

Southwark Primary School

Park Lane, Old Basford, Nottingham, NG6 0DT

Inspection dates 9–10 January 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The Early Years Foundation Stage prepares children well for their future learning. As a result, they are happy, keen to learn and inquisitive about the world around them.
- Pupils of all abilities, including disabled pupils and those who have special educational needs, make good progress in reading, writing and mathematics throughout the academy.
- Pupils make a particularly strong start in developing their reading skills which provide a firm basis for their subsequent learning.
- The quality of teaching is good. It is sometimes outstanding. Teachers have high expectations of all groups of pupils and ask thoughtful questions to deepen their understanding.
- Teaching assistants make a good contribution to many aspects of pupils' learning.
- Pupils are well behaved and considerate towards each other. They feel safe and well cared for. Consequently, classrooms are calm and orderly, and pupils take a pride in their work.
- Pupils' health and emotional well-being are strongly developed through many opportunities for them to take responsibilities and to participate in sporting, artistic and musical activities.
- The Executive Principal and Principal provide clear and purposeful leadership which is driving the academy forwards. They are supported well by effective subject leaders and a knowledgeable governing body. As a result, pupils' achievement and the quality of teaching are improving well.

It is not yet an outstanding school because

- Teachers do not consistently reinforce and develop pupils' mathematical vocabulary.
- Teachers could make fuller use of marking and feedback to help pupils improve their own work.
- Occasionally teachers do not make sure pupils are as resilient and determined as they could be in their work.

Information about this inspection

- The inspectors observed 27 lessons, including four which were observed with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms. Inspectors also heard pupils read.
- Discussions were held with two groups of pupils; the Chair and other members of the governing body; an educational consultant who supports the school leaders; and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of 48 responses to Ofsted’s online questionnaire (Parent View) and the outcomes from the school’s own consultations.
- Inspectors observed the school’s work and looked at a range of documents, including information on pupils’ current progress, the school’s plans for improvement, the management of teachers’ performance, the use of pupil premium funding, and documentation and records relating to pupils’ behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

John Greevy

Additional Inspector

Judith Tulloch

Additional Inspector

Martin Bertulis

Additional Inspector

Full report

Information about this school

- The academy is much larger than the average-sized primary school. The number of pupils on roll is rising and has increased by almost a fifth since the academy opened.
- Southwark Primary School converted to become an academy on 1st September 2011. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be outstanding.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The majority of pupils are from White British families. The proportion of pupils of minority ethnic heritage is well above average.
- The proportion of pupils who speak English as an additional language is broadly average.
- A significant number of pupils join the academy in different year groups other than Nursery or Reception.
- The academy meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a breakfast club and an after-school club which are managed by the governing body.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to further improve pupils' achievement, especially in mathematics, by:
 - using marking and feedback well to guide pupils to improve their own work
 - improving pupils' knowledge and use of an accurate and appropriate mathematical vocabulary
 - ensuring pupils are relentless and determined in all their work.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills and understanding which are generally well below those typical for their age in all areas of learning. They make good progress through the Early Years Foundation Stage especially in their personal, social, reading and writing skills. They are keen to learn and, consequently, well prepared for their future learning.
- Pupils of all abilities achieve well throughout the rest of the academy in reading, writing and mathematics. They leave the academy at the end of Year 6 with standards which are average, as largely reflected in the results of national tests for reading, writing, grammar, spelling and punctuation. In the national tests at the end of Year 6 in 2013, not all pupils reached the highest levels they could have from their results in Year 2 in mathematics and standards were below average. This largely related to significant and specific issues affecting a small number of pupils at the time. The work of the current pupils in Year 5 and 6 shows a strong trend of improvement in mathematics.
- Pupils supported by pupil premium funding make good progress. The academy is narrowing the gap between the levels they reach and those of other pupils nationally. These pupils are less than a term behind other pupils in the school in English and mathematics. In many classes, these pupils are working at levels similar to the expected levels for their age. This reflects the well-targeted use of specific funding for these pupils and the effective promotion of equality of opportunity.
- Disabled pupils and those who have special educational needs progress well. Some of these pupils make outstanding progress. They acquire effective reading, writing and number skills which enable them to tackle a wide range of subjects. They are supported well to take increasing responsibility for their own work.
- Pupils with English as an additional language make similar progress to their peers. The strong focus on basic skills and the opportunities to apply them contribute to their successful achievement.
- The most-able pupils make good progress in a range of subjects. They make good use of their skills in reading, writing and, increasingly, in mathematics to reach above-average standards. They show imagination and initiative and are increasingly logical and systematic in tackling new problems.
- The significant proportion of pupils who start the academy at starting points other than Nursery and Reception achieve well during their time at Southwark. They respond well to rigorous procedures for quickly identifying strengths and weaknesses in their progress in reading, writing and mathematics and to the support provided through specific 'catch-up' programmes to boost their learning.
- Throughout the academy, pupils read with fluency and enjoyment. Pupils in Key Stage 1 tackle new and unfamiliar words well because they have a good knowledge of letters and their sounds to help them. The results of the national test for these skills at the end of Year 1 were above average. By Year 6, pupils' enjoyment of reading is apparent in their understanding of the work of different authors and their ability to draw inferences about the plot and characters.
- Pupils write at length for many reasons throughout the academy. They are often very productive and take a pride in their written work. Pupils' grammar, spelling and punctuation are largely

accurate.

- Pupils' achievement in mathematics is now good because their mental recall and calculation skills are developing well. They are encouraged to reason and solve problems. However, pupils' mathematical vocabulary is less well developed and inhibits them from making better progress still.

The quality of teaching is good

- Reading and writing skills are taught well through direct and sharply focused lessons with a strong concentration on basic skills. For example, teachers in the Early Years Foundation Stage and Key Stage 1 skilfully show how letters are written and how sounds blend together to make new words using a wide range of resources. Teachers provide many opportunities for pupils of all ages to read aloud to adults and older pupils. They make good use of systematic reading schemes and a well-stocked library to promote good progress.
- The teaching of writing skills is successful because it is built on systematic and consistent development of grammar, spelling and punctuation skills and regular opportunities to practise them. This is reinforced by frequent homework, including the use of information and communication technology.
- Pupils use their acquired knowledge of writing imaginatively in a wide range of circumstances from letters to their new teachers at the start of each year to well-constructed arguments and lively newspaper accounts of historical events. Teachers ensure pupils make good progress by focusing on short, high-quality paragraph writing for many different purposes rather than too many extended stories.
- The teaching of mathematics is good and improving. The academy makes good use of teachers with specialist skills to raise standards and set examples for other staff. The development of written calculation skills and good recall of multiplication and other facts form the backbone of mathematical learning. Lessons provide good opportunities for pupils to plan and organise their investigations which has a positive impact on learning, especially for the most-able.
- Teachers place a strong emphasis on clear and accurate speech and provide many opportunities for pupils to engage in role play and drama. This helps all pupils improve their reading and writing skills and has a particular impact on a significant proportion of pupils who start the academy with speech and language difficulties.
- Teachers skilfully question pupils to develop their knowledge and understanding. In the best lessons, teachers ensure pupils use precise and accurate vocabulary when giving their answers.
- Teaching assistants and other adults are deployed well to support all pupils. Teaching assistants are well trained in a wide range of specific teaching programmes and make a valuable contribution to the progress made by all groups of pupils.
- Teachers accurately measure pupils' progress and use this knowledge to make sure all groups of learners work towards suitably high levels of work. For example, they often provide specialist teaching to build the skills of less-able pupils or provide additional challenge for the most-able.
- Teachers do not always teach pupils the most appropriate mathematical terms to use in their work. This restricts their ability to communicate their ideas and solve mathematical problems.

- Sometimes, teachers do not make full use of marking and feedback to help pupils make even better progress. For example, the comments they give pupils are occasionally not specific enough and do not provide all the guidance they need to improve their own work.
- Occasionally, teachers do not ensure pupils are busy and productive enough throughout the lessons. For example, sometimes teachers do not ensure all pupils get down to their tasks soon enough and work to tight enough timescales. Sometimes, teachers do not encourage pupils to work things out for themselves rather than waiting for adult assistance.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils are polite, thoughtful and considerate towards each other and their teachers.
- Classes are calm, orderly and purposeful. This is reflected in the pride and care pupils take in all aspects of their work and is a direct result of teachers' high expectations and a rigorously applied system of rewards and sanctions.
- Pupils enjoy taking responsibility. Through the house point systems and their role as school councillors, pupils make a good contribution to the friendly and purposeful working environment.
- The academy's work to keep pupils safe and secure is good. Pupils comment very positively about the care they receive from all staff and the good opportunities they have to express their worries and concerns.
- Pupils have a good understanding of different types of bullying, including cyber-bullying and strongly feel that little goes on. They know what to do and who to turn to in the event of any incidents. The large majority of parents also feel that their children are safe.
- The academy works well with pupils who have emotional and social difficulties and helps them manage their own behaviour. Consequently, there are few exclusions and poor behaviour is rare.
- Pupils' attendance is now average and steadily improving from previously lower levels. Pupils' attendance and punctuality are closely monitored. The academy has successfully reduced the proportion of pupils who are regularly absent, and good attendance at the breakfast club contributes to pupils arriving on time and ready for work.

The leadership and management are good

- The Executive Principal and Principal provide a very clear vision for the academy's development which is shared by staff and the governing body. There is a continuous pursuit of high standards in all aspects of the school's work. This is evident in the good achievement, increasingly high quality of teaching, and harmonious and hardworking classes. As a result, staff morale is high.
- Rigorous procedures to measure all aspects of pupils' achievement underpin the academy's development and keep senior leaders and the governing body informed about all aspects of the school's work. School development plans are realistic and sharply focused. As a result, self-evaluation is accurate and the school is aware that the few inconsistencies in the quality of teaching are yet to be fully addressed.
- Senior staff provide good role models to their colleagues. They are skilled in assessing the

quality of teaching and setting challenging targets for teachers to aim for in their work. Subject leaders, some of whom are quite new to their roles, are passionate and thorough in their work. This has contributed particularly well to improvements in mathematics and pupils' attendance.

- Staff are held accountable for the progress their pupils make, and they have to meet stringent criteria in order to achieve the next salary level.
- The management of the performance of teachers and teaching assistants and provision of good-quality training has a significant impact on the learning of all groups of pupils, particularly those in receipt of pupil premium funding. The appointment of teachers with specialist skills in key areas such as art, mathematics, physical education and science is further helping to raise standards.
- The academy works closely with other local schools and those further afield to develop and extend the quality of leadership and provision. It receives challenge and support from other institutions through, for example, a 'peer review' conducted by other headteachers.
- The school prides itself in giving pupils opportunities to fulfil their potential and shine in many areas. Pupils' spiritual, moral, social and cultural development is strongly promoted. There is a good range of sporting, artistic and musical events and clubs for all pupils to participate in, and these enrich their health and well-being. A clear policy for effective use of new sports development funding to broaden these experiences and develop teachers' skills is in place, although it is too soon to measure its impact.
- The academy forges strong relationships with parents. It provides a good range of support and training for families to better help with their children's education and to enrich their own lives. Parents attend weekly assemblies to share in and celebrate their children's success.
- **The governance of the school:**
 - The governing body is led and managed well. It is well informed through the Principal's detailed reports and analysis of pupils' progress. Governors are committed to continually enhancing their own skills and becoming even more rigorous in the checks they make when visiting the academy. They ask challenging questions of the senior leaders to ensure all decisions are based on firm foundations. They ensure that financial resources are managed efficiently and know, for example, what impact pupil premium funding has on pupils' achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They ensure that safeguarding meets statutory requirements and is based on secure and accurate record keeping.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137480
Local authority	Nottingham
Inspection number	431908

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	677
Appropriate authority	The governing body
Chair	Peter Milner
Principal	Graham Boyd
Principal (Executive)	Michaela Saunders
Date of previous school inspection	Not previously inspected
Telephone number	0115 9150466
Fax number	0115 9150466
Email address	g.boyd1@southwark.nottingham.sch.uk

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