

Southgate Primary School

Inspection report

Unique reference number	133971
Local authority	West Sussex
Inspection number	381580
Inspection dates	23–24 April 2012
Lead inspector	Jon Carter

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	The governing body
Chair	Rose Benwell
Headteacher	Denise Harber
Date of previous school inspection	10–11 December 2008
School address	Barrington Road Southgate Crawley RH10 6DG
Telephone number	01293 525966
Fax number	01293 538097
Email address	office@southgate.w-sussex.sch.uk

Age group	4–11
Inspection date(s)	23–24 April 2012
Inspection number	381580



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Jon Carter	Additional inspector
Clementina Ogunsanwo	Additional inspector
Kanwaljit Singh	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons taught by 15 teachers. They listened to pupils read and discussed different aspects of their work with them. Meetings were held with representatives from the governing body, members of staff holding leadership responsibilities at the school and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at assessment information, the school's analysis of pupils' progress, curriculum plans and records of the school leaders' lesson monitoring. Inspectors also analysed responses from the 66 questionnaires received from parents and carers, as well as those from pupils and staff.

Information about the school

Southgate Primary is a larger than average primary school. The Early Years Foundation Stage is made up of two Reception classes. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is slightly above average. Pupils' special educational needs are mainly moderate learning difficulties and speech language and communication needs. The largest ethnic group in the school is made up of pupils from White British backgrounds. The school has a higher than average percentage of pupils of minority ethnic heritage. A higher than average proportion of pupils speak English as an additional language. Just over half of those pupils who speak English as an additional language are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals and the proportion of pupils who join or leave the school other than at the normal times are above average and increasing year-on-year. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and 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

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because high quality marking and written feedback are not used consistently well across the school to improve pupils’ learning, and pupils who join other than at the normal time of admission do not always make early and rapid progress.
- Achievement in both English and mathematics has improved strongly. Pupils make good progress in reaching average levels of attainment by the end of Key Stage 2. Improvement in English has been secured steadily over the period since the previous inspection. Accelerated progress in mathematics has been achieved more recently. As a result, there is now a much smaller difference between pupils’ attainment in mathematics and English.
- Well-targeted professional development for staff has improved the quality of teaching in mathematics substantially. Pupils who speak English as an additional language are often provided with highly-tailored, effective support. However, the assessment of pupils who join the school late is not always carried out promptly. Teachers do not consistently give pupils regular opportunities to respond to their written feedback.
- Pupils’ positive attitudes towards others ensure that bullying is rare. Pupils feel safe and behaviour is good. Good systems to manage pupils’ behaviour have been developed to ensure that, when concerns occasionally arise, they are dealt with effectively. Pupils’ attendance is average and improving rapidly, with those in older year groups attending particularly well.
- Leaders and managers at all levels make sure that priorities identified through good self-evaluation and performance management processes are tackled successfully. The management of teaching is good. The governing body contributes strongly to ensuring that the strategic direction of the school is clearly established and its progress monitored.

What does the school need to do to improve further?

- Ensure that high quality marking and written feedback consistently helps all pupils to improve their work, by:
 - improving the consistency with which effective marking strategies are used in all classes across the school

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

- providing regular opportunities for pupils to respond to teachers' written feedback
- monitoring the effectiveness of written feedback in improving pupils' subsequent work.
- Ensure that pupils who join the school other than at the normal time of admission make early and rapid progress, by:
 - accelerating assessment processes so that teachers have suitable information and can plan more accurately to meet their needs
 - rigorously monitoring and reviewing the impact of provision made to accelerate the progress made by these pupils.

Main report

Achievement of pupils

Most children start school in the Early Years Foundation Stage with levels of development which are below age-related expectations. The school also admits a larger than average proportion of pupils at different stages of their education with levels of attainment that are below average for their age. Across the school, all groups of pupils make good progress.

Reading skills develop well because pupils are grouped by ability rather than age when learning about letters and sounds. Pupils are challenged well while developing their communication and literacy skills through activities such as 'literature circles' that provide good opportunities for them to share their creative thoughts, ideas and experiences.

In lessons, they respond particularly positively to opportunities that allow them to work actively and collaboratively with others. For example, in a mathematics lesson for Year 6, pupils solved challenging real-life problems using angles linked to the school's recently built adventure playground equipment. They demonstrated perseverance and used mathematical language well to communicate their findings when questioned. In the Early Years Foundation Stage, children achieve well because learning is fun. Enjoyable and well-supported activities, such as letter modelling in play dough and exploration using toy people in jelly, promote children's development well across all areas of learning.

Since the previous inspection, pupils' mathematical skills have developed more slowly than those in reading and writing. However, recent improvements in mathematics teaching to ensure teachers have robust subject knowledge and teach using common approaches have led to improved progress in lessons. As a result, the gap between pupils' attainment in English and mathematics is now closing rapidly. The school's published results often include a higher than average proportion of pupils that have joined the school other than at the normal time of admission. Additionally, pupils transferring to other schools before the end of Key Stage 2 achieve well and are often higher achieving in comparison to their peers. Nevertheless, inspection evidence, including scrutiny of pupils' current work, indicates that attainment is

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

securely average and improving well by the end of Key Stage 2, as is attainment in reading at the end of both key stages.

Pupils who are known to be eligible for free school meals make similar progress to their peers. Disabled pupils and those with special educational needs also make good progress because of the well-targeted support they receive in and outside mainstream classes. Pupils who speak English as an additional language, including the relatively high proportion who are at an early stage of learning English, often make better progress than their peers. Parents and carers are rightly of the opinion that their children make good progress.

Quality of teaching

Lesson planning usually makes good provision for pupils of all abilities, including disabled pupils and those with special educational needs, because assessment information is used well. Occasionally, pupils who have recently joined the school are not planned for so well because there is too little information available about their abilities and needs. Targets for pupils are linked well to their current levels of achievement and form the basis for pupils' reviews of their own work. Teachers usually identify clear learning objectives and specify precisely what pupils need to do to demonstrate that the objectives have been achieved. The use of clear written feedback with examples and short tasks to guide pupils to improve their work is not consistent across the school, particularly in the marking of work in English. Pupils are not always given sufficient opportunities to respond to teachers' written feedback and the quality of their responses is not routinely monitored. Consequently, the impact of marking on improving pupils' learning is inconsistent.

Teaching takes good account of pupils' interests through appropriate and planned adaptations to the curriculum. Activities are typically well paced and provide regular changes to the style of teaching. This engages pupils well. Regular small group work, such as that seen in a Year 1 class where pupils were learning to sequence numbers, ensures that pupils have opportunities to learn alongside peers of similar ability and work collaboratively with them. The teaching of reading is effective because of the school's flexible approach to grouping pupils, and teachers' good use of a range of activities. This accelerates their progress and contributes strongly to promoting pupils' good spiritual, moral, social and cultural development.

Teachers frequently use good quality questioning to develop learning effectively. This was demonstrated well during a Year 3 mathematics lesson, where pupils were able to explain the strategies they had used to solve addition problems in response to the teacher's well-structured questions.

Teaching assistants are well deployed to support the learning and progress of pupils who speak English as an additional language as well as disabled pupils and those with special educational needs. They are proactive and work effectively to accelerate the learning of individuals and small groups. A very large majority of parents and carers feel that their children are taught well at this school. Inspection evidence

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

supports this view.

Behaviour and safety of pupils

Pupils have very positive attitudes to learning and engage well with the range of exciting experiences provided in the curriculum. Pupils' behaviour in lessons and conduct around the school is good. Many pupils say that this is typical of behaviour over time, although a small number were less positive about behaviour in their responses to the questionnaire. However, inspection evidence, including discussions with groups of pupils representing the diversity of the school population, and observations, indicates that incidences of poor behaviour are infrequent and are well managed when they do occur. Pupils who experience social, emotional and behavioural difficulties receive appropriate support and positive encouragement. Consequently, disruption to lessons is rare. Pupils are clear that bullying of any sort is rare and dealt with swiftly by school staff. They demonstrate a thorough knowledge of how bullying, including cyber-bullying, might occur. Prejudice-based incidents and bullying do not occur because pupils have positive attitudes towards one another and value the cultural diversity of their school. Parents and carers express positive views about behaviour and their children's safety at the school.

Pupils enjoy working collaboratively with their peers during lessons. Their relationships with staff are good, which helps to ensure that a positive learning environment exists in all classrooms. Pupils therefore feel safe and secure and contribute fully to lessons. Their attendance is average but showing sustained improvement over time, particularly as the school works very hard in stressing to parents and carers the impact on their child's education of taking family holidays during school time.

Leadership and management

Leaders and managers at all levels, including members of the governing body, have a comprehensive understanding of what the school does well and the areas it needs to develop further. They have used this to good effect to bring about significant improvement since the previous inspection. Middle leaders, especially in mathematics, make a strong contribution to driving school improvement. As a result, there is a cohesive staff team with a shared vision of the future of the school. Improvements in teaching over time show that the school has been able to increase the rate at which pupils make progress and therefore has the capacity to improve further. However, the monitoring and review of progress made by pupils who join and leave the school other than at the usual times is underdeveloped. Consequently, the impact of provision for these pupils is not evaluated as rigorously as it is for other groups. Leaders and managers at all levels promote equality and tackle discrimination well, by ensuring, for example, that there are no significant differences in achievement between different groups. Arrangements for safeguarding pupils, including the vetting of new appointments and staff training, are managed appropriately by school leaders and managers.

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

Improvements in pupils' progress have been achieved following ongoing professional development. Training, for example to improve teachers' confidence and competence in teaching mathematics consistently across the school, has been well led and effectively targeted through the school's performance management processes. The impact of this work is evident from the rapidly closing gap in pupils' attainment in English and in mathematics. Senior leaders' monitoring of teaching and learning contributes efficiently to school self-evaluation.

Curriculum planning ensures that pupils have access to a broad and balanced programme. Good links are made between subjects and these give pupils regular opportunities to apply their skills, knowledge and understanding to realistic situations. This engages pupils well, promotes their enthusiasm for learning in and out of school and makes good provision for developing their spiritual, moral, social and cultural understanding well. Parents and carers comment positively about the approachability of staff at all levels and indicate that they are encouraged to support their children's learning at home.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 April 2012

Dear Pupils

Inspection of Southgate Primary School, Crawley RH10 6DG

Thank you for your warm and friendly welcome when we inspected your school recently. This letter is to tell you about some of our judgements about your school.

These are the most important things we found out about your school:

- Southgate Primary is a good school.
- The amount of progress and the levels you achieve in your learning have improved since the previous inspection. There is now a much smaller difference between your achievement in English and mathematics than before because teachers at your school have improved how well they teach mathematics.
- Those of you who speak English as an additional language are supported well.
- You have positive attitudes towards each other and this ensures that you feel safe, and you tell us that there is little bullying. Your behaviour is good – well done!
- The teachers who lead your school and the governing body use very effectively their good knowledge of what it does well and what it needs to do to improve.

We have asked the headteacher and teachers to improve these aspects of your school:

- How well teachers' marking of your work helps you to improve your learning.
- How quickly pupils who do not join the school in the Reception class are assessed and given any additional help so they can make faster progress.

You can all help by regularly recording your responses to your teachers' written feedback on your work.

Yours sincerely

Jon Carter
Lead inspector

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.**