistent and effective approach to phonics teaching helps pupils to develop their early reading skills. Teachers support pupils with SEND through additional activities and focused adult support. Books are matched to pupils' reading levels, and they quickly build a love of reading. Reading is enjoyed throughout the school, for instance through daily reading sessions. Pupils experience a

wide genre of texts and books that reflect the school's diverse community. Library champions facilitate playtime reading sessions in the school library.

The school teaches pupils to understand and respect the faiths and beliefs of others. Pupils enjoy visits to places of worship. Individual identity is encouraged and celebrated, and on 'Express Yourself' day, families gather to enjoy a cultural food and music festival. The school community is valued by pupils, who work well together and respect each other. Children receive a strong start in the early years. They quickly learn routines and develop positive relationships with their peers.

Leaders know the pupils and their families well. The school provides a wealth of support to enhance pupils' school experience, both pastorally and academically. The school encourages families to be part of pupils' learning journey. For example, family art sessions and workshops help parents and carers to understand what their children will learn. Leaders support families to overcome barriers that may affect attendance and punctuality. Attendance is positive. Pupils want to be in school as they enjoy learning.

The exceptional wider enrichment offer enables pupils to develop and extend their interests and talents. Pupils take part in art workshops and showcase their work. High numbers of pupils engage in music and sporting activities. Year 6 pupils enjoy learning the 'Life Skills' programme, which prepares them for secondary school and greater independence. Teachers organise a wide range of trips and workshops to enhance understanding of the curriculum. For instance, Year 2 pupils develop their line drawing skills by visiting and drawing interesting structures, such as the London Eye.

Leaders and governors are ambitious to continually develop the school. They accurately identify areas they want to improve further and provide precise professional development opportunities to facilitate this. As a result, staff have a secure understanding of the school's curriculum and pupils' needs. All staff strive to make a positive impact on pupils' development. Staff are proud to work at the school. They value the supportive and collaborative environment.

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	100586
Local authority	Lambeth
Inspection number	10345661
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair of governing body	Garry Connolly
Headteacher	David Cooper
Website	www.telferscot.co.uk
Dates of previous inspection	5 and 6 November 2014, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that 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 leaders and a range of staff. They also met with members of the governing body and a school improvement advisor.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and science. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and a scrutiny of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of parents, pupils and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Olly Wimborne	Ofsted Inspector
Lorraine Slee	Ofsted Inspector
Beth McKenzie	Ofsted Inspector

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