

Southwark Primary School

Inspection report

Unique Reference Number	122454
Local Authority	Nottingham City
Inspection number	359253
Inspection dates	28–29 June 2011
Reporting inspector	Godfrey Bancroft

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	597
Appropriate authority	The governing body
Chair	Ailsa King
Headteacher	Michaela Saunders
Date of previous school inspection	14 April 2008
School address	Park Lane Old Basford, Nottingham NG6 0DT
Telephone number	0115 9150466
Fax number	0115 9155792
Email address	admin@southwark.nottingham.sch.uk

Age group	3–11
Inspection dates	28–29 June 2011
Inspection number	359253

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 24 lessons, taught by 24 teachers. Meetings were held with the headteacher and senior members of the staff, members of the governing body, parents, carers and pupils. In addition to observing the school's work, inspectors looked at the school's self-evaluation, lesson plans, plans for improvement and records of their evaluation. They also looked at records containing details of pupils' attainment and progress. Inspectors considered also the evidence from 104 questionnaires submitted by parents and carers, 37 questionnaires received from members of staff and 150 questionnaires completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the school's drive to improve attendance?
- How does the school help pupils who join at times other than the usual to settle in and make the best possible progress?
- How effective is the drive to raise attainment in reading and writing?
- How well is the trend of an increasing number of pupils attaining at higher levels being sustained?

Information about the school

This is a much larger-than-average sized primary school. The proportion of pupils known to be eligible for free school meals is significantly higher than found usually. A broadly average percentage of pupils comes from minority ethnic groups and a below average, but rising proportion, speaks English as an additional language. While the percentage of pupils with a statement for special educational needs is relatively low, the overall percentage who have special educational needs and/or disabilities is above average. The percentage of pupils who either start or leave the school other than at the expected time is very high. The school moved in to new accommodation in April 2010.

There is a breakfast club and an after-school club that are managed by the governing body. The school holds the Healthy Schools Award and the Eco Schools Award (Silver).

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is a school that provides its pupils with an outstanding quality of education. Its work is regarded highly by parents and carers and appreciated greatly by pupils. Pupils are rightly proud of their school. As one pupil said, 'I've been to lots of schools and this is by far the best.' Another commented 'I have not been at this school for very long, but the teachers are fantastic and I am doing really well.' Parents and carers are similarly pleased with the school. One parent summed up the views of many when she said 'This school is simply fantastic.'

A clear year-on-year pattern of rising attainment is now well established. By the time pupils leave at the end of Year 6, their attainment is broadly average. For the large majority of pupils, that represents outstanding progress from their various, often low, starting points when they join the school. Pupils make the progress because they are given an excellent start in the Early Years Foundation Stage. From year to year, their progress is assessed accurately and the next stages of learning are planned to meet their needs precisely. Consequently, the pattern of outstanding progress is sustained. Lessons are exciting and capture pupils' interest. The pupils behave exceptionally well and are committed and hard-working during lessons. A prominent feature of most lessons is the highly effective way in which teachers use questions to challenge pupils. However, occasionally, that is not the case and some teachers do not always probe deeply enough with their questions to extend pupils' thinking skills.

Significant importance is attached to promoting the best possible progress for each pupil in reading and writing. That has been achieved with considerable success, to the extent that many pupils are passionate readers who also enjoy writing. That has resulted in turn in a significant increase in the proportion of pupils who attain above the national average in reading and writing by the end of Years 2 and 6. The excellent acquisition of basic skills is mirrored by developments in mathematics and by the way in which pupils learn to use computers. As a result, the pupils are prepared exceptionally well for the next stages of their education and to secure their future economic well-being. Pupils have excellent, cooperative and teamwork skills also and benefit greatly from a very effective programme of enterprise activities.

The school provides excellent support for pupils who join the school other than at the usual times that enables them to settle in quickly. The pupils' personal and academic needs are assessed as soon as possible after they arrive. Where needed, compensatory learning programmes are put in place to enable those pupils to catch up. The compensatory programmes are very effective, to the extent that many of the pupils make outstanding progress. Similar support programmes are in place for those pupils who have poor attendance. Those pupils do well also, although it is difficult for some to catch up as they missed significant amounts of time at school. The school has worked effectively to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

bring about significant improvements in attendance, to the extent that it is now broadly average. Even so, a small proportion of hard-to-reach, persistent absentees remains.

Highly effective leadership and management, coupled with the excellent work of the governing body, mean that the school has demonstrated outstanding capacity to sustain improvement. That is illustrated amply by the pattern of improved attainment and progress which has resulted from developments promoted very effectively in teaching and the curriculum.

What does the school need to do to improve further?

- Maintain the focus on improving the attendance of the small minority of pupils who are persistent absentees.
 - Refine the use of questioning in all lessons to match that seen in the very best lessons, so that pupils are challenged and their thinking abilities extended at all times

Outcomes for individuals and groups of pupils

1

Pupils are eager learners who, clearly, enjoy school and are always willing to do their best in lessons. Invariably, they sustain their concentration for long periods, especially when reading and when challenged to develop and extend their writing independently. Pupils from all groups, including the high proportion who have special educational needs and/or disabilities and those who join part way through their primary education, make exceptional progress. That is because of the excellent support they receive from teachers and teaching assistants. The improving pattern of attainment shows that standards in mathematics and in reading and writing are edging ever closer to a level where they are set to be above average. That pattern is affirmed by the school's accurate assessment data and by the work seen during lessons and in pupils' books.

Pupils report that they feel very safe and well cared for. They are also very well informed about how to take care of themselves, a view supported by their parents and carers. Pupils engage in healthy lifestyles. They capitalise exceptionally well on the many opportunities for exercise, especially those provided by the school's excellent range of additional sporting activities. They have an excellent understanding also of the importance of eating healthily. That is very apparent in the enthusiasm with which they grow large amounts of vegetables in the planting beds on the new school site.

The pupils' commitment to the school and to the wider community is outstanding. They are eager to take responsibility and are proud members of the school council and the eco council. Pupils tend a garden in a nearby public space and the choir and orchestra are popular performers at local and national events. Pupils' understanding of the wider world is highly developed, through the support they give to children who live abroad and are less fortunate than themselves and by the way they embrace the widening range of cultures and backgrounds of those who attend the school.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils show great respect for and care towards each other. Their capacity for reflection is evident during assemblies and they take great pleasure in participating in drama, music and writing poetry. Skills for the future are also developed exceptionally well. For example, the school's special focus on promoting enterprise enables pupils to invest money in planning

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and producing items, which invariably they sell at a healthy profit, enabling them to reinvest in subsequent projects or to give to charities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The excellent quality of teaching and outstanding curriculum provide the foundation for pupils' progress. Relationships between teachers and their pupils are excellent and there are high expectations, to which pupils respond exceptionally well. Teachers plan lessons to match pupils' individual learning needs precisely. Activities are often practical, which suits the preferred learning style of many pupils. Often teaching is split into bite-sized chunks. Often, teachers change venue from the classroom to outside, all of which helps pupils to maintain concentration. In that respect, excellent use is made of the new school grounds to enhance learning across the curriculum.

In the majority of lessons, speaking and listening are promoted exceptionally well and underpin the excellent progress that pupils make in their reading and writing. Just occasionally, opportunities to extend pupils' knowledge and understanding through the use of precisely targeted and challenging questions are missed. Teachers use the information they gain from assessments very skilfully to plan the next stages of pupils' learning. Marking is helpful and supportive and pupils appreciate the frequent celebration of their successes and efforts greatly. Pupils are involved in every stage of this process. They are knowledgeable about their targets and how to improve their work. Progress

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

during lessons is typified by the effective use of the 'mini plenary' to refocus pupils on what they expected to learn.

The curriculum meets pupils' learning needs outstandingly well. Promotion of pupils' personal and social development is excellent. Close attention to promoting the basic skills of reading, writing, mathematics and information and communication technology underpins the outstanding academic progress that pupils make. Pupils are grouped in a variety of ways for different subjects, enabling them to work at levels that are ideally suited to their abilities. The approach is coupled with the deployment of teachers in ways that enable their particular areas of expertise to be used to the best possible effect. Learning is enhanced by an excellent range of additional activities, especially in sport and the arts. The activities, the frequent educational visits and the contribution made by visitors are appreciated greatly by pupils.

The school provides high-quality care, guidance and support. That applies particularly for those pupils who, because of their circumstances, might be vulnerable. The school's work with other caring and support agencies on behalf of these pupils is exemplary. Pupils are confident that, should they experience any difficulties, they will receive all the help they need. The excellent support provided for pupils who are frequent absentees and those who join the school other than at the usual times also exemplifies this aspect of the school's work. The breakfast and after-school clubs make a significant contribution to pupils' well-being.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The promotion of equality of opportunity and the elimination of any form of discrimination are at the heart of everything the school does. The headteacher, governing body and senior managers set challenging targets for improvement, which are evaluated rigorously. This is a school that is constantly seeking to improve and no one is complacent. Developments in teaching and learning are consistently aimed at optimising pupils' progress and there are excellent opportunities for the continued professional development of staff.

The governing body is a great advocate for the work of the school. It works closely with staff to ensure that self-evaluation is accurate. It is also expert at holding the headteacher and staff to account for the quality of provision. The governing body fulfils its legal duties fully in respect of ensuring the safeguarding of pupils. Procedures are fully up to date. Staff are trained to a high standard and are constantly vigilant. Community cohesion is also promoted exceptionally well. At all points, pupils and adults show respect and high

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

levels of understanding for pupils and community groups of all backgrounds and heritages. Engagement with parents and carers is excellent. Parents and carers feel their views are listened to and they are well informed about how their children are progressing.

Resources are deployed exceptionally well to ensure the best possible value for money. The day-to-day operation of the school is highly effective and the school's finance officer provides guidance and support for colleagues in other schools.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start in the Nursery with attainment that is much lower than that expected for their age. That applies to all areas of their learning, but particularly to their personal, social and emotional development and to communication, language and literacy. However, it is in those key areas that children make outstanding progress, to the extent that, by the time they are ready to move into Year 1, their overall attainment has improved to the point where it is below average for their age. Children's behaviour is excellent.

Teaching and the programme of learning meet children's needs exceptionally well. Children are taught very successfully in groups which optimise their progress. For example, higher-attaining nursery children are often taught alongside their peers in the Reception classes. The development of listening skills, the teaching of early letter and word sounds, sentence formation and emergent story writing are linked seamlessly to promote excellent progress. There is ideal balance, across all six areas of children's learning, between activities that are led by adults and those in which children can make choices for themselves. A similar, equally effective balance influences opportunities for children to learn indoors and outdoors.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The leadership and management of this stage are excellent. Accurate assessment procedures clearly identify the next stages of learning and relate precisely to the needs of each individual child.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire is relatively low when compared with similar schools. The responses show that, overall, parents and carers are very happy with their children's experience at this school and that they feel the school is led and managed well. A very large majority of parents and carers feel their children enjoy school and that the school keeps their children safe. They say also the school encourages their children to adopt healthy lifestyles and it meets their children's particular needs. The overall findings of the inspection correlate closely with the views expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southwark Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 597 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	82	19	18	0	0	0	0
The school keeps my child safe	84	81	18	17	1	1	0	0
My school informs me about my child's progress	72	69	29	28	3	3	0	0
My child is making enough progress at this school	81	78	20	19	3	3	0	0
The teaching is good at this school	78	75	23	22	3	3	0	0
The school helps me to support my child's learning	68	65	30	29	6	6	0	0
The school helps my child to have a healthy lifestyle	76	73	26	25	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	72	69	25	24	2	2	0	0
The school meets my child's particular needs	74	71	29	28	0	0	0	0
The school deals effectively with unacceptable behaviour	71	68	25	24	5	5	0	0
The school takes account of my suggestions and concerns	69	66	28	27	1	1	0	0
The school is led and managed effectively	80	77	22	21	0	0	0	0
Overall, I am happy with my child's experience at this school	87	84	15	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2011

Dear Pupils

Inspection of Southwark Primary School, Nottingham, NG6 0DS

First, I must thank you all for the help you gave the inspectors when we visited your school recently. We were very pleased to hear what you had to say about Southwark. We heard that you and many of your parents and carers think your school is excellent. We agree, we think it provides an outstanding quality of education.

You all make impressive progress, especially in your reading, writing and mathematics. That includes those of you who do not always find learning easy and those of you who join the school part of the way through your primary education. Your impressive progress is down to the excellent teaching you receive and to the ways in which you work so hard during lessons. To maintain your impressive progress, we are asking your teachers to make sure that they set challenging questions which make you think hard during every lesson. We are confident that, based on what we saw at Southwark, you will rise to the challenge. However, there is still a small number of you who do not attend as often as you should. We know this is not always your fault, but we hope you will try harder to attend school more often in the future.

We were delighted to hear that you all feel very safe and exceptionally well cared for at school and that you enjoy your learning and get all the help you need. We hope you continue to do well in the future.

Yours sincerely

Godfrey Bancroft

Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.